

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

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

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual																
<p>Metric/Indicator Percent of courses and teachers at RISE High appropriately assigned and with appropriately credentialed personnel.</p> <p>19-20 100% of teachers will hold a CTC certificate permit or other document equivalent to that which a teacher in other public schools would be required to hold.</p> <p>Baseline 100% of teachers hold a CTC certificate.</p>	<p>In 2019-20 100% of teachers at RISE High were appropriately assigned and with appropriately credentialed personnel (0 teachers without Full Credentials). GOAL MET.</p> <table border="1" data-bbox="1060 833 1703 982"> <thead> <tr> <th>Teacher Credentials for Da Vinci RISE High</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>With Full Credential</td> <td>♦</td> <td>♦</td> <td>12</td> </tr> <tr> <td>Without Full Credential</td> <td>♦</td> <td>♦</td> <td>0</td> </tr> <tr> <td>Teaching Outside Subject Area of Competence</td> <td>♦</td> <td>♦</td> <td>0</td> </tr> </tbody> </table>	Teacher Credentials for Da Vinci RISE High	18-19	19-20	20-21	With Full Credential	♦	♦	12	Without Full Credential	♦	♦	0	Teaching Outside Subject Area of Competence	♦	♦	0
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Teaching Outside Subject Area of Competence	♦	♦	0														
<p>Metric/Indicator Percent of RISE students who will have sufficient access to standards-aligned instructional materials.</p> <p>19-20</p>	<p>100% of students had access to instructional materials in print or electronic format. GOAL MET.</p>																

Expected	Actual																				
<p>100% of RISE High students will have access to standards-aligned instructional materials pursuant to Education Code section 60119.</p> <p>Baseline 100% of RISE High students had access to standards-aligned instructional materials pursuant to Education Code section 60119.</p>																					
<p>Metric/Indicator Percent of rooms (all) in good repair; RISE High administration will work with facilities personnel to ensure Learning Sites are maintained in good repair.</p> <p>19-20 100% of RISE students will have access to rooms and facilities that are in good repair.</p> <p>Baseline 100% of RISE students had access to rooms and facilities that are in good repair.</p>	<p>Facilities are clean and well maintained based on January 2021 campus inspection with a "Fair" overall rating. GOAL MET.</p> <p style="text-align: right;">Year and month in which data were collected: January 2021</p> <table border="1" data-bbox="1062 558 2003 1174"> <thead> <tr> <th data-bbox="1062 558 1598 630">System Inspected</th> <th data-bbox="1602 558 2003 630">Repair Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="1062 633 1598 688">Systems: Gas Leaks, Mechanical/HVAC, Sewer</td> <td data-bbox="1602 633 2003 688">Fair</td> </tr> <tr> <td data-bbox="1062 691 1598 747">Interior: Interior Surfaces</td> <td data-bbox="1602 691 2003 747">Poor</td> </tr> <tr> <td data-bbox="1062 750 1598 805">Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td> <td data-bbox="1602 750 2003 805">Good</td> </tr> <tr> <td data-bbox="1062 808 1598 863">Electrical: Electrical</td> <td data-bbox="1602 808 2003 863">Fair</td> </tr> <tr> <td data-bbox="1062 867 1598 922">Restrooms/Fountains: Restrooms, Sinks/ Fountains</td> <td data-bbox="1602 867 2003 922">Fair</td> </tr> <tr> <td data-bbox="1062 925 1598 980">Safety: Fire Safety, Hazardous Materials</td> <td data-bbox="1602 925 2003 980">Poor</td> </tr> <tr> <td data-bbox="1062 984 1598 1039">Structural: Structural Damage, Roofs</td> <td data-bbox="1602 984 2003 1039">Poor</td> </tr> <tr> <td data-bbox="1062 1042 1598 1097">External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td> <td data-bbox="1602 1042 2003 1097">Poor</td> </tr> <tr> <td data-bbox="1062 1101 1598 1174">Overall Rating</td> <td data-bbox="1602 1101 2003 1174">Fair</td> </tr> </tbody> </table>	System Inspected	Repair Status	Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Interior: Interior Surfaces	Poor	Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical: Electrical	Fair	Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Safety: Fire Safety, Hazardous Materials	Poor	Structural: Structural Damage, Roofs	Poor	External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Overall Rating	Fair
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<p>Metric/Indicator All instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.</p> <p>19-20 100% of instructional curriculum maps will be inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.</p>	<p>In 2019-20 100% of instructional curriculum maps included corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design. GOAL MET.</p>																				

Expected	Actual
<p>Baseline 100% of instructional curriculum maps are inclusive of corresponding subject area CCSS and ELD standards and Frameworks for Instructional Design.</p>	
<p>Metric/Indicator Percent of access to all available programs and services outlined in charter petition.</p> <p>19-20 100% of RISE students will have access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.</p> <p>Baseline 100% of RISE students had access to all programs and services outlined in its charter petition, inclusive of all A-G courses that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable and with consideration of student need and interest.</p>	<p>100% of RISE students had access to all programs and services outlined in its charter petition in 2019-20. Each student is provided a Personalized Learning Plan outlining their programs and services individualized to meet their needs. GOAL MET.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>RISE High will maintain a credential review log for the teacher hiring process and will review the master schedule and 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.</p>	<p>CMO costs of HR support for teachers to ensure credentialing compliance 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 4000</p>	<p>CMO costs of HR support for teachers to ensure credentialing compliance 5000-5999: Services and Other Operating Expenditures Supplemental and Concentration 4000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	Instructional books & materials 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000	Instructional books & materials 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9198
<p>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.</p>	Partial costs of custodial & maintenance staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000	Partial costs of custodial & maintenance staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Partial cost of staff salaries to participate in PD days throughout year (\$1000 per staff member) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 26,000</p> <p>partial cost of Data & Accountability Manager salary for creation of achievement data reports 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000</p>	<p>Partial cost of staff salaries to participate in PD days throughout year (\$1000 per staff member) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 26,000</p> <p>partial cost of Data & Accountability Manager salary for creation of achievement data reports 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5000</p>
<p>RISE will provide all students with an array of courses, will ensure the curriculum and instruction reflect the needs of its students, and will provide 1:1, 24/7 technology access to curriculum.</p>	<p>1:1 Chromebooks & WiFi jetpacks 4000-4999: Books and Supplies Supplemental and Concentration 40,000</p> <p>Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster,</p>	<p>1:1 Chromebooks & WiFi jetpacks 4000-4999: Books and Supplies Supplemental and Concentration 48970</p> <p>Additional Academic Coaches to ensure 1:1 and small group tutoring and remediation for foster,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations</p>	<p>homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions. (\$10,000 per academic coach x 6 academic coaches) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 60,000</p> <p>Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000</p>	<p>homeless, probation, EL, and other students who have traditionally struggled due to frequent transitions. (\$10,000 per academic coach x 6 academic coaches) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 60,000</p> <p>Teacher Extra Duty/Stipends for teaching summer school and intersession courses to provide students additional opportunities to master content and recover credits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20000</p>

Goal Analysis

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

Estimated actual expenditures matched budgeted expenditures, all Actions/Services were implemented with the funds budgeted.

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

The school site closures during Spring 2020, as a result of the COVID-19 pandemic, contributed to changes in instructional operations of RISE in that students and staff became 100% remote. Impact on engagement/attendance in remote online-only learning from March-June resulted in a reduction in engagement and attendance. The array of courses continued to be offered to students during this school closure, but impacts were seen in students logging into courses on days they typically were on site. This change for students who participated in the hybrid prior to school closure to receive in-seat instruction by qualified content specialists shifted to online delivery of services. A review of student and staff needs was held by administration and stakeholders. A comprehensive professional development schedule that existed prior to school closures was revised supported the 100% distance learning programs. Staff received additional training and supports on teaching online, Zoom, and use of other engagement strategies including activities to help students share their screen, use of the Whiteboard feature, creating breakout rooms for collaboration, providing virtual backgrounds that can be more than just fun, using icebreakers such as "I Spy," surveys, conducting scavenger hunts, creating live

Quizzes or Trivia activities. Staff and students communicated that these additional engagement strategies supported needs relating to continuing engagement with learning in this new distance learning program. The behavior interventionists also provided staff development using other tools and communication techniques for 1-1 sessions and advisory meetings with students. Additional supports were provided during this period with shifting schedules and targeting students in need of continuity of instruction. English Language Learners received 1-1 assessment to maintain their instructional needs and supports for specially designed instruction based on the classification needs. Testing continued for this subgroup to support evaluation of the language status, and reclassification procedures continued. The ELL committees reviewed the needs of staff, and additional training was provided around the student learning needs, particularly related to distance learning and integrating supports in the general education inclusion settings.

Intersession sessions were focused on outreach and enrollment of students in most need of credit attainment and learning continuity to complete their courses and/or to remain on track for course completion. It also provided opportunities for 1-1 connections with trusted school staff.

Schools reopening for on-site services began in October 2020 as allowable. Special education and related assessment and direct services and English Language Learner instruction/assessment services were provided. Returning to School guidance provided by the California Dept. Public Health and the Los Angeles County Department of Public Health guided this reopening plan. Students in most need were prioritized based on individualized education plan /goal attainment needs at all three learning sites. Returning to school was initiated in April, and school sites developed their on-site service schedules to support small group cohorts two and three days a week, as allowable. A phased-in approach continued with Quarter4 targets supporting increased services to seniors (to support final credit attainment and help with social-emotional learning/mental health supports.

Goal 2

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

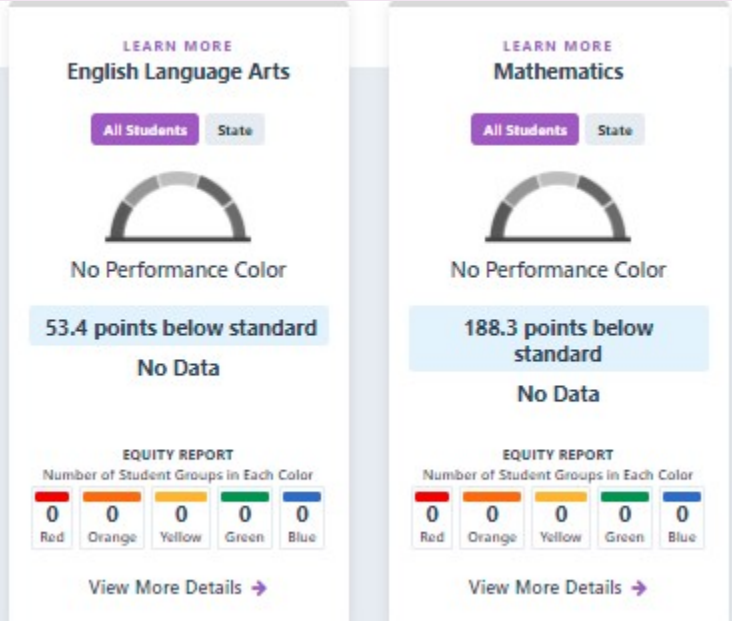
State and/or Local Priorities addressed by this goal:

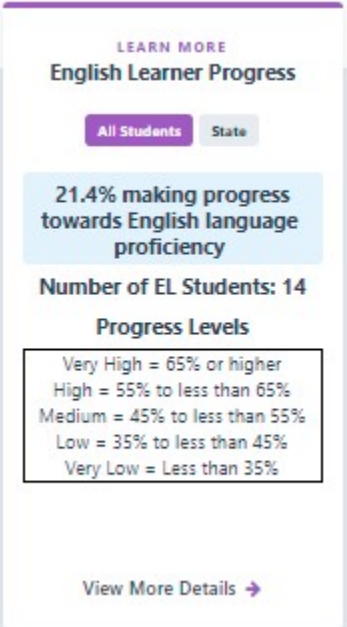
State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP/CAA assessment system based on prior year data.</p> <p>19-20 RISE High student significant subgroups will meet or exceed growth targets in ELA/Literacy and Math on the CAASPP (or CAA) assessment system at a rate of +3 points from previous year.</p> <p>Baseline Baseline Data will be gathered when school opens in 2017-18.</p>	<p>Due to COVID 19, the 2020 SBAC was not administered. The most recent SBAC data for Da Vinci RISE is our baseline data from Spring 2019, where our initial 31 juniors were tested. In ELA, students scored 53.1 points below standard, and in Math the same students scored 188.3 points below standard (initial status on the CA Dashboard in both tests is Very Low). As this is baseline data, no growth can be determined at this time. GOAL IN PROGRESS.</p>

Expected	Actual
	
<p>Metric/Indicator Percent of RISE students passing assigned UC/CSU A-G approved courses with “C” or better.</p> <p>19-20 RISE students will take UC/CSU A-G approved core content courses and pass with a “C” or better, unless otherwise specified by IEP, an alternative curriculum, or exemptions for graduation purposes at an increase of 2% more than previous year.</p> <p>Baseline Baseline Data will be gathered when school opens in 2017-18.</p>	<p>66.7% of the Da Vinci RISE class of 2020 graduated having completed their A-G approved core content courses. This rate is exactly the same as the class of 2019. GOAL NOT MET.</p>
<p>Metric/Indicator ELPAC assessments.</p> <p>19-20 EL students will advance at least one proficiency level annually (previous year +1.5%).</p> <p>Baseline Baseline Data will be gathered when school opens in 2017-18.</p>	<p>Due to COVID 19, the 2020 Summative ELPAC was not fully administered. The most recent complete Summative ELPAC data for Da Vinci RISE is our baseline data from Spring 2019, where our initial 14 English Learners were tested. 21.4% of English Learners progressed at least one ELPI (English Learner Progress Indicator) level. As this is baseline data, no growth can be determined at this time. GOAL IN PROGRESS.</p>

Expected	Actual
	 <p>The screenshot shows a dashboard titled "English Learner Progress" with a "Learn More" link. It features two buttons: "All Students" (selected) and "State". The main data point is "21.4% making progress towards English language proficiency". Below this, it states "Number of EL Students: 14". A section titled "Progress Levels" includes a legend: Very High = 65% or higher, High = 55% to less than 65%, Medium = 45% to less than 55%, Low = 35% to less than 45%, and Very Low = Less than 35%. A "View More Details" link with a right arrow is at the bottom.</p>
<p>Metric/Indicator EL reclassification rates.</p> <p>19-20 RISE High will appropriately reclassify English Learners at a rate of + 1.5% from previous year.</p> <p>Baseline Baseline Data will be gathered when school opens in 2017-18.</p>	<p>Due to COVID 19, the 2020 Summative ELPAC was not fully administered. The most recent official RFEP data for Da Vinci RISE is our baseline data from Spring 2019, where our initial 14 English Learners were tested, but none met the criteria for reclassification. 8 English Learners were tested remotely in Fall 2020, and 3 students were RFEP in Fall 2020. As this is baseline data, no growth can be determined at this time. GOAL IN PROGRESS.</p>
<p>Metric/Indicator Real-world learning participation.</p> <p>19-20 100% of RISE students will engage with at least one real world learning experience to ensure exposure to a variety of career pathways and training that ensures career/college readiness.</p>	<p>In the 2019-20 school year, 44 students (29%) enrolled in the Da Vinci RISE World of Work course, which was a 24% increase compared to the 6 students (5%) enrolled in the course during our 2018-19 pilot year. Despite COVID 19 closures in Spring, 100% of Da Vinci RISE students participated in at least one Real World Learning experience in 2019-20. GOAL MET.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>RISE will carefully examine CAASPP and CAST scores, Lexile levels, course grades, credit completion, and progress towards graduation and review progress towards targets with instructional staff.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Stipend for Literacy Coordinator to create and facilitate strong plan for staff development around literacy instructional strategies, interventions, progress monitoring, coaching, and more 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7000</p> <p>Professional development for staff around literacy, reading comprehension growth, and instructional strategies to support 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 6000</p> <p>Instructional resources for facilitating school-wide literacy initiatives 4000-4999: Books and Supplies Supplemental and Concentration 7500</p>	<p>Stipend for Literacy Coordinator to create and facilitate strong plan for staff development around literacy instructional strategies, interventions, progress monitoring, coaching, and more 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7000</p> <p>Professional development for staff around literacy, reading comprehension growth, and instructional strategies to support 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 1533</p> <p>Instructional resources for facilitating school-wide literacy initiatives 4000-4999: Books and Supplies Supplemental and Concentration 6769</p>
<p>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.</p>	<p>Cost of college counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 80,000</p>	<p>Cost of college counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 84,217</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Limited to Unduplicated Student Group(s)</p> <p>Locations All Schools</p>		
<p>RISE will identify ELs by proficiency level, ensure ELD instruction is aligned to new standards, & monitor student progress in program implementation.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Partial stipend for EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1500</p>	<p>Partial stipend for EL Coordinator 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 1500</p>
<p>RISE will conduct ongoing PD sessions to inform & update instructional staff on progress of EL subgroup, ELPAC training, & reclassification awareness, in addition to explicit vocabulary instruction; implementation of scaffolds such as visuals, graphic organizers, and modeling; direct instruction for reading comprehension strategies; and structured time for practicing ELD across content areas and contexts, including reading, writing, speaking, and listening.</p>	<p>Professional development sessions for instructional staff specifically related to EL support and English Language Development 5800: Professional/Consulting Services and Operating Expenditures</p>	<p>Professional development sessions for instructional staff specifically related to EL support and English Language Development 5800: Professional/Consulting Services and Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Supplemental and Concentration 5000</p>	<p>Supplemental and Concentration 1533</p>
<p>RISE budget will be reviewed every year to ensure adequate budget appropriated for EL instructional materials, and will add supports for EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL instructional needs.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>EL Curriculum and materials, including online platforms to support English Language Development and progress monitoring 4000-4999: Books and Supplies Supplemental and Concentration 7500</p>	<p>EL Curriculum and materials, including online platforms to support English Language Development and progress monitoring 4000-4999: Books and Supplies Supplemental and Concentration 16350</p>
<p>RISE will provide CCSS-aligned ELA and math instruction used both designated and integrated ELD instruction.</p>	<p>Partial stipend for EL Coordinator to provide PD for staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1500</p>	<p>Partial stipend for EL Coordinator to provide PD for staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>partial costs of instructional staff for regular review and data deep dive of academic progress for EL students (\$1000 per academic teacher x 8 teachers) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8000</p>	<p>partial costs of instructional staff for regular review and data deep dive of academic progress for EL students (\$1000 per academic teacher x 8 teachers) 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 8000</p>
<p>Real World Coordinators will ensure students are connected to career readiness trainings and experiences via project-based learning, internships, field experiences, World of Work courses, guest speakers, and more.</p>	<p>Stipends for 2 Real World Coordinators to launch stronger programs, partnerships, and progress monitoring for student engagement in real world learning and career readiness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14000</p>	<p>Stipends for 2 Real World Coordinators to launch stronger programs, partnerships, and progress monitoring for student engagement in real world learning and career readiness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Materials & supplies for facilitating real world and career readiness experiences 4000-4999: Books and Supplies Supplemental and Concentration 6210</p>	<p>Materials & supplies for facilitating real world and career readiness experiences 4000-4999: Books and Supplies Supplemental and Concentration 6769</p>

Goal Analysis

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

Estimated actual expenditures matched budgeted expenditures, all Actions/Services were implemented with the funds budgeted.

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

Services from the Student Support Team continued during the 2019-20 school year and were modified to support extensive outreach/tiered level interventions for student engagement from March - June 2020. English Language Learning supports were seen in the form of increased professional development opportunities and planning for all staff and to promote the creation of an English Language Advisory Committee for the 2020-21 school year due to increases in enrollment of ELL students. Input into increasing supports and examination of practices and services were held during the 2019-20 school year.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of parents and other adult supporters attending events each quarter.</p> <p>19-20 RISE High will promote monthly parent and family supporter/mentor participation in school life through presentations of learning, workshops and other Learning Site activities throughout the school year at a rate of 2% more than the benchmark in Y1.</p> <p>Baseline 2018 -19 Benchmark year. Data tracker reports indicated that during the 2018 -19 school year: SLCs - 66, Parent conferences - 33, SSC - 8 meetings were held. 107 total.</p>	<p>Due to COVID 19 closures, face-to-face parent meetings were postponed from March-June. Site data indicated that during 2019-20, parent engagement and attendance decreased. Better data collection methods were achieved as well. SLCs - 61, Parent conferences - 12, SSC - 9 IEP conferences - 66. GOAL NOT MET.</p>
<p>Metric/Indicator Analysis of attendance at bi-monthly SSC meetings, sign in sheets, and consistent membership.</p>	<p>Due to COVID 19 closures, SSC meetings were postponed in the Spring. 7 school site council members attended the January 2020 meeting. The same members reconvened in September 2020 to review annual documents. GOAL IN PROGRESS.</p>

Expected	Actual
<p>19-20 RISE High School Site Council will be promoted and supported to be fully operational, with representation from each Learning Site, with at least 1 additional parent per learning site from the previous year.</p> <p>Baseline School site council was established with 2 parents from one learning site and 1 parent from another. 2018-19 data indicates needs for recruitment and structure.</p>	
<p>Metric/Indicator ADA/Enrollment at P2 reporting date.</p> <p>19-20 Increase in attendance rate from previous year by 1%.</p> <p>Baseline Despite an overall P2 (8/14-3/30) attendance rate of 62.24%, RISE has seen huge gains in ADA attendance over the course of the year. In the first month of school (8/14-9/8), RISE's ADA was 41%, and by the end of P2 (or month 8), it was 84.15%.</p>	<p>Da Vinci RISE 2019-20 P2 ADA (8/12/19-2/28/20 per COVID 19 adjustment) was 76.52%, an increase of 2.31% from a 74.21% ADA for P2 in the 2018-19 school year (8/6/18-3/15/19). GOAL MET.</p>
<p>Metric/Indicator Percent of cohort dropouts.</p> <p>19-20 Lower than previous year.</p>	<p>One-year dropout and cohort data (per DASS status eligibility) are not available in the state Data Quest site beyond the 2016-17 school year. Four-year cohort data is available, however, and for the class of 2020, 20% (13 of 64 4-year cohort students) dropped out prior to the end of their 4th year. This is exactly the same 20% rate as the class of 2019 (10 of 50 cohort students). GOAL NOT MET.</p>
<p>Metric/Indicator Percent of student suspensions.</p> <p>19-20 Previous year - .3%.</p> <p>Baseline 3% suspension rate.</p>	<p>7.3% of Da Vinci RISE students (18 students) were suspended at least once in the 2019-20 school year. Official suspension rate data is not available for 2018-19, but internal data shows a 7% suspension rate (15 students) for that year. GOAL NOT MET.</p>

Expected	Actual
<p>Metric/Indicator Percent of student expulsions.</p> <p>19-20 Previous year - .3%.</p> <p>Baseline 0% expulsion rate.</p>	<p>Da Vinci RISE had no expulsions in 2019-20 or in our baseline 2018-19 school year. GOAL MET.</p>
<p>Metric/Indicator Percent of parent participation completion of school climate survey.</p> <p>19-20 Previous year + .5%.</p> <p>Baseline Data is currently being collected for the 2018-2019 school year.</p>	<p>Due to COVID 19 closure, the Spring 2020 RISE parent survey was administered remotely. 9% (18 families) responded as compared to 18% (29 families) in Spring 2019, for a participation rate decrease of 9%. GOAL NOT MET.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>RISE will employ an Attendance & Enrollment Coordinator to provide more intensive monitoring and supports for students and families who struggle to attend school on a regular basis.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Salary for Attendance & Enrollment Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000</p>	<p>Salary for Attendance & Enrollment Coordinator 2000-2999: Classified Personnel Salaries Supplemental and Concentration 58,500</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>creation of outreach media materials 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 5000</p>	<p>creation of outreach media materials 5800: Professional/Consulting Services and Operating Expenditures Supplemental and Concentration 6769</p>
<p>RISE High will implement an annual parent workshop series, inclusive of LCAP, SARC,ELPAC, etc, to garner input from stakeholders.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Stipend to support Parent & Stakeholder Engagement Coordinator to plan and facilitate parent/stakeholder workshop series 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7000</p> <p>outreach and communication materials; supplies necessary for effectively facilitating workshop series 5900: Communications Supplemental and Concentration 5000</p> <p>SSICA program to strengthen ongoing communication with parents and stakeholders 5000-5999: Services and Other Operating Expenditures</p>	<p>Stipend to support Parent & Stakeholder Engagement Coordinator to plan and facilitate parent/stakeholder workshop series 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7000</p> <p>outreach and communication materials; supplies necessary for effectively facilitating workshop series 5900: Communications Supplemental and Concentration 6769</p> <p>SSICA program to strengthen ongoing communication with parents and stakeholders 5000-5999: Services and Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>RISE budget will be reviewed each year to ensure adequate allocation of resources for comprehensive support of foster, homeless, probation, and transient youth via PLPs and flexible schedules to meet student needs and reduce chronic absenteeism. They will provide culturally relevant and trauma-informed PD to all staff to ensure this comprehensive support.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Supplemental and Concentration 10000</p> <p>Staff salary allocations for time in professional development for culturally-relevant and trauma-informed training 1000-1999: Certificated Personnel Salaries Base 30000</p> <p>Outside facilitators to lead PD for staff 5800: Professional/Consulting Services and Operating Expenditures Base 5000</p> <p>transportation for foster, homeless, and probation youth via HopSkipDrive 5000-5999: Services and Other Operating Expenditures Base 150,000</p>	<p>Supplemental and Concentration 10000</p> <p>Staff salary allocations for time in professional development for culturally-relevant and trauma-informed training 1000-1999: Certificated Personnel Salaries Base 30000</p> <p>Outside facilitators to lead PD for staff 5800: Professional/Consulting Services and Operating Expenditures Federal Funds 1533</p> <p>transportation for foster, homeless, and probation youth via HopSkipDrive 5000-5999: Services and Other Operating Expenditures Base 111808</p>
<p>RISE High will monitor and analyze course passing rates and credits for every student every quarter; will alter and adjust Learning Site schedules as needed to accommodate during-the-school-year intervention in order to allow students to earn credits and receive the support they need, and will review the budget every year to ensure adequate budget for comprehensive psychosocial support and guidance counseling is in place to ensure low mental health team and guidance/college counseling caseloads.</p>	<p>Partial salary for School Psychologist for comprehensive psychosocial support & services 1000-1999: Certificated Personnel Salaries Base 20000</p> <p>Partial salary for counselor for provision of guidance counseling services 1000-1999: Certificated Personnel Salaries Base 10000</p> <p>partial salary for case manager for creation of additional supportive wraparound services & for daily case management 1000-1999:</p>	<p>Partial salary for School Psychologist for comprehensive psychosocial support & services 1000-1999: Certificated Personnel Salaries Base 20000</p> <p>Partial salary for counselor for provision of guidance counseling services 1000-1999: Certificated Personnel Salaries Base 10000</p> <p>partial salary for case manager for creation of additional supportive wraparound services & for daily case management 1000-1999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Certificated Personnel Salaries Base 10000</p>	<p>Certificated Personnel Salaries Base 10000</p>
<p>RISE High will assess discipline issues inclusive of suspensions and expulsions (if any) on a monthly basis and strive to implement alternatives to suspension and expulsion, such as through Restorative Practices, and will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Behavior Interventionist salary 2000-2999: Classified Personnel Salaries Base 40000</p>	<p>Behavior Interventionist salary 2000-2999: Classified Personnel Salaries Base 104000</p>
<p>RISE High will survey all stakeholders at least once annually and will increase outreach activities for students and their family/mentor</p>	<p>Partial salary of Office Manager to assist in distribution & collection of</p>	<p>Partial salary of Office Manager to assist in distribution & collection of</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>supporters to become more involved and access resources at our Learning Sites.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>surveys 2000-2999: Classified Personnel Salaries Base 2000</p>	<p>surveys 2000-2999: Classified Personnel Salaries Base 2000</p>

Goal Analysis

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

In-house translation services were utilized to support ongoing communications that were needed during the period of school closures and with announcements and service changes. Funds were used for additional hours to support these communications.

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

The RISE program met goals in the 2019-20 school year except for the period of school closure (March - June 2020). This period impacted students with homeless, foster group needs in that the school site closures limited their abilities to be on-site with staff and other students. Remote instruction and communication with families and students failed to yield the same interaction results as on-site meetings and other direct communications with students. Increases in outreach were seen in systems designed for communication.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(1.01) At all three learning sites, In person offerings on a scheduled appointment basis will begin with students who need additional support, including special education, homeless/ foster youth, English Learner, and socio-economically disadvantaged students. Actions include safety measures to ensure physical distancing and adherence to updated Los Angeles County Department of Public Health guidance. (LCFF S&C)	\$347,326	\$347,236	Yes
(1.02) .PPE, safety signage, outdoor tents and furniture (equipment). (LCFF Base)	\$31,500	\$25,000	Yes
(1.03) Additional custodial staffing and equipment for cleaning and sanitizing. (LCFF Base)	\$8,750	\$12,685	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(1.04) Extended School Session (Summer 2020) -expanded weeks due to instructional needs was provided following review of students credit attainment during Spring semester. (LCFF Base)	\$20,000	\$22,018	Yes
(1.05) Additional training and staffing for monitoring the health and safety of students (part time vocational nurses or health aides and security assistance on site). (LCFF Base)	\$5,138	\$5,138	Yes

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

No substantive differences between the planned actions or budgeted expenditures for in-person instruction were seen.

Analysis of In-Person Instructional Offerings

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

In-person appointments on a scheduled basis began in October 2020 to present as allowable following California and Los Angeles County Department of Public Health and Board approval processes. Each site developed appointment schedules to meet the needs of the most impacted students (English language learners, students with disabilities, or students at risk of dropping out from disengagement). Students who experienced significant challenges with internet connectivity and other barriers were prioritized. Due to COVID-19 transmission surges in December, on-site appointments were postponed and reconvened in January as returning to school options and health and safety plans became more available. Plans were approved based on the state tiered system guidance (from Purple to Orange), and RISE began to welcome additional students to its campuses on a phased approach starting with 1 staff to 3 student ratios.

A series of stakeholder input sessions, including surveys and interviews conducted in February and March, reflected data indicating that of 31 staff, 22 will be providing on-site instructional opportunities during Quarter 4.

On April 12, 48% (108) of RISE students returned to the learning sites for on-site instruction/services. By May 19, it is expected that 78% (175) of RISE students will return to the learning sites to access instruction. Distance learning is continuing to be offered to all RISE students as its hybrid model allows students to remain connected and receive instructional services per their Personalized Learning Plans. It is anticipated that by June 15, conditions for schools will change, and for Summer Intersession and Fall, schools will more fully return to normal operations. Learning losses experienced during this period of closure will be evaluated as comparisons of

student academic achievement, social/ emotional status, student engagement/attendance will be the focus for the reopening in the 2021-22 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(2.01) Technology resources have been provided to teachers and students to ensure full participation in distance learning. Additional stakeholder input is being considered by a consulting agent who is working on gathering additional data this year. (LLM)	\$37,573	\$59,829	Yes
(2.02) Additional hours for compliance, counseling support and intervention. (LCFF base)	\$38,214	\$38,214	Yes
(2.03) Assessment costs for psychological and specialized services. (Special Education)	\$10,000	\$10,000	Yes

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

Substantive differences were seen between planned actions and budgeted expenditures for the distance learning program relating to technology.

Analysis of the Distance Learning Program

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

The most significant need seen during the school closure period involved analysis and intervention for student engagement/attendance. During the 2020-21 school year, attendance rates dropped from the 78% attendance rates seen prior to school closure (February 2020) to 48%-51% average across the learning sites. The highly effective combination of a hybrid model of in-seat and distance learning was disrupted during this period of school closure. A review of student schedules was held in Quarter 1

based on student and stakeholder input and staff review of schedules. This pandemic created significant challenges for financial security, health and safety, and personal health for many of the students enrolled in the RISE program.

The focused approach for student engagement/attendance yielded slight increases these past few months as returning to school for onsite instruction (hybrid) is critical for many students engagement and learning. Survey results indicated that many students had consistent connectivity challenges as their home situations failed to support access due to limited or spotty access. RISE provided students with access to hot spots and opportunities for computer upgrades/system adjustments on an as-needed scheduled appointment basis. Staff investigated multiple distance learning student engagement options, including the use of technology tools, and reviewed its needs in relation to the existing learning platform (Dream See Do). Additional professional development surrounding increasing options for student connectivity (chat options, communication, email links, etc.) and focused communication systems were held). The operations staff, including school site administrative assistants, enrollment coordinator, and other support staff, were utilized in a new role tracking student engagement/attendance and communications. Weekly attendance/engagement meetings were initiated and resulted in increased staff communication on Friday professional development schedules to review and refine the existing attendance tracking systems. Administrative support to support these most at-risk students was held, increasing school schedules for administrators and others who conducted these meetings, conferences, or home visitations.

Additional support was provided through the enrollment coordinator's scheduling and coordination during the enrollment of new students. Intake meetings focused on revised student schedules and supported appointment access for services and technology access/knowledge assessments. Staff conducted home visits when students became completely disengaged to ensure intervention planning and placement review. The behavior intervention staff reviewed their role, provided additional support to advisory teachers, and carried 1-1 caseloads to increase students' engagement and support other mental health needs. Overall, focus during morning huddles and end-of-day administrative meeting agendas focus on the needs of the most at-risk students. Actions for STAC or IEP team meetings resulted in re-engaging and assessing students' needs at a higher rate than in the previous year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(3.01) Additional trainings relating to compliance during COVID closures. (LCFF base)	\$5,000	\$5,000	Yes
(3.02) Assessments relating to IEP learning losses. (Special Education)	\$5,000	\$5,000	Yes
(03.03)Academic Coaches for tutorial services. (LCFF Base)	\$112,407	\$130,612	Yes
(3.04)Extra Period Assignments for academic support. (LCFF Base)	\$26,500	\$38,500	Yes

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

Substantive differences were seen between the planned actions/budgeted expenditures this year relating to academic coaches and extra period assignments. Additional supports have been provided for 2021-2024. LCAP goals will address these unique needs as analysis is ongoing.

Analysis of Pupil Learning Loss

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

Pupil learning loss analysis has been ongoing during the 2020-21 school year and will be a focus for the 2021-22 school year. NWEA map testing results will be analyzed as well as overall student credit attainment. IEP goal achievement/educational benefit reviews and STAC/SST reviews are being held. Students re-engagement/attendance and course credit attainment are critical to their success at RISE for graduation. Post-secondary goal evaluation for college and career readiness and internship options are being supported by RISE staff through regular review of their Personalized Learning Plans. Despite the anticipated learning losses, 27 students at RISE were eligible (senior status) for graduation in June 2021. Personalized Learning Plan analysis in terms of students goal achievement is also how progress is being determined. Students whose needs are not being met and require additional tutoring or services are being assessed and referred to partnership services at A Place Called Home and New Earth.

RISE will be applying for the Expanded Learning Opportunities (ELO) Grants. Governor Newsom signed AB 86 on March 5, 2021. EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below that may be supported with ELO Grant funds. RISE is required to use the funding only for any of these purposes. RISE is not required to implement each supplemental instruction and support strategy; rather, we can work collaboratively with our community partners to identify the supplemental instruction and support strategies that will be implemented. RISE will be engaging, planning, and collaborating on program operations with community partners and expanded learning programs. RISE will also leverage existing behavioral health partnerships and investigate possible Medi-Cal billing options in designing and implementing the supplemental instruction and support strategies being provided. The seven supplemental instruction and support strategies being investigated are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersession instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training for both certificated and classified staff in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, RISE students at two sites experienced more significant challenges with accessing face-to-face on-site mental health services due to school site closures. In many cases, this negatively impacted their social, emotional well-being, and students relocated to other service area regions, experienced hospitalizations (short term and long term), and had more psychiatric emergencies. Despite these challenges, RISE students at all three sites received ongoing and modified services through the following strategies: challenges in the on-site service delivery options during school closure were addressed by ongoing collaboration, remote zoom counseling services, or phone/text message check-ins. From October to May 2021, increases in student appointments to access mental health services were seen to support monitoring of RISE students needs. The New Earth learning site remained open during 2020-21 to support 100% of its enrolled students, and students at this site were able to access all partnership services, including intensive mental health counseling and agency coordination. Data collection to support further analysis of these services is underway. A Place Called Home shifted its on-site services to distance service delivery and coordinated services with RISE administration and staff on a regular basis with their site liaisons supporting RISE staff and students.

Student Support Services (SSS) Team provide the following:

- Staff Presentations (e.g., Coping, Self Care, Mental Health Awareness, Resources for mental health crisis assessment/services including physical health, food/nutrition, housing)

Other activities the SSS Team provides include:

- Case Conferences and Coordination of Care
- Facilitation and Coordination of Transportation Services /Hop Skip Drive
- Student Meetings (STAC, Re-Entry, IEP amendments)
- Parent/Stakeholder Contacts- Informal and formal outreach
- Case Manager check-ins & Individual Counseling (General & DIS Special Education IEP)
- Crisis Intervention (Risk Assessments, Child Abuse/Neglect, Conflicts and Agency Coordination, etc.)
- Case Management (Records request, stakeholder contact, resources provided, referrals, etc.)

RISE provides Mental Health Internship training through its MSW internship program. This past year, three mental health interns under the school counselor's supervision provided significant support to the schools providing student/staff workshops, direct services, and outreach services to RISE students.

Communication through existing student/stakeholder communication systems was increased. Staff blogs and coordinated social media event announcements were means to support ongoing connections with students. Outreach was coordinated with other partnership supports and community programs available to our students, including where drop-in centers and emergency services were available. The Los Angeles County Office of Education Student Services network for counselors, child welfare and attendance, and other staff was accessed by RISE mental health staff regularly. These support systems were designed to support ongoing and

emergency communication and outreach to address RISE student/stakeholder mental health needs.

Analysis of Pupil and Family Engagement and Outreach

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

Increasing opportunities for family engagement and outreach has been a goal for RISE since its inception. Due to the nature of the student population needs, including the loss of contact with family members due to being a foster youth/probation/home insecurity and other system involvement, parents and stakeholders were often unable to support the students educational programming throughout the year. Many students have included their court-ordered adult-supervised staff, legal representatives, group home parents or supervisors, adult friends, and family to meet with school staff. This occurs systematically throughout the year with quarter check-ins, Personalized Learning Plan workshops, and intake meetings. Examination of the typical communication systems that have been used in the past increased the need for more informal and formalized written notices, repeated phone contact to students inviting their stakeholders who were also struggling with financial insecurity due to unemployment, health and safety concerns -COVID transmission, and scheduling needs to school-wide events/meetings or conferences.

Some of our students, who are parents themselves, required additional supports for information relating to parenting, accessing supplies (diapers, clothing, baby food), and other areas, including child care during this period. Other students supported their families by taking part-time or full-time jobs or providing child care for younger siblings, which impacted the family's ability to engage as they had in the past. Communications with families during after hours (late afternoon, evening, and weekend), student emails occurred more frequently, and home visits coordinated by central office and administration supported communications when disengagement was noted in the MTSS tiered analysis and intervention approach.

English Learning Advisory Committee Input Session Held March 10, 2021 - Data suggests our families continue to be concerned about vaccination for their students and health and safety for return. Additional data is being solicited through the ELL coordinator and ELAC committees.

School Site Council Input Session Held March 10, 2021 - Student members provided input centered around allowing students to interact with each other wherever possible. Other staff and council input surrounded ensuring safety protocols for staff, creative scheduling for small groups, and individualized sessions for at-risk students interested in returning for on-site instruction and social-emotional learning.

Analysis of School Nutrition

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

All 3 sites at RISE High School were approved for the Community Eligibility Provision (CEP) for the 2020-2021 school year. All students were eligible to receive two healthy meals at no charge under CEP. Schools participating in the CEP no longer have to collect and certify applications or complete the annual verification process. In addition, due to new state legislature and compliance, all students under the age of 18 qualified for free meals. Community resources were also utilized to ensure families had access to nutrition services. Los Angeles County Office of Education listed the Da Vinci Schools as an access point for food services for our families. A Place Called Home provided food services to the community over this year, as well as New Earth, as they remained open daily to support access to school nutrition services on site.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	(4.01) Additional food services program costs (i.e. Chartwells and APCH food services staff) for additional meals to ensure all families in need have access to breakfast and lunch, Monday through Friday. (LCFF Base)	\$14,066	\$2,690	
Distance Learning Program (Access to Devices and Connectivity)	(4.02) Additional technology for attendance tracking and point of sale tools. (LLM)	\$8,750	\$8,750	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Significant expenditures reduction in school nutrition due to federal and state resources provided to school district.

Overall Analysis

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

We revised our distance learning model to accommodate Pupil Learning Plans for individual students each quarter. We received feedback about the challenges students, parents/guardians, and staff encountered in utilizing the Dream See Do platform. A refinement of our Student Services Team and Advisory Team outreach was also developed to include additional professional development and home visit protocols and policies. Based on our monthly drop-in student attendance rates, reopening, and returning to school plans targeted the most at-risk students in our tiered MTSS model and increased their on-site service time from October through June. We anticipate that these refined practices will support the improvement of many issues, including chronic absenteeism, course credit attainment, social-emotional wellness, and parent involvement, all of which is included in our 2021-24 LCAP goals.

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

Federal Title dollars work in conjunction with state supplemental dollars and the Expanded Learning Opportunity Plan funds 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 existing LCAP and LCP actions to support these areas are: maintain full-time counselors support at all students (LCAP Goals 1 & 3), increase parent outreach and education and engagement (LCAP Goal 3), provide students with a college and career readiness through class periods and a senior year class (LCAP Goal 3), increase the number of academic coaches providing support in core courses, Mathematics, and Language Arts (LCAP Goals 1,2,3), increase teacher collaboration supports in designing instruction for targeted students (LCAP Goal 1), and targeted support services to address high need students through credit recovery, tutoring, intervention, and summer school (LCAP Goals 1, 2).

Results of the Achieve 3000, DSD assessments & NWEA provide data on students' progress in the areas of reading, written expression and math, and other work productivity needs, including student engagement, work submission, and independence in learning. (LCAP Goal 1) Literacy growth: Data showed that RISE students are entering at average reading levels significantly below grade level. Now that we have more concrete information surrounding this data point, we are creating a plan to monitor reading growth more closely and roll out school-wide literacy initiatives to ensure students are receiving remediation and support across their content courses. (LCAP Goal 1 & 2) CAASPP & CAST scores: 51.22% of RISE students are at or near standard on the 2018-19 CAASPP, results confirming the need for foundational literacy support in place across courses. (LCAP Goal 2) Credit completion: While students grew in the average number of credits completed each quarter over the course of the year, we still recognize the need for more consistent and strategic tracking to ensure students are recovering credits and making adequate progress towards graduation. We have several strategies in place for next year to ensure this is happening and to support students towards an even higher number of credits completed.

Per our LCP, a weekly review of participation, grades, and counseling notes regarding the social-emotional needs of students will be conducted. The implementation of staff committees in the following areas supported guidance to meet the needs of students during this year and will continue into the next 2021-24 LCAP processes. These include senior support, attendance and engagement, professional development staff culture and support, professional development student culture, and support each week. Teams will continue to review the results of student progress, interventions, and communication with students/families and then adjust MTSS and curriculum interventions as needed.

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

No substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement were experienced.

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

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

Da Vinci RISE has engaged in meaningful consultation with parents at our school through our School Site Council (SSC), through and Local Control Accountability Plan (LCAP) Committee, and Learning Continuity and Attendance Plan (LCP) Committee. The SSC helped develop a needs assessment for their school that drives the development of DV RISE LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans described the methods and instructional strategies that strengthened our academic program, reviewed intervention supports, and addressed the needs of all children to ultimately develop the budget for the site's Title I funding. The DVC LEA/SPSA is evaluated on an annual basis, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs /ELAC helped to develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (Math, English-Language Arts, Science), safety, and technology. School committees, including School Site Council, including parents of English Language Learners and at-risk youth, review local and state assessments, including CAASP, ELPAC, and NWEA Map data to help design instruction. The SSC is active and supporting this required component in a collaborative manner with stakeholder input, including student, parent, partnership voice. The site principal is present at each meeting to ensure communication about needs is met.

SSC/LCAP/LCP Committees that engage families, certificated, and classified staff work to ensure that RISE is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of RISE Title I funds is used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations ensure parent and family engagement is taking place at the school. We continue to strive to increase our parent participation at ELAC and SSC.

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. 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 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.

DV RISE High surveyed students, parents, and staff. It used the summary of results to modify and/or enhance its services to students. Although only 17% of students and their stakeholders participated in the survey, Da Vinci RISE staff participated fully at the end of the year assessment of student needs by providing informal feedback to the administration and have participated in the LCAP development over the past years. Da Vinci RISE's LCAP 2017-20 survey data helped to help DV RISE focus on the following components: (1) Creation of a rigorous and personalized project-based instructional plan that uses the expertise of trained educators to implement a curriculum that is CCSS and Next Gen aligned while incorporating holistic instruction around life skills and ensuring alignment to students' post-secondary pathways of interest. (2) Adequate instructional and holistic support to meet the needs of English Learners and to address the socio-emotional and mental health needs of our homeless, foster, probation, and low-income students. (3) Increased engagement of and partnership with parents, families, and other student supporters (such as mentors, older siblings, etc.) via a variety of outreach activities and materials, including a School Site Council, Parent/Family Workshop series, and creation & launch of an EL Advisory Committee. (4) Commitment to a safe school environment that implements restorative practices and trauma-informed care to consistently decrease the number of suspensions and expulsions and provide adequate behavioral supports for all students.

The Expanded Learning Opportunities Grant Plan will be developed based on the needs assessments and the recommendations of all of our various input committees. It is aligned with all of our students' needs and takes into account the identification and targeted intervention for our highest-needs populations as well.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	658,210.00	705,718.00
Base	267,000.00	287,808.00
Federal Funds	0.00	1,533.00
Supplemental and Concentration	391,210.00	416,377.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	658,210.00	705,718.00
0001-0999: Unrestricted: Locally Defined	0.00	9,500.00
1000-1999: Certificated Personnel Salaries	248,500.00	237,415.00
2000-2999: Classified Personnel Salaries	158,500.00	236,000.00
4000-4999: Books and Supplies	61,210.00	78,858.00
5000-5999: Services and Other Operating Expenditures	164,000.00	125,808.00
5800: Professional/Consulting Services and Operating Expenditures	21,000.00	11,368.00
5900: Communications	5,000.00	6,769.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	658,210.00	705,718.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	9,500.00
1000-1999: Certificated Personnel Salaries	Base	70,000.00	70,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	178,500.00	167,415.00
2000-2999: Classified Personnel Salaries	Base	42,000.00	106,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	116,500.00	130,000.00
4000-4999: Books and Supplies	Supplemental and Concentration	61,210.00	78,858.00
5000-5999: Services and Other Operating Expenditures	Base	150,000.00	111,808.00
5000-5999: Services and Other Operating Expenditures	Supplemental and Concentration	14,000.00	14,000.00
5800: Professional/Consulting Services and Operating Expenditures	Base	5,000.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Federal Funds	0.00	1,533.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental and Concentration	16,000.00	9,835.00
5900: Communications	Supplemental and Concentration	5,000.00	6,769.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	175,000.00	178,168.00
Goal 2	144,210.00	149,171.00
Goal 3	339,000.00	378,379.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$412,714.00	\$412,077.00
Distance Learning Program	\$85,787.00	\$108,043.00
Pupil Learning Loss	\$148,907.00	\$179,112.00
Additional Actions and Plan Requirements	\$22,816.00	\$11,440.00
All Expenditures in Learning Continuity and Attendance Plan	\$670,224.00	\$710,672.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$22,816.00	\$11,440.00
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$412,714.00	\$412,077.00
Distance Learning Program	\$85,787.00	\$108,043.00
Pupil Learning Loss	\$148,907.00	\$179,112.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$647,408.00	\$699,232.00