

LCFF Budget Overview for Parents

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

CDS Code: CA

School Year: 2023-24

LEA contact information:

Erin Whalen

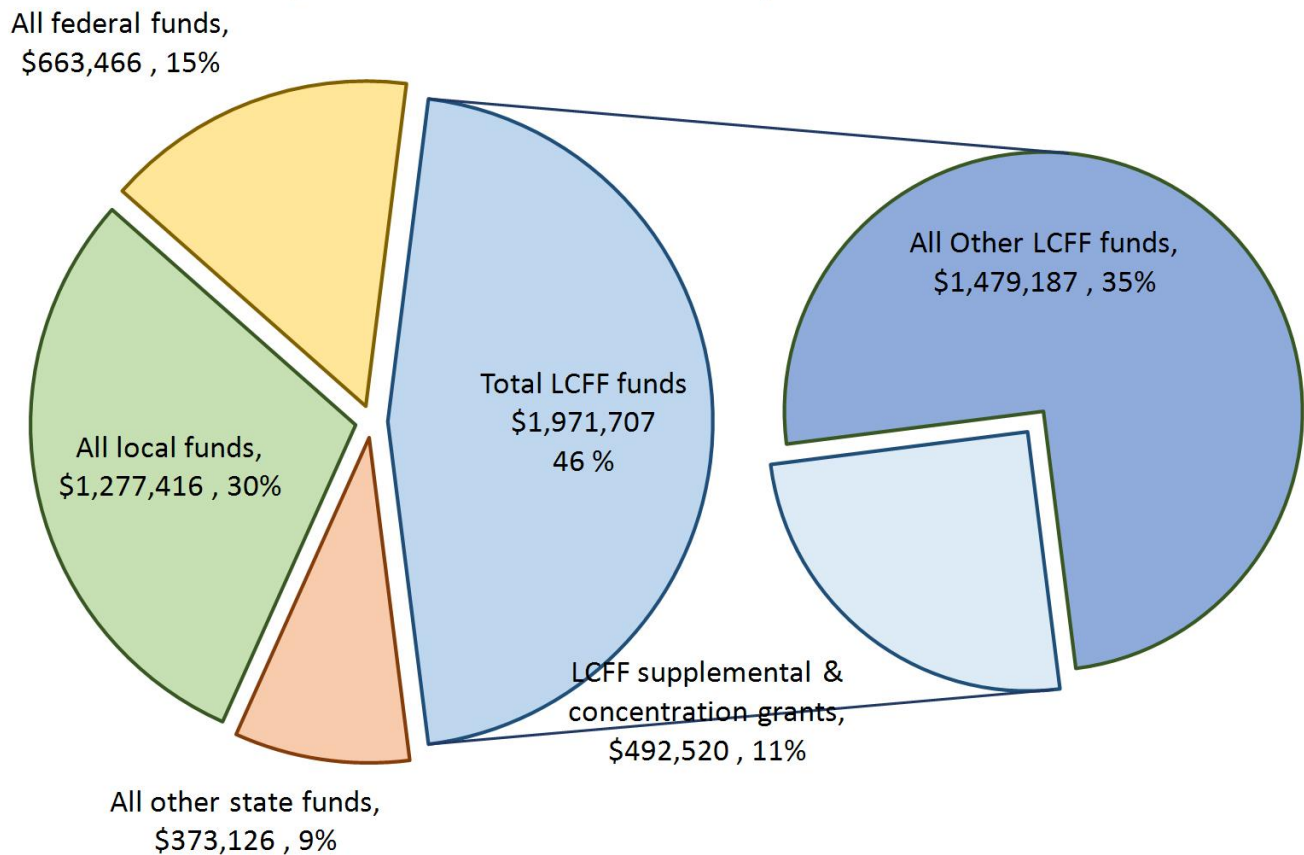
Principal

(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 2023-24 School Year

Projected Revenue by Fund Source

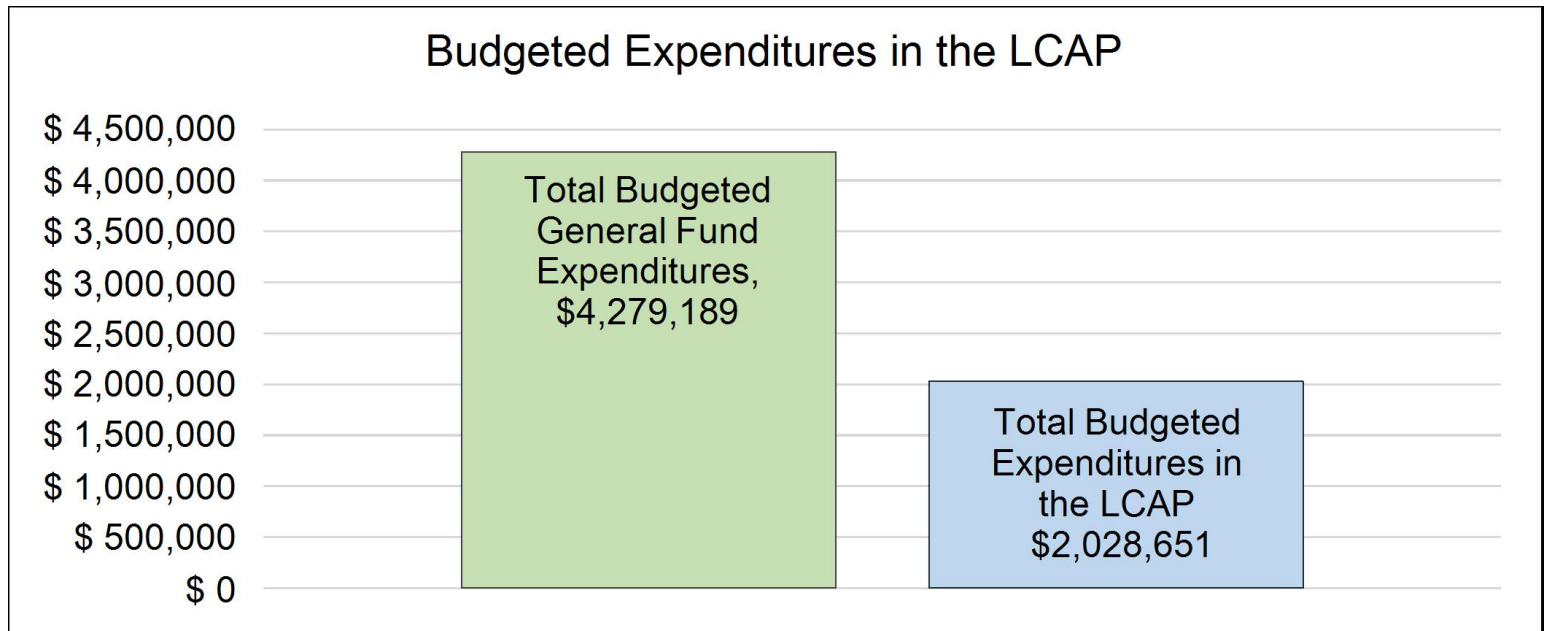


This chart shows the total general purpose revenue Da Vinci RISE High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci RISE High School is \$4,285,715, of which \$1,971,707 is Local Control Funding Formula (LCFF), \$373,126 is other state funds, \$1,277,416 is local funds, and \$663,466 is federal funds. Of the \$1,971,707 in LCFF Funds, \$492,520 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.



This chart provides a quick summary of how much Da Vinci RISE High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci RISE High School plans to spend \$4,279,189 for the 2023-24 school year. Of that amount, \$2,028,651 is tied to actions/services in the LCAP and \$2,250,538 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

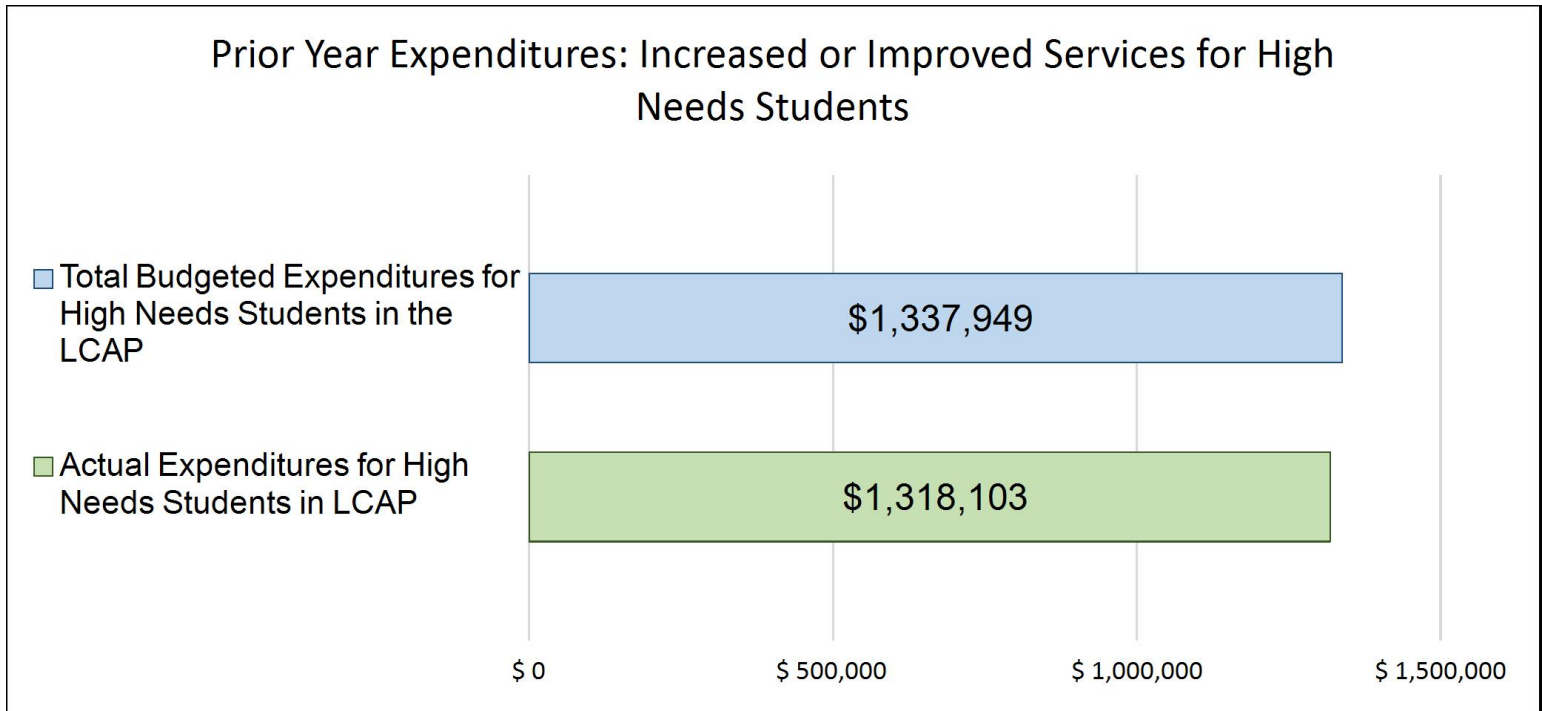
Various Classified Staff Such as Custodial, Office Managers and other Operational Staff. Other Non-Student Service based Operational Expenses such as Insurance, Legal, District Oversight, Payroll Fees, IT Services, Communications, Copier Leases & Food Services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Da Vinci RISE High School is projecting it will receive \$492,520 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 \$1,230,507 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Da Vinci RISE High School's LCAP budgeted \$1,337,949 for planned actions to increase or improve services for high needs students. Da Vinci RISE High School actually spent \$1,318,103 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-19,846 had the following impact on Da Vinci RISE High School's ability to increase or improve services for high needs students:

There was no impact to high needs students as the amount underbudget was a reflection of cost savings achieved on vendor pricing.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Da Vinci RISE High is an innovative non-classroom based independent study charter school serving approximately 200 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. RISE is closing its fourth 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 a hybrid independent study schedule with independent, 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 asynchronous and in-person learning to ensure they can continue their education regardless of transiency or inconsistencies in their lives outside of RISE. 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 within non-profit organizations. 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. Three 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 and RISE pathways prepare students for career and college readiness.

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. The RISE Hawthorne site re-located in 2021 and is now located inside Richstone Family Center, an organization dedicated to treating and preventing child abuse and trauma, strengthening and educating families and preventing violence in families, schools and communities. All three sites are now co-located in mental health supported agencies to enhance 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.

This school year, RISE successfully transitioned back to having students scheduled for a full day on their scheduled cohort days. In the 21-22 school year we had to work with Covid social distancing protocols in our small spaces and therefore had to have students in AM and PM

cohorts for only 3 hours on their scheduled cohort days. The transition back to full school days allowed for the re-establishment of strong advisory communities where students worked through vital social-emotional learning activities as well as college and career lessons.

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.

The goal that was met for A-Game data was the goal related to student climate and culture. School culture survey indicators on the Spring 2023 CORE Student Survey at Da Vinci RISE remain strong with positive survey responses in all areas near or above 90%. 93% of students replied positively (ratings of Strongly Agree, Agree, or Neutral) that they feel like they are a part of the school. Similarly, 91% of students responded that they are happy to be at this school, and 95% of students reported that they feel close to people at the school. Staff at the school are also perceived highly by students with 98% of Da Vinci RISE students reporting (Strongly Agree, Agree, or Neutral) that adults at the school encourage them to work hard so they can be successful in college or at the job they choose, and 98% of students also reported that teachers go out of their way to help students. Nearly all Da Vinci RISE students consistently report feeling safe on campus (Strongly Agree, Agree, or Neutral), with 98% of students reporting feeling safe at school.

Although we did not meet the metrics for all goals, some successes to celebrate include reducing the one year drop out rate. In 2022-23, 50 students have withdrawn since the start of the year. 32% (16/50) of the students were reported as dropouts or unaccounted for.

RISE successfully completed our first full self-study process this school year, intentionally incorporating feedback from multiple stakeholders through an analysis of various data metrics. The process generated important discussion on school improvement and we are confident it will lead to successful outcomes for next school year.

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. Data in all areas is monitored annually as part of the LCAP, LACOE Annual Update, and LACOE A-Game processes.

Area of Need: Attendance. RISE student attendance continues to be a major challenge, averaging 56% this school year. In the upcoming year, we are implementing additional strategies for tiered intervention such as launching a volunteer mentorship program, expanding home visits, and hiring a part time position of Attendance and Engagement Clerk to focus on daily outreach and engagement of students w

Area of Need: Test Participation Rates. The challenges with attendance impact valid data assessments as well as we are not capturing assessment data for our entire student body. 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. Participation rates increased slightly in 2023, but are a major area of focus. We also incorporated a writing assessment through ETS Online Writing Criterion which will be incorporated as a benchmark assessment administered in conjunction with our NWEA benchmark exams.

Area of Need: Successful course completion. 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 ensure they are taking courses, demonstrating mastery of content and make 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 acquire content and 21st century skills needed to thrive in college, career or any post-secondary option they choose to pursue.

LCAP Highlights

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

This year's LCAP focuses on supporting students through 3 main areas:

1. Providing students with rigorous, relevant and aligned project based and competency based curriculum through community engagement, professional development and curricular resources for teachers;
2. Providing students with digital literacy skills through digital programming and supports;
3. Providing students with extracurricular and co-curricular experiences to align learning with their interests and passions;

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 educational partners (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 adopted the Lexia English online program that supports EL students in mastering grade-level literacy skills by assessing their current level and providing an adaptive program based on their needs. 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 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 educational partners
- 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 identity 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 Vinci 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 educational partners 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, yearly observation cycles with SpringPoint School Consultants, 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. A-Game data metrics will continue to be a driver of continuous monitoring and evaluation for school improvement.

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 six 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.

Da Vinci RISE High School has been working alongside Kitamba Social Impact Consulting Firm to engage in a holistic review of our practices and largest areas of need. Most significantly, working to implement evidence-based practices to address chronic absenteeism within our

school community. Absenteeism impacts our ability to provide the most needed academic and social emotional supports to our most at-risk youth. Through guidance of the Kitamba report and in review by the DVLAC board of trustees and authorizing body (LACOE) RISE has implemented increased transportation services, tailored staffing structures, home visits, tiered interventions, volunteer and mentorship programs and communication protocols to support in addressing these challenges and ensuring that transient students are not experiencing resource inequities.

Resultantly, we have been working with our staff and board of trustees to send weekly reports of our ADA percentages, daily attendance, outreach efforts, resource allocation and supports to ensure continued progress in this area. We have also been increasing students' online access to our curriculum through wifi jetpack distribution and tech hardware. This has greatly improved our students' academic progress, performance and ability to engage in authentic assessment to guide personalized and targeted remediation. RISE will continue to monitor, iterate and deploy these intensive services to ensure equity of access for all students.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The SSC met six times throughout the school year and focused on an LCAP goal to review data and metrics and discuss feedback for improvement. A Parent Advisory committee was held in May 2023 to fully review all LCAP goals and data metrics for each goal. RISE staff feedback was elicited throughout the course of the school year as part of our WASC Self Study process that focused on reviewing data in specific areas aligned with LCAP goals. Community members had multiple opportunities to review the goals, actions, and expenditures to provide any feedback or insight.

Stakeholder engagement was considered before finalizing the LCAP through various means, including School Site Council/English Learning Advisory Committee/Parent Advisory Committee, WASC Self-Study Committee of the Whole data meetings as well as opportunities for input during Stakeholder engagement nights.

A summary of the feedback provided by specific educational partners.

School Site Council & Parent Advisory Committee committee feedback: The Da Vinci RISE SSC shared significant feedback in regards to development of a more rigorous project based learning curriculum to drive student outcomes. Their suggestions came in the form of teacher trainings and curriculum resources and support. Suggestions for improvement also focused on increasing parent/guardian/stakeholder engagement opportunities to include workshops, opportunities to engage in community through fun activities such as learning a new skills, cooking, etc.

Feedback also focused heavily on efforts/ideas to improve average daily attendance. RISE recieved CSI (comprehensive support and improvement) funds to support with intensive needs. These funds were utilized to support the funding of our co-location partnership agreements and metrics were incorporated in the partnership agreements for our partners to be strategically involved in enrollment efforts as well as average daily attendance monitoring and intervention. Previously, our partners were mainly involved in providing increased access to mental heath supports and wraparound services; however, in the upcoming year enrollment and attendance data metrics will be incorporated into the partnership evaluation process.

English Learner Parent Advisory feedback: The Da Vinci RISE ELAC shared the importance of increasing our staff's acquisition of the Spanish language to continue to meet the needs of our EL students. As such, we plan to continue Rosetta Stone to support our EL students, but also our staff in increasing their Spanish fluency. Additionally, we are continually seeking our Spanish speaking personnel to join our staff.

Da Vinci RISE staff member Feedback: The staff emphasized the importance of increasing the variety of elective offerings for students. This included educational and credit bearing real world experiences including but not limited to; field trips, job shadowing, college fairs, guest speakers, mentors etc.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The creation of Personalized Learning Plans (PLP's) was directly influenced by educational partners 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 educational partners 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 educational partners 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 had access to instructional materials and resources in print or electronic formats in 2021-22.	100% of students had access to instructional materials and resources in print or electronic formats in 2022-23.		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 0 total teacher misassignments (0%) in 2019-20.	RISE had 1 total teacher misassignments (8%) in 2020-21.	There is no official CDE teacher misassignment data yet, but RISE expects 0 misassignments in 2021-22.		100% of teachers are properly assigned.
Teachers and administrators will	100% of teachers participated in a	100% of teachers completed their mid-	100% of teachers completed their mid-		96% of teachers will participate in a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
identify and monitor the ongoing individualized learning needs of each teacher.	reflective evaluation process in 19-20, and of those teachers, 100% earned a positive score on the instructional practices section.	year reflection and final evaluations.	year reflection and final evaluations.		reflective evaluation 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 have maintained a 92-95% satisfactory rate (agree/strongly agree) with weekly PD structures and sessions. We have changed our structure to include a monthly whole group PD and weekly site-based PD to allow for iteration and growth by site.	67% of staff responded that they Strongly Agree, Agree, or were Neutral to the annual staff survey question: “Leaders ensure time for reflection, generation, interpretation, and dissemination.”		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 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 students with IEPs and 100% of 504 students had plans in place and communicated to teachers 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.	Students are still earning course credits for the 2021-22 school year. However, as of Quarter 3, 3,190 credits were earned by 254 students. 61%	Q4 grades have not been finalized prior to LCAP submission for the 2022-23 school year. However, as of Quarter 3, 3,301.75 credits were earned		At least 90% of students will earn at least 80% of the credits they attempted over the course of the year (including summer session).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		of students showed improvement in the # of earned credits over the course of Q1-Q3.	by 238 students. 60% of students showed improvement in the # of earned credits over the course of Q1-Q3.		
Students in need of intervention will have Personalized Learning Plans adjusted to meet their individual needs each quarter in order to support and maximize learning for each progressive learning period.	Comprehensive baseline PLP data will be gathered for the first time in 2021-22.	100% of students have personalized learning plans with individualized data to support academic growth. NWEA data is being gathered twice a year to further assist in creating a data responsive learning plan.	100% of students have personalized learning plans with individualized data to support academic growth. NWEA data is being gathered twice a year to further assist in creating a data responsive learning plan.		100% of students in need of intervention will have PLPs reviewed and adjusted each quarter.
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?'	Da Vinci RISE Hawthorne moved into a new, more modern campus in 2020-21. As of January 2022 our overall facilities rate has moved to 'Exemplary'. On the Spring 2022 CORE Student Survey, 95% of students report feeling safe at school or in online sessions.	The school is safe, clean and well maintained per January 2023 facilities inspection overall rating of 'Fair' as well as 98% of students reporting feeling safe at school or in online sessions on the Spring 2023 CORE Student Survey.		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
1.1	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.	\$16,101.00	No
1.2	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, jetpacks, chargers, and headphones, as well as replacement for lost or damaged technology to ensure their access to the full curriculum.	\$79,683.00	Yes
1.3	Teacher Recruitment	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.	\$996.00	No
1.4	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, mastery based grading and competency based instruction. 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.	\$69,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Low student:teacher ratio & additional preparation time	Teachers at RISE will be tasked with a lower total student:teacher ratio. Teachers are also supported by para educators 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.	\$64,000.00	No
1.6	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.	\$93,000.00	Yes
1.7	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.	\$43,000.00	No
1.8	Training for Academic Coaches/Paraeducators	Tutoring training for classified staff providing services with the unduplicated count students (EL & Low Income students specifically) getting priority.	\$1,000.00	Yes
1.9	HopSkipDrive	Transportation services for students who are housing unstable, foster care or on probation AND qualify for free or reduced lunch. This ensures safe and consistent transit to and from school.	\$145,185.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

RISE transitioned from online curriculum platform, DreamSeeDo, to utilization of Canvas and Google Classroom for all online curriculum and instructional resources. RISE also transitioned from ALEKS as main source of math curricular materials to Delta Math, which provided more flexibility for teacher's to personalize instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions were highly effective in achieving success in all but one action area. All students had access to technology and online curriculum. The move to Canvas was made to provide students with exposure to platforms more widely used in post-secondary settings. We were able to provide safe access to school for students who met specific qualifications with funds allocated to HopSkipDrive.

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.

We are allocating professional development funds towards a partnership with Los Angeles Institute for Restorative Practices to provide a certification training for facilitating restorative circles that includes turn-key curriculum for circle implementation. We have refined scope & sequences for all courses and selected online platforms for online curriculum and instruction that provide students with detailed feedback in realtime. We will be moving away from Achieve 3000 and will be utilizing Common Lit and ETS Criterion for Humanities courses.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partners 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 educational partners to review progress, refine individualized plans (PLPs) and set goals for the remainder of the academic school year. 9 School site council meeting were held with parent involvement in the 2019-20 school year.	Da Vinci RISE is currently administering student-led conferences across our three sites. Our SLC window is from February 7th - March 4th 2022.	As of April 2022-23, 278 stakeholder contacts were made, and 156 student meetings (STAC, Re-Entry, Etc.) were held (62% of 250 total 22-23 students).		The number of educational partners 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
	86 STAC team meetings were held with students and educational partners.				
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.	Spring 2022 CORE Parent Surveys show that 100% of families 'Strongly Agree' or 'Agree' that RISE involves parents in the decision making process.	Spring 2023 CORE Parent Surveys show that 93% of families 'Strongly Agree' or 'Agree' that they feel welcome to participate in the school.		At least 85% of families and/or educational partners 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.	Spring 2022 CORE Parent Surveys show that 100% of families 'Strongly Agree' or 'Agree' that RISE involves parents in the decision making process. This included all of the socioeconomically disadvantaged, Foster, and Homeless parents who responded, though no parents whose language was other than English responded to the survey.	Spring 2023 CORE Parent Surveys show that 93% of families 'Strongly Agree' or 'Agree' that they feel welcome to participate in the school. This included all of the socioeconomically disadvantaged, Foster, and Homeless parents who responded, as well as parents whose language was other than English.		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	61% (153/252) of students enrolled more than 30 days	50% (119/237) of students enrolled more than 30 days		65% of students will maintain an 94.3% attendance rate OR

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the last day of February due to COVID 19 closures. The 2019-2020 overall rate through the end of February 2020 was 76.52%.	had either an ADA greater than 94.3% (10%: 22/252) OR improved their attendance rate from the previous year (51%: 129/252).	had either an ADA greater than 94.3% (11%: 25/237) OR improved their attendance rate from the previous year (40%: 94/237)		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% either maintained or saw their rate decline.	77% (123/160) of students enrolled over 30 days were chronically absent in Q1. 24% (30/123) had an ADA above 90% in Q2-Q4. However, 71.5% (88/123) of these same students improved their attendance rate from Q1 to Q4 even if they did not meet the 90% target.	83% (141/170) of students enrolled over 30 days were chronically absent in Q1. 18% (25/141) had an ADA above 90% in Q2-Q3. However, 53% (75/141) of those students improved their attendance from Q1 to Q2-Q3 even if they did not meet the 90% target.		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 (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.	No CA Dashboard Suspension indicator was published in 2021, however RISE is now a non-suspension school and leverages restorative justice in place of suspension. We had zero suspensions in the 2021-22 school year.	On the 2022 CA Dashboard, 0% of students were suspended at least once, for a Very Low dashboard status. Suspensions were not reported by the state in 2021 so no change or color status will be available until the 2023 dashboard.		RISE will decrease the suspension rate to earn and then 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
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 is now a non-suspension school and leverages restorative justice in place of suspension. We had zero suspensions in the 2021-22 school year.	On the 2022 CA Dashboard, 0% of our 256 SED students were suspended at least once, for a Very Low status for that subgroup. 0% of our 40 EL students were suspended in 2021-22, for a Very Low status for that subgroup as well.		RISE will operate as a non-suspension school, leveraging alternative and restorative responses to behavior.
Student Survey Participation Rate	In our initial administration of the CORE survey we received ~40% participation rate. We are planning to administer a second survey this Spring now that our engagement has been increased as we work to stabilize within the pandemic.	The Spring 2022 CORE Student Survey was completed by 81 students (out of 221 enrolled) for a participation rate of 37%.	The Spring 2022 CORE Student Survey was completed by 51 students (out of 196 enrolled) for a participation rate of 26%.		At least 70% will participate in the spring secondary CORE District Student Survey.
School Climate Survey Results	CORE District Survey data, baseline Summer 2021. For 2021-22 school's	Index values on the CORE student survey are all Above Level 1 High: Self	Index values on the 2023 CORE student survey are all at Level 10 (well above the		SEL section outcomes will meet or exceed the index value that is equal to or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	Management (71% positive), Level 3 High. Growth Mindset (80% positive) Level 10 High. Self-Efficacy (64% positive) Level 10 High. Social Awareness (68% positive) Level 10 High.	Level 1 High goal): Self Management (94% positive), Level 10. Growth Mindset (96% positive) Level 10. Self-Efficacy (84% positive) Level 10. Social Awareness (89% positive) Level 10.		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
2.1	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 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 educational partners at least once annually and will increase outreach activities for students and their family/mentor supporters to become more involved and access resources at our Learning Sites. RISE 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.	\$242,160.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	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.	\$200,000.00	Yes
2.3	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 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.	\$179,560.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	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.	\$85,000.00	Yes
2.5	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.	\$136,000.00	Yes
2.6	Advisory Curriculum	Creation and execution of an advisory curriculum that supports increased unduplicated student engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success including digital literacy	\$8,505.00	Yes
2.7	Extracurricular and Co-curricular Activities	Extracurricular programs and stipends or hourly wages for adults running programs will be offered.	\$5,000.00	No
2.8	Wraparound Services Partners	Co-location partners provide material resources, extracurricular and cocurricular courses, mental health services and college and career sessions to students.	\$398,138.00	No

Goal Analysis [2022-23]

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.

Stakeholder attendance to meetings continued to be challenging; however, we were able to maintain offering hybrid options for stakeholder involvement that have increased participation rates in STAC and other stakeholder meetings. We also held stakeholder engagement opportunities in the evenings to provide opportunities to provide feedback. There were also multiple opportunities for students to join teacher professional development meetings to provide feedback on school improvement efforts.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Advisory curriculum action was supportive in re-establishing the advisory culture and was a major factor in making the transition back to a full school day on campus successful for the majority of students. The Lead Behaviorist role was essential in providing high quality professional development to all staff in non-violent crisis intervention. The addition of the coordinator of student support services role supported expanding our partnerships for MSW interns as well as supporting professional development of mental health practitioners and the entire team. The split of the executive director and principal role allowed for continued focus on vital areas of the school while expanding capacity and impact of both roles on day to day school operations as well as advocacy, partnerships and funding.

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.

We will be adding an Attendance and Engagement Clerk position to support with focused attention on outreach to stakeholders of chronically absent students. This position will support identification of students in need of home visits and will facilitate setting up STAC meetings to address attendance concerns. The Lead Behaviorist will expand focused restorative behavior support training & coaching to paraeducators and campus safety officers. We are allocating funding to support our senior office manager with Marketing and Communications to increase communication and outreach to stakeholders in a variety of ways to elicit higher participation rates. We are also taking feedback obtained this year to offer a wider variety of stakeholder engagement opportunities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partners 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 educational partners, 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	CAASPP was administered again in Spring 2022 and results will be available in Summer 2022 and will appear on the 2022 CA Dashboard.	On the 2022 CA School Dashboard, RISE students scored 226.3 points below standard in ELA, earning a Very Low status rating. No scores were reported on the 2021		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
	and growth could not be determined, however our initial performance level was Low.		dashboard, so change and color ratings for this metric will not be reported until the 2023 dashboard.		
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.	CAASPP was administered again in Spring 2022 and results will be available in Summer 2022 and will appear on the 2022 CA Dashboard.	On the 2022 School Dashboard, our 100 SED students at RISE scored 227.1 points below standard in English, earning a Very Low status rating. English Learners scored 260 points below standard, but a status level was not reported due to fewer than 30 students with scores. No scores were reported on the 2021 dashboard, so change and color ratings for this metric will not be reported until the 2023 dashboard.		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	There was no English Learner Progress Metric on the 2021 CA Dashboard. 2022 ELPAC scores are still in process, but will be reported as soon as possible.	On the 2022 CA School Dashboard, 31.6% of RISE EL students made progress towards English Language Proficiency for a Very Low status. No color		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
	this was the first year that the metric was evaluated and growth could not be determined, however our initial performance level was Very Low.		was awarded because this was the first year that the metric was evaluated post-Covid, so change and color ratings for this metric will not be reported until the 2023 dashboard release.		
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.	57% of the 68 students with Winter 2022 Growth scores either achieved lexile increase of 1/3 a level (51.47%), or a Average or Above ELA Growth (42.65%).	68% of the 50 students that tested in both Fall 22/23 and Winter 22/23 made 1/3rd of a grade level of ELA Lexile growth.		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
3.1	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.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	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 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.	\$34,000.00	Yes
3.3	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 scores and review progress towards targets with instructional staff.	\$4,736.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

This year we focused on finding ways to increase NWEA testing participation rates, we tested students three times this school year in Fall, Winter and Spring. We also implemented an online writing assessment through ETS Online Criterion, to provide students and teachers with a valid assessment of student writing.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The addition of the online writing assessment through ETS was successful in making progress towards the goal of high quality instruction and intervention in ELA for all students. We also adopted the use of Lexia English program to support English Language Learners as well as additional support for struggling readers. The Lexia program pilot was successful and we will continue the use of Lexia specifically for English Language Learners.

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.

For the upcoming year, we will be moving away from Achieve 3000 to support reading across content areas. We are adopting Common Lit as a replacement for Achieve 3000 as it has a wider range of content area articles and provides real time feedback for students for increased support while working independently. We will continue the usage of ETS Online Criterion writing assessment as a benchmark assessments

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 educational partners 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 educational partners, 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	CAASPP was administered again in Spring 2022 and results will be available in Summer 2022 and will appear on the 2022 CA Dashboard.	On the 2022 CA School Dashboard, RISE students scored 225.9 points below standard in Math, earning a Very Low status rating. No scores were reported on the 2021 dashboard, so change		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
	be determined, however our initial performance level was Very Low.		and color ratings for this metric will not be reported until the 2023 dashboard.		
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.	CAASPP was administered again in Spring 2022 and results will be available in Summer 2022 and will appear on the 2022 CA Dashboard.	On the 2022 School Dashboard, our 51 SED students at RISE scored 227 points below standard in Math, earning a Very Low status rating. English Learners scored 237.1 points below standard, but a status level was not reported due to fewer than 30 students with scores. No scores were reported on the 2021 dashboard, so change and color ratings for this metric will not be reported until the 2023 dashboard.		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.	50% of the 66 students with Winter 2022 Growth scores either achieved an increase of at least 1/3 a grade quantile level (53.03%), or an Average or Above	35% of the 43 students that tested in both Fall 22/23 and Winter 22/23 made 1/3rd of a grade level of Math Quantile growth.		At least 95% of RISE students will EITHER achieve Math growth of the 50th percentile OR achieve a quantile level increase of at least 1/3 a level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Math Growth Score (43.94%).			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. 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.	\$500.00	Yes
4.2	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.	\$1,300.00	Yes
4.3	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.	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

This school year we utilized Delta Math in place of the ALEKS math program to provide teachers with more flexibility with assigning content and creating assessments. We still saw low proficiency levels for students in math and worked this year to revise and streamline the scope and sequences for each math course.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

RISE students come to us several years below in their numeracy level. For students who were able to regain consistent attendance, we saw increases in numeracy level. For students whose life challenges prohibited them from coming on site consistently, we did not see adequate gains. However, we did find that NWEA MAP is an excellent way for us to direct resources and supports.

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.

We are adopting Khan Academy as our online math platform for the upcoming school year due to it's adaptive nature, realtime feedback provided to students and alignment with Integrated math scope and sequence. We are continuing to use Delta Math as an additional platform to create assessments and assign specific topics for intervention/acceleration. We will begin the school year with NWEA benchmark testing within the first two weeks of school to better understand which students would benefit from additional intervention/support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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	According to the 2021 CA School Dashboard DASS Graduation Rate Additional Report, of the 43 RISE seniors identified in 2020-21, 58.1% of students graduated within the	According to the 2022 CA School Dashboard DASS Graduation Rate Additional Report, of the 58 RISE seniors identified in 2021-22, 46.6% of students graduated within 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
	first year that the metric was evaluated and growth could not be determined, however our initial performance level was Very Low.	same school year. 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'.	same school year. No color was awarded, and it is unclear if the DASS 1-year rate will be taken into account for color ratings moving forward or if it will continue to be an additional report data point only.		
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,	10/18 (56%) of Foster, Homeless, and Justice Involved students enrolled as seniors in 2020-21 graduated at the end of the year. 11/25 (44%) of Foster seniors in the last 2 years graduated or are currently on track for graduation in Q4. 4/10 (40%) of homeless seniors in the last two years have graduated or are currently on track for graduation in Q4. 4/17 (24%) of justice involved seniors in the last 2 years have graduated or are currently on track for graduation in Q4.	18/35 (51%) of Foster, Homeless, and Justice Involved students enrolled as seniors on census day from the classes of 2019-2022 (4 years) have graduated from RISE. 11/21 (52%) of Foster students enrolled as seniors on census day from the classes of 2019-2022 (4 years) have graduated from RISE. 11/14 (79%) of homeless students enrolled as seniors on census day from the classes of 2019-2022 (4 years) have graduated from RISE. 3/12 (25%) of justice involved students enrolled as seniors on		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
	89% (8) of whom have remained with us to continue towards graduation.		census day from the classes of 2019-2022 (4 years) have graduated from RISE.		
Cohort Dropout 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.	In 2021-22, 53 students have withdrawn since the start of the year. 55% (29/53) of the students were reported as dropouts or unaccounted for.	In 2022-23, 50 students have withdrawn since the start of the year. 32% (16/50) of the students were reported as dropouts or unaccounted for.		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. On the 2020 CA School Dashboard College and Career Measures Additional Report, 4.2% of RISE students were rated by the state as	On the 2021 report, preparedness was not reported but 11.6% of the cohort were A-G eligible, 4.7% completed at least one semester of a college course prior to graduation, and 2.3% completed two college courses.	On the 2022 report, preparedness was not reported but 12.7% of the cohort were A-G eligible.		RISE will improve College & Career Prepared rates and maintain a Blue or Green rating on the CCI indicator on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Prepared and 5.6% of students were rated as Approaching Prepared.				
DASS College & Career Outcomes	LACOE college/workforce ready data needs to be gathered for class of 2021 as a baseline.	50% (26/52) of 1-year cohort seniors graduated prior to the end of 21-22. CCR metrics are still being calculated for reporting.	46.6% (27/58) of 1-year cohort seniors graduated prior to the end of 22-23.		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.
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.	61% of students showed improvement in the # of earned credits over the course of Q1-Q3.	60% of students showed improvement in the # of earned credits over the course of Q1-Q3		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 OR show improvement in the percent of earned credits over the course of the year.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
5.2	Summer school	Summer school courses will be made available in core content area courses as determined by student needs.	\$2,500.00	No
5.3	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 towards graduation & post-grade plans, and will implement use of Advisors for tracking PLP goal attainment for all students individually.	\$93,000.00	Yes
5.4	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.	\$15,649.00	No
5.5	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.	\$10,600.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

RISE has consistently increased our high school graduation rates within vulnerable student population groups and works to re-engage students who are detained, withdraw due to transiency, parenthood, work commitment etc. We are working with LACOE from the A-Game project to best reflect these metrics for our school. This year we did not meet the target dropout rate of below 10% but we had a significant reduction in percentage of students who withdrew and were categorized as dropouts (over 20% reduction from previous year). We also provided students with multiple opportunities to engage in Real World Learning experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

We continued to offer spring and summer intersession this school year to provide students with credit recovery opportunities. We also were able to offer multiple opportunities for Real World Learning experiences through field trips, guest speakers, etc.

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.

For next school year, we have created a new role Case Manager Counselor, who will serve as academic counselor and case manager at each site. There will be one case manager counselor at each school site to ensure students have increased access to academic guidance counseling which is essential for our high need population of students who come in with severe credit deficiencies and are in need of increased access to social emotional and counseling supports.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$418,642.00	\$73,878.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.77%	0.00%	\$0.00	28.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

1.4 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.

1.6 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.

2.3 Counseling & Mental Health Services: RISE has seen the 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.

2.4 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.

2.5 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. We expect to see increased credit attainment, PLP goal accomplishment and decreased behavior challenges through the guidance and support of onsite assistant principals.

3.1 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.

3.3 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.

4.1 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.

4.2 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.

4.3 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 in Mathematics, and our Math CAASPP scores reveal that our Foster, Homeless, English Learners, and Socioeconomically disadvantaged students remain Very Low in their Math performance. 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. Given these targeted and differentiated support for our diverse learners we expect Math CAASPP achievement gaps to narrow each year.

5.1 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. Our Low SES, Foster and EL students are prioritized for additional programming and credit recovery opportunities due to the disproportionate impact their circumstances often has on academic performance.

5.3 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 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

This additional funding will allow for a Manager of Student Support Services who will drastically expand the capacity of our mental health resources through MSW intern supervision. Given the challenges our most at-risk youth face, this additional funding will ensure that

these students receive direct case management, counseling and therapy services. This role is also responsible for bringing in external resources and partners to meet the dynamic needs of this population.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		24:1
Staff-to-student ratio of certificated staff providing direct services to students		7:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,262,997.00	\$358,406.00	\$135,000.00	\$272,248.00	\$2,028,651.00	\$1,304,500.00	\$724,151.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Course Materials	All	\$7,000.00	\$9,101.00			\$16,101.00
1	1.2	Curriculum & Technology	Foster Youth Low Income	\$38,980.00			\$40,703.00	\$79,683.00
1	1.3	Teacher Recruitment	All	\$996.00				\$996.00
1	1.4	Teacher professional development & Instruction	English Learners Foster Youth Low Income	\$50,000.00	\$3,760.00	\$9,750.00	\$5,528.00	\$69,038.00
1	1.5	Low student:teacher ratio & additional preparation time	Students with Disabilities		\$64,000.00			\$64,000.00
1	1.6	Student Interventions	English Learners Foster Youth Low Income	\$93,000.00				\$93,000.00
1	1.7	Facilities & Maintenance Expenses	All	\$43,000.00				\$43,000.00
1	1.8	Training for Academic Coaches/Paraeducators	English Learners Low Income	\$1,000.00				\$1,000.00
1	1.9	HopSkipDrive	Foster Youth Low Income	\$25,185.00		\$120,000.00		\$145,185.00
2	2.1	Parent/ guardian engagement & communications	All	\$241,560.00			\$600.00	\$242,160.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Targeted Resources & Professional Development	Foster Youth Low Income	\$200,000.00				\$200,000.00
2	2.3	Counseling & Mental Health Services	English Learners Foster Youth Low Income		\$152,285.00		\$27,275.00	\$179,560.00
2	2.4	Behavioral Interventions & Supports	English Learners Foster Youth Low Income	\$42,500.00	\$42,500.00			\$85,000.00
2	2.5	Assistant Principal Staffing	English Learners Foster Youth Low Income	\$136,000.00				\$136,000.00
2	2.6	Advisory Curriculum	Low Income			\$5,250.00	\$3,255.00	\$8,505.00
2	2.7	Extracurricular and Co-curricular Activities	All	\$5,000.00				\$5,000.00
2	2.8	Wraparound Services Partners	All	\$133,027.00	\$86,760.00		\$178,351.00	\$398,138.00
3	3.1	Intervention and support seminar programs in English	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
3	3.2	English Learner curriculum, supports, & coordinator	English Learners	\$34,000.00				\$34,000.00
3	3.3	English diagnostics/reading programs	English Learners Foster Youth Low Income				\$4,736.00	\$4,736.00
4	4.1	Intervention and support seminar programs in mathematics	English Learners Foster Youth Low Income				\$500.00	\$500.00
4	4.2	Math diagnostics/math programs	English Learners Foster Youth Low Income				\$1,300.00	\$1,300.00
4	4.3	Targeted math instruction	English Learners Foster Youth Low Income	\$45,000.00				\$45,000.00
5	5.1	Credit recovery	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.2	Summer school	All	\$2,500.00				\$2,500.00
5	5.3	Broad course of study	English Learners Foster Youth Low Income	\$93,000.00				\$93,000.00
5	5.4	Career education opportunities	All	\$5,649.00			\$10,000.00	\$15,649.00
5	5.5	Hands-on College and Career Exploration	All	\$10,600.00				\$10,600.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,455,240.00	\$418,642.00	28.77%	0.00%	28.77%	\$813,665.00	0.00%	55.91 %	Total:	\$813,665.00
								LEA-wide Total:	\$779,665.00
								Limited Total:	\$34,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Curriculum & Technology	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$38,980.00	0.00%
1	1.4	Teacher professional development & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0.00%
1	1.6	Student Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,000.00	0.00%
1	1.8	Training for Academic Coaches/Paraeducators	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,000.00	0.00%
1	1.9	HopSkipDrive	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$25,185.00	0.00%
2	2.2	Targeted Resources & Professional Development	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$200,000.00	0.00%
2	2.3	Counseling & Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Behavioral Interventions & Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	0.00%
2	2.5	Assistant Principal Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,000.00	0.00%
2	2.6	Advisory Curriculum	Yes	LEA-wide	Low Income	All Schools		
3	3.1	Intervention and support seminar programs in English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0.00%
3	3.2	English Learner curriculum, supports, & coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$34,000.00	0.00%
3	3.3	English diagnostics/ reading programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Math diagnostics/ math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.3	Targeted math instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	0.00%
5	5.1	Credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0.00%
5	5.3	Broad course of study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,000.00	0.00%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,147,430.00	\$2,132,862.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Course Materials	No	\$18,600.00	\$18,539.00
1	1.2	Curriculum & Technology	Yes	\$37,600.00	\$36,349.00
1	1.3	Teacher Recruitment	No	\$955.00	\$996.00
1	1.4	Teacher professional development & Instruction	Yes	\$59,049.00	\$59,069.00
1	1.5	Low student:teacher ratio & additional preparation time.	No	\$104,948.00	\$100,635.09
1	1.6	Student Interventions	Yes	\$126,226.00	\$118,694.75
1	1.7	Facilities & Maintenance Expenses	No	\$39,843.00	\$45,531.27
1	1.8	Training for Academic Coaches/Paraeducators	Yes	\$1,000.00	\$1,749.00
1	1.9	HopSkipDrive	Yes	\$183,500.00	\$171,899.00
2	2.1	Parent/ guardian engagement & communications	No	\$180,035.00	\$182,300.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Targeted Resources & Professional Development	Yes	\$276,120.00	\$258,183.82
2	2.3	Counseling & Mental Health Services	Yes	\$209,064.00	\$216,602.62
2	2.4	Behavioral Interventions & Supports	Yes	\$122,596.00	\$120,559.82
2	2.5	Assistant Principal Staffing	Yes	\$172,152.00	\$191,758.36
2	2.6	Advisory Curriculum	Yes	\$1,500.00	\$1,593.00
2	2.7	Extracurricular and Co-curricular Activities	No	\$15,000.00	\$13,400.00
2	2.8	Wraparound Services Partners	No	\$417,000.00	\$416,786.00
3	3.1	Intervention and support seminar programs in English	Yes	\$41,005.00	\$38,656.36
3	3.2	English Learner curriculum, supports, & coordinator	Yes	\$10,000.00	\$12,517.04
3	3.3	English diagnostics/ reading programs	Yes	\$17,469.00	\$16,394.00
4	4.1	Intervention and support seminar programs in mathematics	Yes	\$1,348.00	\$2,525.00
4	4.2	Math diagnostics/ math programs	Yes	\$1,719.00	\$1,719.00
4	4.3	Targeted math instruction	Yes	\$30,978.00	\$31,007.67

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Credit recovery	Yes	\$5,000.00	\$3,304.00
5	5.2	Summer school	No	\$7,500.00	\$7,200.00
5	5.3	Broad course of study	Yes	\$41,623.00	\$36,061.18
5	5.4	Career education opportunities	No	\$10,600.00	\$15,649.00
5	5.5	Hands-on College and Career Exploration	No	\$15,000.00	\$13,183.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$411,056.00	\$411,056.00	\$622,971.00	(\$211,915.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Curriculum & Technology	Yes	\$8,000.00	\$16,754.00	0.00%	0.00%
1	1.4	Teacher professional development & Instruction	Yes	\$50,720.00	\$55,200.00	0.00%	0.00%
1	1.6	Student Interventions	Yes	\$41,423.00	\$14,674.00	0.00%	0.00%
1	1.8	Training for Academic Coaches/Paraeducators	Yes				
1	1.9	HopSkipDrive	Yes				
2	2.2	Targeted Resources & Professional Development	Yes	\$269,290.00	\$185,995.00	0.00%	0.00%
2	2.3	Counseling & Mental Health Services	Yes		\$29,765.00		0.00%
2	2.4	Behavioral Interventions & Supports	Yes		\$92,764.00		0.00%
2	2.5	Assistant Principal Staffing	Yes		\$191,758.00		0.00%
2	2.6	Advisory Curriculum	Yes				
3	3.1	Intervention and support seminar programs in English	Yes				
3	3.2	English Learner curriculum, supports, & coordinator	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	English diagnostics/ reading programs	Yes				
4	4.1	Intervention and support seminar programs in mathematics	Yes				
4	4.2	Math diagnostics/ math programs	Yes				
4	4.3	Targeted math instruction	Yes				
5	5.1	Credit recovery	Yes				
5	5.3	Broad course of study	Yes	\$41,623.00	\$36,061.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,106,977.00	\$411,056.00	0.00%	37.13%	\$622,971.00	0.00%	56.28%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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:
 - 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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