

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 |
|-------------------------------------|-----------------------------|-----------------|
| Ararat Charter School | Aida Tatioossian, Principal | 818-994-2904 |

Plan Summary LCAP Year (2021-2024)

General Information

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

Ararat Charter School (ACS or Ararat) has provided a vital school choice for families of young children in the Van Nuys community since opening in 2010. Our "whole child" school model supports our TK-5 students in the academic, social, and affective domains. Ararat Charter is a public school authorized by the LAUSD that teaches both Armenian and Spanish languages. Academic rigor is the norm, with the arts used to complement the core curriculum. Cultural awareness and understanding and the six pillars of character are taught, emphasized, and valued at Ararat. With a dedicated teaching staff, involved parents, enrichment and intervention programs, ACS students Climb Towards College and Career Readiness.

Ararat's enrollment capacity is 340 students, with more than 200 students on the waiting list. There is great interest in Ararat's language and academic programs. ACS is located on two campuses: grades TK-2 are located on the original private facility at 6555 Sylmar Avenue in Van Nuys, and grades 3-5 are co-located at Erwin Street Elementary School, 1.7 miles away.

In 2018, ACS was proud to be named a California Distinguished School by the California Department of Education (CDE).

One clear difference in demographics between Ararat Charter and the Resident Schools is that Ararat historically enrolls a larger White population than the nearby schools, drawing heavily from the surrounding Armenian community. 85% of Ararat's population is White, with 15% Latino. Noteworthy is that Ararat's English learner (EL) population (55.2%) is more significant than any of the Resident Schools (Van Nuys Elementary at 51%; Hazeltine Ave. ES and Kittridge St. ES, at 41%). Moreover, the socioeconomically disadvantaged subgroup at Ararat is 69%. With a high population of English learners and youth that are socioeconomically disadvantaged, Ararat Charter School serves the "other white." The majority of our students' families are immigrants from Armenia, Russia, Lebanon, or Mexico. Lastly, 99% of our students are exposed to a language other than English at home. Ararat Charter School is proud to serve this unique population and works diligently to meet their overall educational needs.

Reflections: Successes

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

A. CALIFORNIA DISTINGUISHED SCHOOL

Our school was recognized by the state of California as a Distinguished school in 2018.

B. PERSONALIZED PROFESSIONAL DEVELOPMENT

Teachers have individual professional goals and receive individualized professional development to address growth areas. Furthermore, professional development in Thinking Maps, Direct and Explicit Instruction, and Writing is being implemented by all teachers. This has supported our students individually and collectively.

C. 1:1 RATIO OF COMPUTERS TO STUDENTS

ACS purchased iPads and laptops for students and now has a 1:1 ratio of devices per student. With this increase in technology, ACS plans to implement blended learning.

D. NO SUSPENSIONS OR EXPULSIONS IN 2019 OR 2020

ACS did not have any suspensions or expulsions in the 2019 school year. This is a good indicator that our positive behavior intervention and support plans, including restorative justice practices, are helping our students and improving the school’s culture. To achieve our goal of developing students’ sense of responsibility and social consciousness, ACS has incorporated a character education program, Second Step. This program focuses on the following traits: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Participation is incorporated in the curriculum, during instruction, and classroom management. Ararat Charter School is proud of its positive behavior implementation and supports to ensure that students learn from their mistakes and use them as opportunities to become better citizens.

| SUSPENSION RATES | | | | |
|---------------------------------|-------------|----------------------|-------------|----------------------|
| | 2018 | COLOR | 2019 | COLOR |
| All Students | 0.3 | | 0.0 | |
| English Learners | 0.0 | | 0.0 | |
| Socioeconomically Disadvantaged | 0.3 | No performance color | 0.0 | No performance color |
| Students with Disabilities | 0.0 | | 0.0 | |
| Latino | 0.0 | | 0.0 | |
| White | 0.3 | | 0.0 | |
| EXPULSION RATES | | | | |
| | 2018 | COLOR | 2019 | COLOR |
| All Students | 0.0 | | 0.0 | |
| English Learners | 0.0 | | 0.0 | |
| Socioeconomically Disadvantaged | 0.0 | No performance color | 0.0 | No performance color |
| Students with Disabilities | 0.0 | | 0.0 | |
| Latino | 0.0 | | 0.0 | |
| White | 0.0 | | 0.0 | |

E. INCREASE IN RECLASSIFICATION RATE

Ararat’s 2019-2020 reclassification rate is 11.2%, an increase from the previous year’s rate of 8.8%.

RECLASSIFICATION RATES

| | | | | |
|-------|-----------|-----------|-----------|-----------|
| YEARS | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| RATE | 20% | 12.4% | 8.8% | 11.2% |

F. VERY HIGH ENGLISH LEARNER PROGRESS INDICATOR

Furthermore, the English Learner Progress Indicator shows that 65.2% of students are making progress towards English Proficiency on the ELPAC. This “very high” percentage attests to the strong English language development/acquisition program at Ararat.

G. GAINS ON DISTANCE FROM STANDARD (DFS)

| ARARAT CHARTER | ACADEMIC PERFORMANCE INDICATORS | | | ACADEMIC ENGAGEMENT INDICATOR | CONDITIONS AND CLIMATE INDICATORS | |
|-------------------|---|------------------------------------|---|-------------------------------|-----------------------------------|----------------|
| | ELA <small>English Language Arts</small> | Math <small>Mathematics</small> | ELPI <small>English Learner Progress</small> | Chronic Absenteeism | Suspension Rate | Expulsion Rate |
| Performance Level | 4 | 4 | 5 | 3 | 5 | 5 |
| Status | -3.2 | -1.0 | 65.2% | 9.8 | 0.0 | 0.0 |

The California School Dashboard Distance from Standard reveals that All Students and subgroups made positive gains on Distance from Standard, which measures how far, on average, students are from the lowest possible score for Standard Met. In 2019, All Students and subgroups moved closer (from the bottom) to Standard, which means the distance from Standard was reduced.

Furthermore, the right side of the chart below compares Ararat’s DFS to state averages for 2018 and 2019. An analysis reveals that while All Students and the White subgroup were below the state’s DFS in ELA, English learners, Socioeconomically Disadvantaged, and Latino subgroups performed better on the SBAC than the state.

In Math, All Students, English learners, Socioeconomically Disadvantaged, and Latino subgroups performed better on the SBAC than the state. The White subgroup’s performance was poorer in 2018 and better in 2019 than the state’s averages.

| CALIFORNIA SCHOOL DASHBOARD - DISTANCE FROM STANDARD (DFS) BY SUBGROUP | | | | | | DFS COMPARISON TO STATE AVERAGES | |
|--|----------|-------|----------|-------|------|----------------------------------|--|
| CONTENT AREA AND SUBGROUPS | 2018 DFS | COLOR | 2019 DFS | COLOR | 2018 | 2019 | |
| ELA | | | | | | | |
| All Students | -6.7 | 2 | -3.2 | 4 | -6.0 | -3.0 | |

| | | | | | | | |
|---------------------------------|-------|----------------------|-------|----------------------|--|-------|-------|
| English Learners | -12.1 | 2 | -7.1 | 3 | | -47.1 | -45.6 |
| Socioeconomically Disadvantaged | -8.4 | 2 | -6.7 | 2 | | -34.7 | -30.5 |
| Latino | -19.1 | No performance color | -15.6 | No performance color | | 31.3 | 27.1 |
| White | -5.9 | 2 | -1.8 | 4 | | 27.7 | 30.1 |
| MATH | | | | | | | |
| All Students | -5.4 | 3 | -1.0 | 4 | | -36.4 | -33.5 |
| English Learners | -10.4 | 3 | -6.2 | 4 | | -69.9 | -68.6 |
| Socioeconomically Disadvantaged | -7.5 | 3 | -0.6 | 4 | | -67.4 | -63.7 |
| Latino | -42.4 | No performance color | -36.7 | No performance color | | -65.8 | -62.2 |
| White | -1.8 | 3 | 4.3 | 4 | | -1.0 | 1.4 |

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H. COMPARISON WITH TOP 5 RESIDENT SCHOOLS WHERE ACS STUDENTS WOULD HAVE

2019 Chronic Absenteeism Rate (K-8)

| Group Category | Group Name | DISTRICT | School | | | | | |
|----------------------|----------------------------|----------|-----------|----------|-----------|-----------|------------|----------|
| | | | Ararat .. | Coldwa.. | Erwin E.. | Hazelti.. | Valerio .. | Van Nu.. |
| All Students | All Students | 18.20 | 9.80 | 19.80 | 17.10 | 16.40 | 15.60 | 16.20 |
| Language Proficiency | English Learner | 17.40 | 10.60 | 21.50 | 18.80 | 16.10 | 15.80 | 13.90 |
| Programs | Foster Youth | 28.10 | | | | 29.40 | | |
| | Homeless Youth | 34.10 | | 42.90 | 28.60 | 21.40 | 29.00 | 31.60 |
| | Socioeconomically Disadv.. | 19.30 | 10.70 | 19.60 | 18.30 | 16.30 | 15.90 | 15.80 |
| | Student with Disabilities | 25.30 | 7.10 | 29.00 | 24.10 | 19.10 | 20.70 | 22.50 |
| Race/Ethnicity | 2 or More Races | 19.30 | | 27.30 | | | | |
| | African American | 31.00 | | 28.60 | 21.10 | 31.60 | 9.70 | 37.50 |
| | American Indian | 25.30 | | | | | | |
| | Asian | 6.80 | | 0.00 | | | 7.10 | |
| | Filipino | 9.40 | | | | 11.10 | 0.00 | |
| | Hispanic/Latino | 17.80 | 7.70 | 19.30 | 17.70 | 16.30 | 16.80 | 15.30 |
| | Pacific Islander | 27.20 | | | | | | |
| | White | 16.00 | 10.20 | 26.40 | 16.50 | 18.80 | 6.10 | 29.40 |

2019 Suspension Rate

| Group Category | Group Name | DISTRICT | School | | | | | |
|----------------------|----------------------------|----------|-----------|----------|-----------|-----------|------------|----------|
| | | | Ararat .. | Coldwa.. | Erwin E.. | Hazelti.. | Valerio .. | Van Nu.. |
| All Students | All Students | 0.400 | 0.000 | 0.000 | 0.000 | 0.400 | 0.600 | 1.200 |
| Language Proficiency | English Learner | 0.300 | 0.000 | 0.000 | 0.000 | 0.300 | 0.600 | 0.000 |
| Programs | Foster Youth | 1.800 | | | | 0.000 | | 0.000 |
| | Homeless Youth | 0.700 | | 0.000 | 0.000 | 0.000 | 0.000 | 5.000 |
| | Socioeconomically Disadv.. | 0.400 | 0.000 | 0.000 | 0.000 | 0.400 | 0.500 | 1.300 |
| | Student with Disabilities | 0.800 | 0.000 | 0.000 | 0.000 | 2.600 | 0.900 | 1.000 |
| Race/Ethnicity | 2 or More Races | 0.400 | | 0.000 | | | | |
| | African American | 1.400 | | 0.000 | 0.000 | 5.300 | 0.000 | 5.300 |
| | American Indian | 0.000 | | | | | | |
| | Asian | 0.100 | | 0.000 | | | 0.000 | |
| | Filipino | 0.100 | | | | 0.000 | 0.000 | |
| | Hispanic/Latino | 0.300 | 0.000 | 0.000 | 0.000 | 0.000 | 0.500 | 1.100 |
| | Pacific Islander | 0.400 | | | | | | |
| | White | 0.300 | 0.000 | 0.000 | 0.000 | 4.000 | 2.900 | 0.000 |

OTHERWISE ATTENDED

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2021

2019 ELA

| Group Category | Group Name | School | | | | | | |
|----------------------|----------------------------|----------|-----------|----------|-----------|-----------|------------|----------|
| | | DISTRICT | Ararat .. | Coldwa.. | Erwin E.. | Hazelti.. | Valerio .. | Van Nu.. |
| All Students | All Students | -24.1 | -3.2 | -9.7 | -9.7 | -27.1 | -39.8 | -62.5 |
| Language Proficiency | English Learner | -62.7 | -7.1 | -14.4 | -31.5 | -42.9 | -52.7 | -62.7 |
| Programs | Foster Youth | -72.8 | | | | | | |
| | Homeless Youth | -64.4 | | | | | -107.5 | |
| | Socioeconomically Disadv.. | -34.0 | -6.7 | -12.3 | -11.2 | -28.5 | -40.1 | -63.7 |
| | Student with Disabilities | -106.6 | | -56.7 | -112.0 | -101.0 | -118.0 | -122.7 |
| Race/Ethnicity | 2 or More Races | 32.7 | | | | | | |
| | African American | -52.0 | | -67.3 | | | -83.3 | |
| | American Indian | -24.6 | | | | | | |
| | Asian | 58.2 | | | | | | |
| | Filipino | 41.4 | | | | 22.9 | | |
| | Hispanic/Latino | -33.0 | -15.6 | -13.2 | -16.9 | -30.3 | -41.0 | -60.7 |
| | Pacific Islander | -7.0 | | | | | | |
| | White | 30.2 | -1.8 | 24.7 | 2.4 | -2.9 | 6.8 | |

2019 Math

| Group Category | Group Name | School | | | | | | |
|----------------------|----------------------------|----------|-----------|----------|-----------|-----------|------------|----------|
| | | DISTRICT | Ararat .. | Coldwa.. | Erwin E.. | Hazelti.. | Valerio .. | Van Nu.. |
| All Students | All Students | -54.1 | -1.0 | -23.0 | -27.8 | -32.8 | -60.5 | -63.3 |
| Language Proficiency | English Learner | -83.2 | -6.2 | -23.1 | -51.0 | -42.5 | -72.8 | -60.8 |
| Programs | Foster Youth | -100.3 | | | | | | |
| | Homeless Youth | -90.9 | | | | | -116.1 | |
| | Socioeconomically Disadv.. | -64.2 | -0.6 | -26.7 | -31.7 | -34.3 | -60.9 | -63.9 |
| | Student with Disabilities | -133.7 | | -72.4 | -131.4 | -100.1 | -119.1 | -115.7 |
| Race/Ethnicity | 2 or More Races | 11.0 | | | | | | |
| | African American | -87.5 | | -81.3 | | | -69.4 | |
| | American Indian | -64.1 | | | | | | |
| | Asian | 50.3 | | | | | | |
| | Filipino | 15.4 | | | | 36.3 | | |
| | Hispanic/Latino | -64.3 | -36.7 | -27.6 | -37.1 | -36.7 | -62.4 | -61.8 |
| | Pacific Islander | -30.5 | | | | | | |
| | White | 6.0 | 4.3 | 28.6 | -11.0 | -9.3 | -24.2 | |

2019 English Learner Progress

| Group Category | Group Name | School | | | | | | |
|----------------------|-----------------|----------|-----------|----------|-----------|-----------|------------|----------|
| | | DISTRICT | Ararat .. | Coldwa.. | Erwin E.. | Hazelti.. | Valerio .. | Van Nu.. |
| Language Proficiency | English Learner | 45.00 | 65.20 | 38.00 | 41.10 | 44.40 | 43.30 | 44.50 |

Reflections: Identified Needs

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.

An analysis of the Smarter Balanced test scores reveals that in 2019 45.8% of All Students scored at Met or Exceeded levels in ELA and Math. A deeper dive reveals that all subgroups (English learners, Socioeconomically Disadvantaged, Latino, and White) decreased in ELA and Math performance, except the Latino subgroup that exhibited growth in ELA from 2018 to 2019.

When reviewing proficiencies at every grade level, in ELA and Math, declines are evident except in 4th grade ELA.

The following two tables identify proficiencies schoolwide, by subgroup, and by grade level:

SMARTER BALANCED TEST SCORES – MET OR EXCEEDED PROFICIENCY LEVELS SCHOOLWIDE AND BY SUBGROUP

| | 2017 | 2018 | 2019 | GROWTH LEVELS FROM 2018-2019 |
|---------------------------------|------|-------------|-------------|------------------------------|
| ELA | | | | |
| All Students | 56.4 | 48.6 | 45.8 | decline |
| English Learners | 25.7 | 31.0 | 25.6 | decline |
| Socioeconomically Disadvantaged | 58.4 | 48.9 | 39.0 | decline |
| Latino | 58.8 | 33.3 | 40.0 | growth |
| White | 55.6 | 49.6 | 46.3 | decline |
| MATH | | | | |
| All Students | 62.6 | 50.7 | 45.8 | decline |
| English Learners | 36.5 | 32.4 | 29.5 | decline |
| Socioeconomically Disadvantaged | 61.4 | 55.6 | 41.5 | decline |
| Latino | 47.1 | 33.3 | 25.0 | decline |
| White | 63.8 | 52.0 | 48.5 | decline |

SMARTER BALANCED TEST SCORES – MET OR EXCEEDED PROFICIENCY LEVELS BY GRADE LEVEL

| ELA | | | | |
|-----------------------|------|------|------|------------------------------|
| | 2017 | 2018 | 2019 | GROWTH LEVELS FROM 2018-2019 |
| 3 rd Grade | 56 | 42 | 38 | decline |

| | | | | |
|-----------------------|----|----|----|-----------|
| 4 th Grade | 54 | 49 | 49 | no change |
| 5 th Grade | 58 | 56 | 52 | decline |
| MATH | | | | |
| 3 rd Grade | 64 | 44 | 50 | increase |
| 4 th Grade | 58 | 55 | 45 | decline |
| 5 th Grade | 65 | 54 | 42 | decline |

Ararat's chronic absenteeism rate needs attention. A school Attendance Review Team (ART) has been established to address this along with positive behavior supports and incentives. See table below for detailed information.

| | 2019 | COLOR |
|---------------------------------|------|----------------------|
| All Students | 9.8 | 3 |
| English Learners | 10.6 | 3 |
| Socioeconomically Disadvantaged | 10.7 | 2 |
| Students with Disabilities | 7.1 | No performance color |
| Latino | 7.7 | 4 |
| White | 10.2 | 2 |

Based on the data shared above, Ararat is performing at the middle tier.

IDENTIFIED NEEDS BASED ON DATA

- 1) Address students' social and emotional needs, post pandemic.
- 2) Address learning loss through strong individual, small group, classroom, and intervention programs.
- 3) Increase student performance on the SBAC for All Students and all significant subgroups in ELA and Math.
- 4) Increase reclassification rates of our English learners.
- 5) Address Chronic Absenteeism of 9.8% and increase attendance rates.
- 6) Focus on providing Students with Disabilities supports needed to succeed on local and state assessments.
- 7) Strengthen the teaching of writing across all grade levels.
- 8) Incorporate Blended Learning in every classroom.
- 9) Restructure World Language Acquisition Programs.
- 10) Focus on diversity.

The COVID-19 pandemic has impacted our families in many ways, including income loss, health concerns, business impact, basic consumer needs, family stress because of current guidelines for social distancing from extended family, friends, co-workers, etc. Ararat Charter School has taken every measure possible to address students' academic, social, and emotional needs.

Ararat Charter School has provided supports, as much as possible, to address learning gaps in students.

English Learners

English Learners, K-5, participated in Designated ELD Block for 30 minutes per day. The grade level teams worked together to regroup their students based on language proficiency. Designated ELD instruction was provided during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. There was an explicit focus on complex, precise, rich, and academic language. This involved strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books, and modeling the use of complex, precise and wonderful language in both the social and the academic realms. Furthermore, emphasis was placed on oral language. Language develops most powerfully when it is in the context of building knowledge about something and interacting with the world. Everything that happens in a school day is an opportunity for language development. Strong relationships between home and school are a cornerstone of powerful education for English Learner children.

Targeted Group Instruction

Students participated in targeted group instruction for 30 minutes per day. ELA and Math intervention and enrichment was staggered throughout the week, based on students' needs.

Special Education Services

During distance learning, special education teachers continued to support students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers, and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) continued to support students virtually.

CA Senate Bill-98 amended CA Education Code to require a description of how IEPs will be provided under "emergency conditions". Per this new legislation, "Emergency Learning Plans" were developed at initial IEPs or at the next regularly scheduled IEP meeting. These new Emergency Learning Plans replaced the Distance Learning Plans created in the Spring of 2020.

During the first weeks of school, special education teachers and related service providers reached out to parents/guardians of students with IEPs to provide a Prior Written Notice regarding the creation of Emergency Learning Plans. Parents/guardians were provided an opportunity to offer meaningful input into the development of the proposed Emergency Learning Plan and/or to hold an Amendment IEP meeting.

In addition, Special Education staff partnered with the Department of Technology to ensure that our students with IEPs have access to appropriate digital resources that support their individual needs and make progress towards their IEP goals. Printed learning materials for reading, writing and math were made available for students with mod/severe needs to supplement synchronous virtual lessons.

Specialty Subjects

Ararat Charter School students also engaged in learning specialty subjects, once a week. Spanish language, Armenian language, Music, Library, and Computer lab were taught for 30 minutes per week. These subjects allowed students to interact with multiple teachers and build relationships with a group of caring educators who provide instruction in various subjects.

Social and Emotional Learning/Hybrid Learning Preparation

During this block of time teachers engaged students in discussions around managing emotions. Students participated in activities that encourage journal writing, art activities, and community building exercises such as community circles to help students deal with the current stay-home situation. Targeted staff on-hand and called upon to address any specific situations that required expertise, such as psychologists and/or counselors.

Methods of Learning

During this Distance Learning phase and beyond Ararat Charter School will continue to employ the following methods to reach our various learners to ensure maximum student engagement:

- *“High Touch” learning*: involving more collaborative activities and synchronous interaction with teachers and classmates.
- *Greater interactivity*: games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- *Personalized learning*: a range of activities that address students’ skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- *More challenging activities*: projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- *Direct instruction*: transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.
- *Cognitive models of learning*: structured activities that do not just put information in students’ heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- *Independent work time*: involving activities and assignments that students complete on their own. The classroom teacher then checks these during the checking for understanding session.

LCAP Highlights

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

Working closely with stakeholders throughout the school, the goals are in alignment with the California Dashboard, LCFF rubrics, and Ararat Charter School’s goals and core values.

Goal #1: Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and a broad course of study.

Goal #2: All students will attain competency in the core content areas as evidenced through documented growth on the CAASPP (SBAC) assessment and/or NWEA MAP assessment.

Goal #3: Increased or improved services for high needs students.

Goal #4: Maintain a positive school climate and increase meaningful parent engagement.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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Stakeholder Engagement

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

Ararat Charter School stakeholders have always been involved in the decision process of the school. To ensure representation of all stakeholders, the school conducts outreach to gain input and participation from its larger school community.

Parent Participation: The LCAP was shared with parents during Cappuccino with the Principal, English Learner Advisory Committee, and School Leadership Council meetings, including a Town Hall meeting. The purpose of the meetings was to solicit critical feedback.

The dates of the meetings are below:

| | | |
|------------------------------------|---|---------------------------------|
| Cappuccino with the Principal | - | March 10, 2021; |
| English Learner Advisory Committee | - | February 3, 2021; April 7, 2021 |
| School Leadership Council | - | February 3, 2021; April 7, 2021 |
| Community/Town Hall | - | March 22, 2021; April 6, 2021 |

Additionally, all parents were emailed the LCAP prior to the scheduled April 15, 2021 Public Hearing meeting to have ample time to read the document prior to engaging with the ACS Governing Board.

Staff Engagement: ACS staff members play an integral role in developing and executing school priorities. The staff is regularly engaged in shaping the school's operations and goals through monthly staff meetings and monthly leadership team meetings in which decisions are made by consensus. The LCAP was presented during the school year for review and input.

The ACS Governing Board held a Public Hearing to discuss this LCAP on April 15, 2021.

Options provided for remote participation in public hearings are as follows:

- Participation through Zoom.
- Participation through telephone.
- Comment sessions at the beginning of the public hearing.
- Comment opportunities during the discussion portion of targeted item, via chat box.

These meetings were publicized through the school's Facebook, Website, and Blackboard Connect.

The LCAP was approved on May 27, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder involvement contributed to the LCAP development in several important ways: identification and refinement of needs, goals, targets, activities, and resource allocation.

Goals that emerged from the analysis of the data included paying particular attention to attendance and having attendance incentives. Parent stakeholders were pleased with the positive suspension and expulsion data and the school's efforts in utilizing restorative justice practices.

Teachers provided input on technology goals for the integration of 21st Century learning tools.

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

Identified needs were heavily influenced by the school's teachers and leadership team.

- 1) Address students' social and emotional needs, post pandemic.
- 2) Address learning loss through strong individual, small group, classroom, and intervention programs.
- 3) Increase student performance on the SBAC for All Students and all significant subgroups in ELA and Math.
- 4) Increase reclassification rates of our English learners.
- 5) Address Chronic Absenteeism of 9.8% and increase attendance rates.
- 6) Focus on providing Students with Disabilities supports needed to succeed on local and state assessments.
- 7) Strengthen the teaching of writing across all grade levels.
- 8) Incorporate Blended Learning in every classroom.
- 9) Restructure World Language Acquisition Programs.
- 10) Focus on diversity.

Stakeholder engagement methods were heavily influenced by parents and their propensity to attend certain events/meetings over others. Additionally, resource allocation toward technology trainings and attendance incentives for students were heavily influenced by parents.

Goals and Actions

Goal

| Goal # | Description |
|----------|---|
| [Goal #1 | Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and a broad course of study. (State Priorities: #1-basic services; #2-implementation of academic standards; #7-broad course of study) |

An explanation of why the LEA has developed this goal.

Ararat has developed this goal because having a highly qualified teacher in every classroom is critical to teaching and learning. Research states that the single most important factor in a child's education is the classroom teacher. Furthermore, students must have access to standards-based instructional materials in all content areas to be successful. Moreover, teaching and learning in a safe and clean facility is important to all ACS stakeholders. Lastly, a broad course of study prepares our youth to become well-rounded world citizens.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| Credentialing and Assignments Source: California Commission on Teacher Credentialing and CalSAAS website | 100% of teachers are credentialed and appropriately assigned. | 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. | 100% of teachers are credentialed and appropriately assigned. |
| Access to instructional materials aligned with the CA CCSS and CA World Language Standards. Source: Instructional materials inventory based on enrollment | 100% of students have access to instructional materials aligned with the CA CCSS and CA World Language Standards. | 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. | 100% of students have access to instructional materials aligned with the CA CCSS and CA World Language Standards. |

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| <p>Professional Development in the core content areas and strategy use to improve the teaching and learning.</p> <p>Source: Performance of teachers based on formal and informal observations and evaluation criteria</p> | 80% of teachers are meeting or exceeding the performance standards of the teaching profession. | 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. | 100% of <u>returning</u> teachers will meet or exceed the performance standards of the teaching profession. |
| <p>Facility Condition Report will maintain an Exemplary status.</p> <p>Source: Public SARC Report</p> | Current SARC rating is Exemplary. | 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. | ACS will maintain Exemplary status on the SARC. |
| <p>Access to high-speed internet.</p> <p>Source: Invoices and annual connectivity survey</p> | 100% of students and staff have access to high-speed internet. | 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. | 100% of students and staff will continue to have access to high-speed internet. |
| <p>Project-based learning and computing devices</p> <p>Source: Assignments, projects, and computing devices</p> | 100% of students will utilize computing devices to engage in project-based learning involving keyboarding, and/or PowerPoint and/or Word. | 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. | 100% of students will utilize computing devices and 100% of <u>returning</u> students will demonstrate knowledge of keyboarding skills and/or PowerPoint and/or Word. |

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023-24 |
|--|--|---|---|---|--|
| <p>Instruction through Technology</p> <p>Source: Computing devices issued out, professional development, school created survey</p> | <p>100% of teachers are utilizing technology to deliver instruction. School will develop a technology survey that will gauge technological expertise with a rating scale of novice, intermediate, or advanced.</p> | <p>Enter information in this box when completing the LCAP for 2022-23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023-24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024-25. Leave blank until then.</p> | <p>At least 100% of <u>returning</u> teachers will rate themselves at the intermediate level with utilizing technology to deliver instruction.</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| Action 1 | Credentialing and Assignments | <p>Maintain staff with appropriate credentials and assignments in the grade-levels they are servicing.</p> <ul style="list-style-type: none"> Valid CA Credentials English Learner Authorization Appropriate Assignments | \$1,348,933 | N LCFF |
| Action 2 | Instructional Materials – ELA, Math, Social Studies, Science, ELD, Writing, languages, specialty subjects, etc. | Provide all students with access to instructional materials aligned to Standards. | \$438,562 | N LCFF |
| Action 3 | Professional Development - Core Curricula - general | <p>Conduct or provide professional development for instructional staff to support the implementation of</p> <ul style="list-style-type: none"> ELA Math, Science, and Social Studies | \$15,000 | N LCFF |
| Action 4 | School Facilities | Maintain school facilities that are safe, clean, and in good repair. | \$317,000 | N LCFF |
| Action 5 | High Speed Internet | Provide high speed Internet access so that students and staff can engage in online research to improve teaching and learning. | \$44,000 | N LCFF |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| Action 6 | Student Technology | Ensure that all students have computing devices and become proficient in keyboarding and gain the necessary skills to use programs like Word and PowerPoint for presentations and project-based learning activities. | \$40,000 | N LCFF |
| Action 7 | Teacher Technology – Technology, Blended Learning, etc. | Provide computing devices and professional development for integrating 21 st century skills, including technological tools and technology related programs and strategies into classroom practice to effectively utilize blended learning. | \$10,000 | N LCFF |

Goal Analysis [LCAP Year – n/a]

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.

The overall implementation of the actions/services to achieve the articulated goal ensured successful conditions of learning for all students at ACS. All teachers hold valid CA teaching credentials as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization. Furthermore, all teachers are appropriately assigned.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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.

There were three changes made to the actions pertaining to this goal. The SARC facility rating was added as a metric to measure the level of safety and cleanliness of our facilities. Additionally, school will create project-based learning lesson plans and assignments to incorporate keyboarding skills, PowerPoint, and Word. School will develop a technology survey that will gauge technological expertise with a rating scale of novice, intermediate, and advanced.

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

Goal

| Goal # | Description |
|---------|--|
| Goal #2 | Goal #2: Students will demonstrate growth on the CAASPP (SBAC) assessment and/or NWEA MAP assessment. (State Priorities: #4-student achievement) |

An explanation of why the LEA has developed this goal.

Student achievement is measured, in California, by the CAASPP (SBAC) assessment. Therefore, it is imperative that our students demonstrate growth on the CAASPP (SBAC) and/or NWEA MAP assessment.

Measuring and Reporting Results

| Metric | Baseline – 2019 CAASPP 2019-2020 CAASPP Assessment Suspended | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|--|---|---|---|---|--------------------------------------|
| <p>ELA CAASPP Summative Assessment Results</p> <p>Source: DataQuest</p> | <p>2019 Percentage Met and Exceeded</p> <p>All Students – 45.80%</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>3% growth from previous year.</p> |
| <p>Math CAASPP Summative Assessment Results</p> <p>Source: DataQuest</p> | <p>2019 Percentage Met and Exceeded</p> <p>All Students-45.81%</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>3% growth from previous year.</p> |
| <p>CAST Grade 5</p> <p>Source: DataQuest</p> | <p>2020 Assessment Suspended</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>TBD</p> |
| <p>NWEA MAP – Reading Results</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>3% growth from previous year.</p> |
| <p>NWEA MAP – Language Results</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>3% growth from previous year.</p> |
| <p>NWEA MAP- Math Results</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>3% growth from previous year.</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------------------------|--------------|
| Action 1 | Credentialing and Assignments | Maintain staff with appropriate credentials and assignments in the grade-levels they are servicing. <ul style="list-style-type: none"> Valid CA Credentials English Learner Authorization Appropriate Assignments | Same total as Goal 1-Action 1. | N |
| Action 2 | Instructional Materials – ELA, Math, Social Studies, Science, ELD, Writing, languages, specialty subjects, etc. | Provide all students with access to instructional materials aligned to Standards. | Same total as Goal 1-Action 2. | N |
| Action 3 | Professional Development - Core Curricula - general | Conduct or provide professional development for instructional staff to support the implementation of <ul style="list-style-type: none"> ELA, Writing Math, Science, and Social Studies | Same total as Goal 1-Action 3. | N |
| Action 4 | High Speed Internet | Provide high speed Internet access so that students and staff can engage in online research to improve teaching and learning. | Same total as Goal 1-Action 5 | N |
| Action 5 | Student Technology and Literacy | Ensure that all students have computing devices and become proficient in keyboarding and gain the necessary skills to use programs like Word and PowerPoint for presentations and project-based learning activities. | Same total as Goal 1-Action 6 | N |
| Action 6 | Teacher Technology and Literacy – Technology, Blended Learning, etc. | Provide computing devices and professional development for integrating 21 st century skills, including technological tools and technology related programs and strategies into classroom practice to effectively utilize blended learning. | Same total as Goal 1-Action 7 | N |

Goal Analysis [LCAP Year – n/a]

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.

The overall implementation of the services to achieve the articulated goal were drastically different. On March 16, 2020, the state issued an order for all schools to switch from in-person instruction to remote learning because of the pandemic. Additionally, the 2019-2020 CAASPP assessment was canceled; therefore, ACS did not administer the SBAC in the spring of 2020.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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.

There were changes made to the metrics for this goal. NWEA MAP assessments for reading, language, and math were added. The school needed a valid and reliable internal assessment tool to accurately measure student performance. NWEA MAP assessments were adopted in 2020-2021 school year. Furthermore, the action of collaboration, connection, and alignment is new. Teachers will collaborate with Special Education Coordinator, staff and service providers, EL coordinator, and amongst themselves, in grade level and across grade level teams to increase alignment across all school programs during Mindful Mondays.

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

Goal

| Goal # | Description |
|---------|--|
| Goal #3 | Goal #3: Increased or improved services for high needs students – English Learners, Students with Disabilities, Low Income, Homeless, and Foster-Youth (unduplicated count). |

An explanation of why the LEA has developed this goal.

Targeted funding is received from the state for unduplicated pupils; therefore, it is imperative that LEA appropriately tracks spending to ensure that these students' outcomes improve.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Learner Progress Indicator Source: Dashboard | 65.2% of English Learners are making progress toward English proficiency on the ELPAC | 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. | >65% of students will continue to make progress toward English proficiency on the ELPAC |
| Reclassification Rate Source: DataQuest | 2019-2020 Reclassification percentage is 11.2% | 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. | >15% of students will reclassify |

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|--|--|---|---|---|--------------------------------------|
| <p>ELA CAASPP Summative Assessment Results for unduplicated students</p> <p>Source: DataQuest</p> | <p>2019 Percentage Met and Exceeded</p> <p>SWD – no reported results</p> <p>Economically Disadvantaged – 39.03%</p> <p>English Learners – 25.64%</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>Growth from the previous year</p> |
| <p>Math CAASPP Summative Assessment Results for unduplicated students</p> <p>Source: DataQuest</p> | <p>2019 Percentage Met and Exceeded</p> <p>SWD – no reported results</p> <p>Economically Disadvantaged – 41.46%</p> <p>English Learners – 29.48%</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>Growth from the previous year</p> |
| <p>NWEA MAP – Reading Results for unduplicated students</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>Growth from the previous year</p> |
| <p>NWEA MAP- Language Results for unduplicated students</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>Growth from the previous year</p> |
| <p>NWEA MAP- Math Results for unduplicated students</p> <p>Source: Internal data reports</p> | <p>2021-2022 outcome will be our baseline data</p> | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>Growth from the previous year</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| Action 1 | Supplemental Services and Supports - Unduplicated Students | Staff to provide specialized and differentiated services. | \$300,000 | Y S&C |
| Action 2 | Supplemental Materials -Unduplicated Students | Ensure unduplicated students have access to "high" quality support materials. | \$70,000 | Y S&C |
| Action 3 | Professional Development Teachers and Staff – Unduplicated Students | Teachers will attend professional development to increase their knowledge on how to support unduplicated students (Sped, ELD, SEL, PBIS, etc.) | \$100,000 | Y S&C |
| Action 4 | Professional Development Parents – Unduplicated Students | School will provide parents with professional development to increase their knowledge on how to support unduplicated students (Sped, ELD, SEL, PBIS, Technology, etc.) | \$ 3,500 | Y S&C |
| Action 5 | Development of Student Goals – Unduplicated Students | Teachers will use CAASPP (SBAC) data and NWEA MAP assessments and ELPAC, to set goals for individual students and for their class. | \$18,500 | Y S&C |
| Action 6 | Intervention and Support | Teachers will identify students who are not meeting ELA and Math grade level Common Core Standards and will provide small group instruction and interventions during the school day, afterschool, and/or during the summer. | \$100,000 | Y S&C |
| Action 7 | Collaboration, Connection, and Alignment | Teachers will collaborate with Special Education Coordinator, staff and service providers, EL coordinator, and amongst themselves, in grade level and across grade level teams to increase alignment across all school programs during Mindful Mondays. | \$0 | Y S&C |

Goal Analysis [LCAP Year – n/a]

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 is a new goal for this LCAP term (2021-2024).

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

This section is N/A this year.

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

This section is N/A this year.

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.

N/A

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

Goal

| Goal # | Description |
|---------|--|
| Goal #4 | Maintain a positive school climate and increase meaningful parent engagement. (State Priorities: #3-parent engagement; #5-pupil engagement; #6-school climate) |

An explanation of why the LEA has developed this goal.

School climate and parent participation are cornerstones of a healthy school community. LEA is committed to ensure that school is a rewarding experience for students and families alike.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|---|--------------------------|---|---|---|--|
| Annual Parent School Experience Survey that measures the school's level of communication, opportunities for parent participation, instruction, and health and safety. Source: Annual Parent School Experience Survey | No baseline. First year. | 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. | At least 75% of ACS parents will provide an overall score of 4 or 5. |

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|--|--|---|---|---|--|
| <p>Parent involvement and engagement opportunities.</p> <p>Source: flyers, announcements, meeting notifications, agendas, and sign-ins</p> | <p>ACS will continue to hold parent meetings to provide meaningful information and engage parents in relevant decision-making opportunities:</p> <ul style="list-style-type: none"> • School Leadership Council (SLC) • English Learner Advisory Committee (ELAC) • Cappuccino with the Principal (CWP) • New Student Orientation • Open House • Back-To-School Night • Parent-Teacher Conferences • Parent Professional Development • Annual Performances • Adhoc and Standing Governing Board Committees • Governing Board Regular Meetings | <p>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</p> | <p>ACS will hold one parent meeting or engagement activity at least every two months to provide meaningful information and increase engagement and encourage parent decision-making.</p> |

| Metric | Baseline | Year 1 Outcome 2021-2022 | Year 2 Outcome 2022-2023 | Year 3 Outcome 2023-2024 | Desired Outcome for 2023–24 |
|---|--|---|---|---|---|
| Parent/School Connection Source: modes of communication: <ul style="list-style-type: none"> • Blackboard Connect • Wednesday Communication • MailChimp • Website • SIS/Parent Portal • Report Cards • Progress Reports • Email System • Google Classroom • Class Dojo • Social Media | 100% of families utilize various modes of communication. | 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. | 100% of families utilize various modes of communication: <ul style="list-style-type: none"> • Blackboard Connect • Wednesday Communication • MailChimp • Website • SIS/Parent Portal • Report Cards • Progress Reports • Email System • Google Classroom • Class Dojo • Social Media |
| Attendance Rate Source: Dashboard and DataQuest | ACS currently has an ADA of 96.51% | 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. | ACS will maintain an attendance rate of >96%. |
| Suspension Rate Source: Dashboard and DataQuest | Suspension Rate: 0.0% | 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. | ACS will maintain a low suspension rate of <1%. |
| Expulsion Rate Source: DataQuest | Expulsion Rate: 0.0% | 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. | ACS maintain a low expulsion rate <1%. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| Action 1 | Parent Involvement and Engagement Opportunities | <p>ACS will hold one parent meeting or engagement activity at least every two months to provide meaningful information and increase engagement and encourage parent decision-making.</p> <ul style="list-style-type: none"> English Learner Advisory Committee (ELAC) School Leadership Council (SLC) Cappuccino with the Principal (CWP) New Student Orientation (NSO) Open House Back-To-School Night Parent-Teacher Conferences Parent Professional Development Annual Performances Adhoc and Standing Governing Board Committees Governing Board Regular Meetings | \$15,000 | N LCFF |
| Action 2 | Transparent and Ongoing Communication with Parents and Community Members | <p>Utilize various modes of communication:</p> <ul style="list-style-type: none"> Blackboard Connect Wednesday Communication MailChimp Website SIS/Parent Portal Report Cards Progress Reports Email System Google Classroom Class Dojo Social Media | \$31,000 | N LCFF |
| Action 3 | Attendance | <p>Attendance Manager will continue to monitor student attendance and communicate with families.</p> <p>Attendance awards may be provided for students who have perfect attendance and have arrived at school on time each day. Certificates and incentives, CLIMB bucks, classroom incentive parties, awards, etc.</p> | \$55,000 | N LCFF |
| Action 4 | Suspension | School will utilize the Second Step curriculum for curriculum education. | \$5,000 | N |
| Action 5 | Expulsion | Certificates and incentives, CLIMB bucks, classroom incentive parties, awards, etc. | | LCFF |

Goal Analysis [LCAP Year – n/a]

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.

The overall implementation of the actions/services to achieve the articulated goal led to meaningful engagement of stakeholders. Ararat Charter provided multiple opportunities for parent involvement in school through councils and committees and facilitated home-school communication through various means. ACS engaged parents and students as valued stakeholders in decision making and continued to provide programs and resources that support students and families.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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

Please see LCAP Annual Update for 2020-2021 school year. This section is N/A this year.

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.

The Parent Satisfaction Survey is new this year. This was added as a metric to gauge parent satisfaction regarding the school's communication, organization, instruction, health and safety, and school culture.

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

APPROVED

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year – 2020-2021]

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 32% | \$899,110.00 |

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

Required Descriptions

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

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

Foster Youth and Homeless

To support the needs of Foster Youth and Homeless students, ACS has a single point of contact who is responsible for ensuring that these students receive the services and supports they need either through the school's teachers and staff, who are appropriately trained, or through third-party contractors. ACS partners with special education service providers to provide our students and families quality services, related to mental health or various socio-emotional needs.

English Language Learners

Ararat Charter School's integrated ELD program for English Learners is designed to enable EIs to acquire English and learn grade-level academic content. Students enrolled in this program are expected to master the ELD standards and eventually meet grade-level standards in the core academic subject areas. Designated ELD occurs daily for 30 minutes via Zoom, utilizing the Direct Instructional Approach with opportunities for the development of oral language and writing skills. The state adopted ELD Standards establish the framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English Language Arts and the content areas.

Socio-economically Disadvantaged

Socio-economically disadvantaged students have unique needs. ACS ensures that students and families stay connected. Teachers expose students to new worlds, by developing the love of reading through engagement in Library and in-class assignments. ACS teachers and staff build strong relationships with these students and families to ensure that they have the necessary resources (meals, devices, connectivity,

instructional supplies, and social and emotional supports) to be able to partake in the teaching and learning occurring at ACS.

Students with Disabilities

For students with a learning disability, regression of skills and lack of recoupment has been considered due to school closure. Minutes of instruction are significantly higher than the mandated amount to provide additional learning opportunities and windows of time for students to receive their services as outlined in their IEP. Students with IEPs continue to receive all of their services through a distance learning platform, and their IEP goals continue to be monitored. However, ACS will consider the impacts of the closure on an individualized basis through the examination of student data, including but not limited to assessments, work samples, and observations. At that time, to the extent appropriate and necessary, IEP meetings will be held to discuss the impacts of the school closure to each student, if any, and determine the necessity and appropriateness of compensatory services resulting from any regression or lack of recoupment associated with prolonged school closures.

Special education teachers utilize the results of school wide diagnostic assessments, work samples, informal assessments, observations and formal assessments as available to inform their differentiated, targeted instruction during small group. Special education teachers and service providers also use new student data to collaborate with the general education teacher and parents to ensure students receive supports and accommodations to access core content.

Service providers, general education teachers, and special education teachers continue to consider work samples, assessments, and observations to progress monitor IEP goals and mastery of grade level standards for students with special needs. The IEP team continues to hold IEP meetings to present student present levels and make decisions concerning goals and services. Additionally, special education teachers and service providers continue to collaborate with parents and general education teachers to ensure that students are accessing core content. Special education teachers and service providers utilize data to provide differentiated, targeted instruction in a small group or individual sessions by anyone, or a combination of, the following modes of service including: live video, email, phone calls, worksheet and/or other assignments, and/or consultation through virtual platforms.

As needed, students were provided with support and accommodations to aide their transition to this new modality of learning, which included virtual schedules, priming, check-ins, token economies, parent collaboration and trainings, and other supports.

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

Services for foster youth, English learners, and low-income students are being increased or improved by 30% by providing:

- Additional computing devices.
- Additional software such as malware and antivirus.
- Special Education services through service providers—RSP. Sped aide, and contracted personnel.
- Additional hotspots.
- NWEA MAP online computer adaptive assessments.
- Social and emotional block of time during the school day.
- Counselors and school psychologists and support personnel based on students' specific needs.
- Online components of core curriculum.

- Teacher trainings – including in-house trainer or trainer (TOT) sessions on Thinking Maps and Write from the Beginning.
- Staff compensation for setting up virtual learning mode.
- Instructional materials, including physical workbooks to take home.

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Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **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 K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

APPROVED - 05272021