

# 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 Tatiossian, Principal | <a href="mailto:atate@araratcharterschool.com">atate@araratcharterschool.com</a><br>818-994-2904 |

## Plan Summary 2022-2023

### General Information

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

Ararat Charter School (ACS or Ararat) has provided a vital school choice for families of young children in the Van Nuys community since its 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 2019-2020, and 2020-2021**

ACS did not have any suspensions or expulsions in the 2020-2021 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                |      |      |
|---------------------------------|------|------|
|                                 | 2020 | 2021 |
| All Students                    | 0.0  | 0.0  |
| English Learners                | 0.0  | 0.0  |
| Socioeconomically Disadvantaged | 0.0  | 0.0  |
| Students with Disabilities      | 0.0  | 0.0  |
| Latino                          | 0.0  | 0.0  |
| White                           | 0.0  | 0.0  |

| EXPULSION RATES                 |      |      |
|---------------------------------|------|------|
|                                 | 2020 | 2021 |
| All Students                    | 0.0  | 0.0  |
| English Learners                | 0.0  | 0.0  |
| Socioeconomically Disadvantaged | 0.0  | 0.0  |
| Students with Disabilities      | 0.0  | 0.0  |
| Latino                          | 0.0  | 0.0  |
| White                           | 0.0  | 0.0  |

### **E. INCREASE IN RECLASSIFICATION RATE**

Ararat's 2020-2021 reclassification rate is 8.6%, which is higher than the District, County, and State percentages. year's rate of 8.8%.

Selected School Level Data  
Ararat Charter--Los Angeles Unified--1964733-0121079  
for the year 2020-21

- Click on the school name to run other reports for the same school.
- Click on "District Total", "County Total" or "State Total" to view reports at that level.

| School                          | CDSCode        | Enrollment | English Learners  | Fluent-English-Proficient Students | Students Redesignated FEP |
|---------------------------------|----------------|------------|-------------------|------------------------------------|---------------------------|
| Ararat Charter                  | 19647330121079 | 340        | 157 ( 46.2 %)     | 64 ( 18.8 %)                       | 16 ( 8.6 %)               |
| <a href="#">District Total:</a> |                | 0          | 107,972 ( 18.8 %) | 191,203 ( 33.3 %)                  | 6,414 ( 5.4 %)            |
| <a href="#">County Total:</a>   |                | 1,390,300  | 235,329 ( 16.9 %) | 380,592 ( 27.4 %)                  | 17,510 ( 6.8 %)           |
| <a href="#">State Total:</a>    |                | 6,002,523  | 1,062,290 (17.7%) | 1,311,273 (21.8%)                  | 79,667 (6.9%)             |

## Reflections: Identified Need

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

### Review of Academic Performance Throughout this Decade – API, Dashboard, and Comparison to Resident Schools

#### Past API and Current Dashboard Scores

ACS has exhibited average progress since the onset of the Common Core State Standards and the CAASPP assessment as shown by the Dashboard results below. Many new systems and programs have been instituted to positively affect student outcomes, explained later in this report.

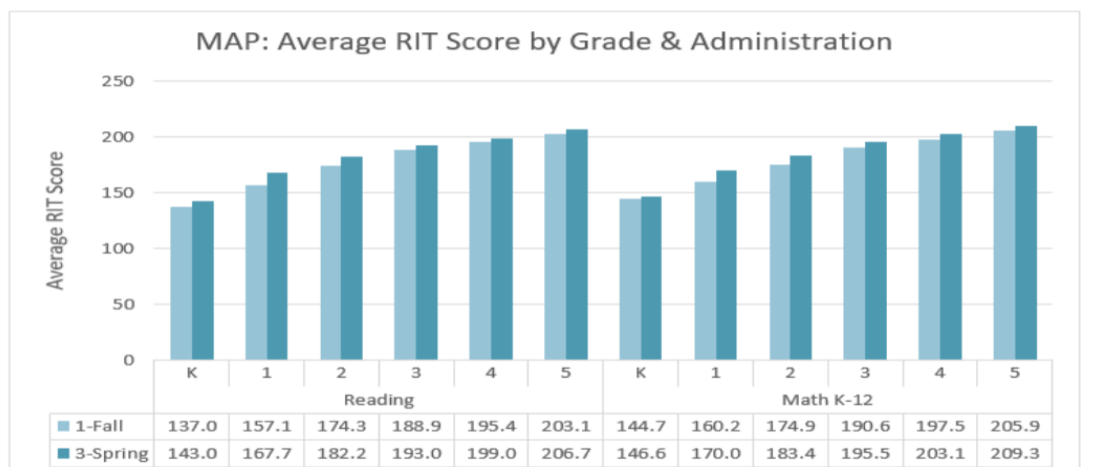
| Year   | API Growth Score Schoolwide     | API Growth Target                | Actual Growth | Met Growth Target School wide and subgroups |
|--|---------------------------------|----------------------------------|---------------|---|
| 2011   | 801                             | B                                | B             | B   |
| 2012   | 878                             | A                                | 77            | Yes   |
| 2013   | 877                             | A                                | -1            | Yes   |
| API HALTED                                   |                                 |                                  |               |   |
| 2014   |                                 |                                  |               |   |
| 2015   |                                 |                                  |               |   |
| 2016   |                                 |                                  |               |   |
| DASHBOARD COMMENCED                          |                                 |                                  |               |   |
| Year   | ELA Points Above/Below Standard | Math Points Above/Below Standard | ELPI Progress |   |
| 2017   | 3.7 points above                | 22.8 points above                | 79.9%         |   |
| 2018   | 6.7 points below                | 5.4 points below                 | 79.8%         |   |
| 2019   | 3.2 points below                | 1 point below                    | 65.2%         |   |
| DASHBOARD SUSPENDED DUE TO COVID-19 PANDAMIC |                                 |                                  |               |   |
| 2020   |                                 |                                  |               |   |
| 2021   |                                 |                                  |               |   |

As shown in the following chart, ACS has three numerically significant subgroups: White, English Learners, and Socio-economically disadvantaged. The Dashboard data indicates that all three subgroups have exhibited mixed achievement levels in both ELA and Math from 2017 to 2019. The goal is for all subgroups to perform above standard for both content areas.

| Year   | API Growth Score Schoolwide         | White Sub-Group   | EL Sub-Group      | SED Sub-Group     | Met Targets |
|--|-------------------------------------|-------------------|-------------------|-------------------|-------------|
| 2011   | 801                                 | 801               | 753               | 798               | B           |
| 2012   | 878                                 | 874               | 867               | 875               | Yes         |
| 2013   | 877                                 | 875               | 867               | 875               | Yes         |
| API HALTED                                   |                                     |                   |                   |                   |             |
| 2014   |                                     |                   |                   |                   |             |
| 2015   |                                     |                   |                   |                   |             |
| 2016   |                                     |                   |                   |                   |             |
| DASHBOARD COMMENCED                          |                                     |                   |                   |                   |             |
| 2017   | ELA<br>Points Above/Below Standard  | 4.5 points above  | 6.7 points below  | 8.8 points above  |             |
|  | Math<br>Points Above/Below Standard | 23.7 points above | 14.5 points above | 21.3 points above |             |
| 2018   | ELA<br>Points Above/Below Standard  | 5.9 points below  | 12.1 points below | 8.4 points below  |             |
|  | Math<br>Points Above/Below Standard | 1.8 points below  | 10.4 points below | 7.5 points below  |             |
| 2019   | ELA<br>Points Above/Below Standard  | 1.8 points below  | 7.1 points below  | 6.7 points below  |             |
|  | Math<br>Points Above/Below Standard | 4.3 points above  | 6.2 points below  | 0.6 points below  |             |
| DASHBOARD SUSPENDED DUE TO COVID-19 PANDEMIC |                                     |                   |                   |                   |             |
| 2020   |                                     |                   |                   |                   |             |
| 2021   |                                     |                   |                   |                   |             |

## 2021 - 2022 Internal NWEA MAP Assessment Data

RIT (Rausch) SCORES BY GRADE LEVEL



A RIT score is an estimation of a student's instructional level and measures student progress or growth in school. MAP assessment reports measure a child's growth in mathematics and reading. The RIT scale is an equal-interval scale much like feet and inches on a yardstick.

The data reveals that all grade levels increased in RIT.

RIT SCORES BY GRADE LEVEL

| Average of TestRITScore |  | Column Label |          |
|-------------------------|--|--------------|----------|
| Row Labels              |  | 1-Fall       | 3-Spring |
| Reading                 |  | 176.7        | 183.0    |
| K                       |  | 137.0        | 143.0    |
| 1                       |  | 157.1        | 167.7    |
| 2                       |  | 174.3        | 182.2    |
| 3                       |  | 188.9        | 193.0    |
| 4                       |  | 195.4        | 199.0    |
| 5                       |  | 203.1        | 206.7    |
| Math K-12               |  | 179.9        | 185.7    |
| K                       |  | 144.7        | 146.6    |
| 1                       |  | 160.2        | 170.0    |
| 2                       |  | 174.9        | 183.4    |
| 3                       |  | 190.6        | 195.5    |
| 4                       |  | 197.5        | 203.1    |
| 5                       |  | 205.9        | 209.3    |

| 2020 Reading Student Achievement Norms |        |       |        |       |        |       |
|--|--------|-------|--------|-------|--------|-------|
|  | Fall   |       | Winter |       | Spring |       |
| Grade                                  | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| K                                      | 136.65 | 12.22 | 146.28 | 11.78 | 153.09 | 12.06 |
| 1                                      | 155.93 | 12.66 | 165.85 | 13.21 | 171.40 | 14.19 |
| 2                                      | 172.35 | 15.19 | 181.20 | 15.05 | 185.57 | 15.49 |
| 3                                      | 186.62 | 16.65 | 193.90 | 16.14 | 197.12 | 16.27 |
| 4                                      | 196.67 | 16.78 | 202.50 | 16.25 | 204.83 | 16.31 |
| 5                                      | 204.48 | 16.38 | 209.12 | 15.88 | 210.98 | 15.97 |

| 2020 Mathematics Student Achievement Norms |        |       |        |       |        |       |
|--|--------|-------|--------|-------|--------|-------|
|  | Fall   |       | Winter |       | Spring |       |
| Grade                                      | Mean   | SD    | Mean   | SD    | Mean   | SD    |
| K  | 139.56 | 12.45 | 150.13 | 11.94 | 157.11 | 12.03 |
| 1  | 160.05 | 12.43 | 170.18 | 12.59 | 176.40 | 13.18 |
| 2  | 175.04 | 12.98 | 184.07 | 13.01 | 189.42 | 13.44 |
| 3  | 188.48 | 13.45 | 196.23 | 13.64 | 201.08 | 14.11 |
| 4  | 199.55 | 14.40 | 206.05 | 14.90 | 210.51 | 15.56 |
| 5  | 209.13 | 15.19 | 214.70 | 15.88 | 218.75 | 16.70 |

Comparison of Ararat's fall data using the 2020 Reading and Math Student Achievement norms shows that Ararat students met the fall benchmarks.

Analysis of the growth from fall to spring reveals that **growth was made at each grade level in Reading and Math**, however, the amount of growth was not sufficient to meet the norms.

### LEXILE SCORES BY GRADE LEVEL

| Average of LexileScore | Column Label |          |
|------------------------|--------------|----------|
| Row Labels             | 1-Fall       | 3-Spring |
| K                      | -382.4       | -342.2   |
| 1                      | -113.3       | 73.1     |
| 2                      | 195.7        | 347.3    |
| 3                      | 475.7        | 554.3    |
| 4                      | 601.4        | 670.6    |
| 5                      | 748.6        | 819.0    |

The data shows that **gains in reading were made at each grade level except kindergarten**. The greatest increases were exhibited in grades 1 and 2.

*Note: Masks were used until March 2022. The teaching and learning of phonics and phonemic awareness were stalled by the masks since students were not able to see the teacher's mouth (tongue, teeth, and lips) when learning sounds. Learning phonics and phonemic awareness requires visual and auditory cues that lead the learner to understand the sound-symbol correspondence and blending process that supports reading. Masks impeded visual processing and differentiating sounds auditorily without the visual aide (mouth). For many sounds such as /m/ and /n/, /sh/ and /s/, /e/ and /i/, /t/ and /ch/, etc. differentiation is extremely difficult for such young learners.*

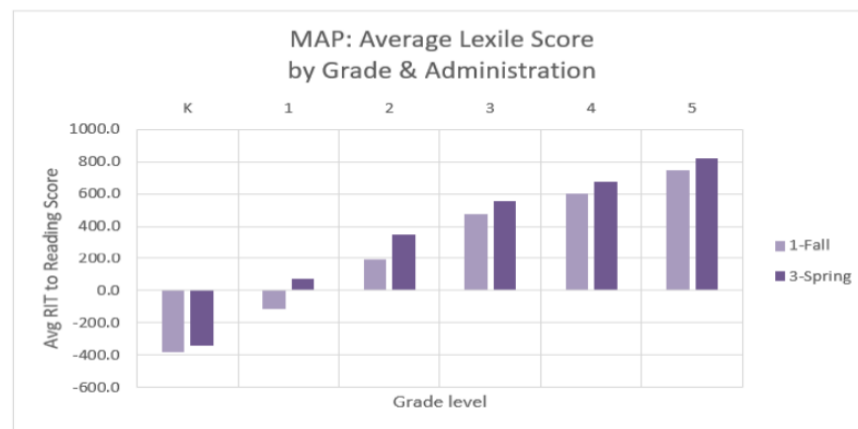
### LEXILE SCORES BY GRADE LEVEL

Lexile measures are the numeric representation of an individual's reading ability or a text's complexity. The Lexile Framework for Reading is based on the Lexile scale—a common scale for measuring an individual's reading ability and texts. The scale reaches below 0 for beginning reading texts and learners to over 1600 for advanced texts and learners.

The data reveals that K students were non-readers coming into kindergarten and remained non-readers when assessed in March 2022.

**First grade students** were non-readers in the fall and **started reading by March 2022**.

**Grades 2 -5 increased in Lexile reading levels from fall to spring.**



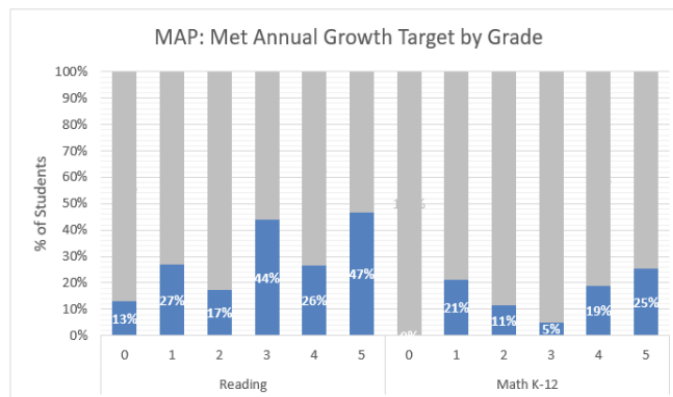


## ANNUAL GROWTH TARGETS – SOCIOECONOMICALLY DISADVANTAGED

Percentage of Socioeconomically Disadvantaged that met their annual growth targets by grade

Number of SED at Ararat – 225 (K-38; 1-29; 2-30; 3-36; 4-57; 5-35)

| Count of StudentID | Column Labels |            |             |
|--------------------|---------------|------------|-------------|
| Row Labels         | Yes           | No         | All Grades  |
| <b>Reading</b>     | <b>28%</b>    | <b>72%</b> | <b>100%</b> |
| 0                  | 13%           | 87%        | 100%        |
| 1                  | 27%           | 73%        | 100%        |
| 2                  | 17%           | 83%        | 100%        |
| 3                  | 44%           | 56%        | 100%        |
| 4                  | 26%           | 74%        | 100%        |
| 5                  | 47%           | 53%        | 100%        |
| <b>Math K-12</b>   | <b>14%</b>    | <b>86%</b> | <b>100%</b> |
| 0                  | 0%            | 100%       | 100%        |
| 1                  | 21%           | 79%        | 100%        |
| 2                  | 11%           | 89%        | 100%        |
| 3                  | 5%            | 95%        | 100%        |
| 4                  | 19%           | 81%        | 100%        |
| 5                  | 25%           | 75%        | 100%        |
| <b>All Grades</b>  | <b>21%</b>    | <b>79%</b> | <b>100%</b> |

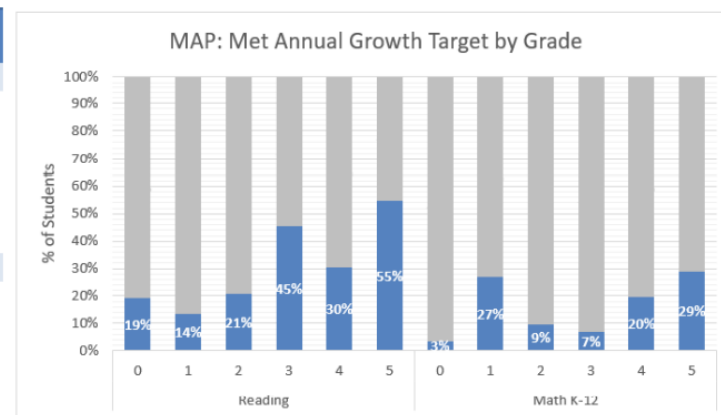


## ANNUAL GROWTH TARGETS – ENGLISH LEARNERS

Percentage of English Learners that met their annual growth targets by grade

Number of English Learners at Ararat – 170 (K-32; 1-21; 2-29; 3-26; 4-44; 5-18)

| Count of StudentID | Column Labels |            |             |
|--------------------|---------------|------------|-------------|
| Row Labels         | Yes           | No         | All Grades  |
| <b>Reading</b>     | <b>29%</b>    | <b>71%</b> | <b>100%</b> |
| 0                  | 19%           | 81%        | 100%        |
| 1                  | 14%           | 86%        | 100%        |
| 2                  | 21%           | 79%        | 100%        |
| 3                  | 45%           | 55%        | 100%        |
| 4                  | 30%           | 70%        | 100%        |
| 5                  | 55%           | 45%        | 100%        |
| <b>Math K-12</b>   | <b>15%</b>    | <b>85%</b> | <b>100%</b> |
| 0                  | 3%            | 97%        | 100%        |
| 1                  | 27%           | 73%        | 100%        |
| 2                  | 9%            | 91%        | 100%        |
| 3                  | 7%            | 93%        | 100%        |
| 4                  | 20%           | 80%        | 100%        |
| 5                  | 29%           | 71%        | 100%        |
| <b>All Grades</b>  | <b>22%</b>    | <b>78%</b> | <b>100%</b> |

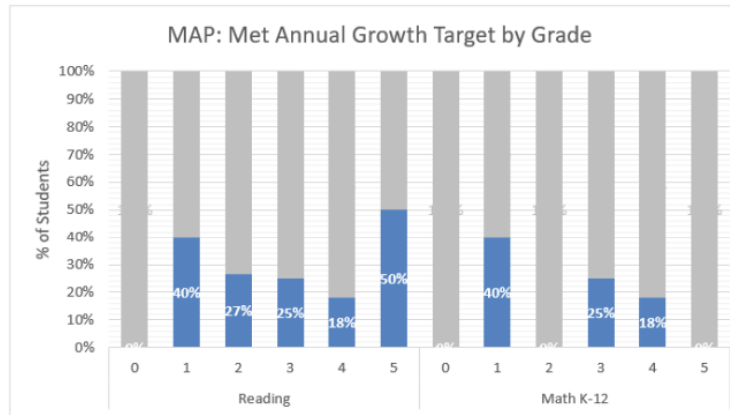


## ANNUAL GROWTH TARGETS - HISPANIC

Percentage of Hispanic that met their annual growth targets by grade

Number of Hispanic at Ararat – 43 (K-8; 1-6; 2-8; 3-8; 4-11; 5-2)

| Count of StudentID | Column Labels |            |             |
|--------------------|---------------|------------|-------------|
| Row Labels         | Yes           | No         | All Grades  |
| <b>Reading</b>     | <b>22%</b>    | <b>78%</b> | <b>100%</b> |
| 0                  | 0%            | 100%       | 100%        |
| 1                  | 40%           | 60%        | 100%        |
| 2                  | 27%           | 73%        | 100%        |
| 3                  | 25%           | 75%        | 100%        |
| 4                  | 18%           | 82%        | 100%        |
| 5                  | 50%           | 50%        | 100%        |
| <b>Math K-12</b>   | <b>14%</b>    | <b>86%</b> | <b>100%</b> |
| 0                  | 0%            | 100%       | 100%        |
| 1                  | 40%           | 60%        | 100%        |
| 2                  | 0%            | 100%       | 100%        |
| 3                  | 25%           | 75%        | 100%        |
| 4                  | 18%           | 82%        | 100%        |
| 5                  | 0%            | 100%       | 100%        |
| <b>All Grades</b>  | <b>18%</b>    | <b>82%</b> | <b>100%</b> |

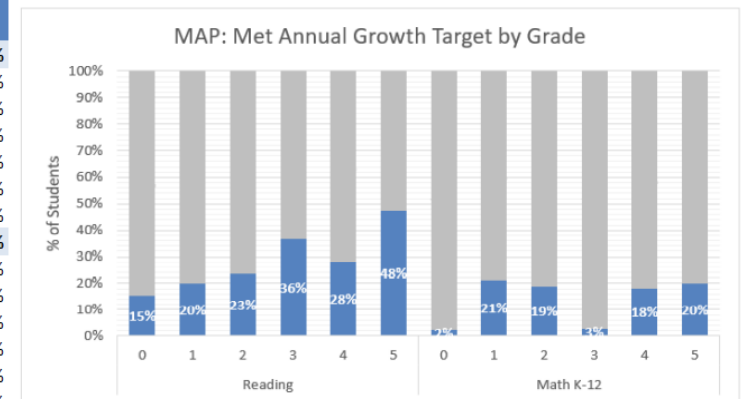


## ANNUAL GROWTH TARGETS - WHITE

Percentage of White that met their annual growth targets by grade

Number of White at Ararat – 286 (K-51; 1-41; 2-44; 3-43; 4-59; 5-48)

| Count of StudentID | Column Labels |            |             |
|--------------------|---------------|------------|-------------|
| Row Labels         | Yes           | No         | All Grades  |
| <b>Reading</b>     | <b>28%</b>    | <b>72%</b> | <b>100%</b> |
| 0                  | 15%           | 85%        | 100%        |
| 1                  | 20%           | 80%        | 100%        |
| 2                  | 23%           | 77%        | 100%        |
| 3                  | 36%           | 64%        | 100%        |
| 4                  | 28%           | 72%        | 100%        |
| 5                  | 48%           | 53%        | 100%        |
| <b>Math K-12</b>   | <b>14%</b>    | <b>86%</b> | <b>100%</b> |
| 0                  | 2%            | 98%        | 100%        |
| 1                  | 21%           | 79%        | 100%        |
| 2                  | 19%           | 81%        | 100%        |
| 3                  | 3%            | 97%        | 100%        |
| 4                  | 18%           | 82%        | 100%        |
| 5                  | 20%           | 80%        | 100%        |
| <b>All Grades</b>  | <b>21%</b>    | <b>79%</b> | <b>100%</b> |

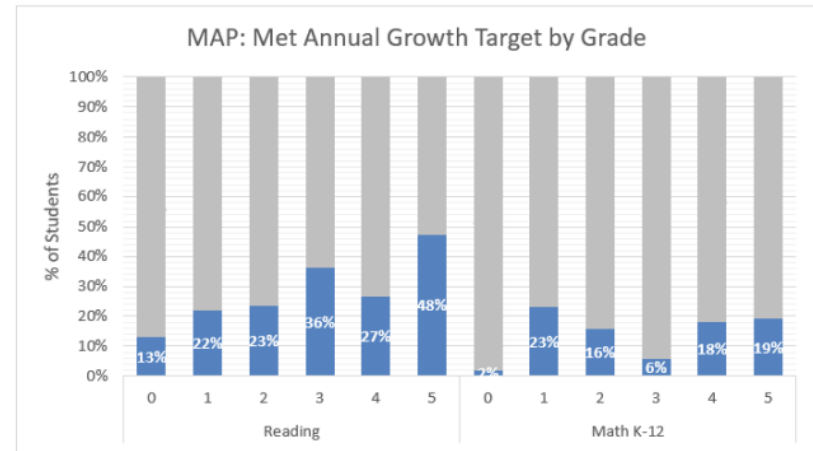


## ANNUAL GROWTH TARGETS - SCHOOLWIDE

Percentage of Schoolwide that met their annual growth targets by grade

Number of Schoolwide at Ararat – 334

| Count of StudentID | Column Labels |            |             |
|--------------------|---------------|------------|-------------|
| Row Labels         | Yes           | No         | All Grades  |
| <b>Reading</b>     | <b>28%</b>    | <b>72%</b> | <b>100%</b> |
| 0                  | 13%           | 87%        | 100%        |
| 1                  | 22%           | 78%        | 100%        |
| 2                  | 23%           | 77%        | 100%        |
| 3                  | 36%           | 64%        | 100%        |
| 4                  | 27%           | 73%        | 100%        |
| 5                  | 48%           | 52%        | 100%        |
| <b>Math K-12</b>   | <b>14%</b>    | <b>86%</b> | <b>100%</b> |
| 0                  | 2%            | 98%        | 100%        |
| 1                  | 23%           | 77%        | 100%        |
| 2                  | 16%           | 84%        | 100%        |
| 3                  | 6%            | 94%        | 100%        |
| 4                  | 18%           | 82%        | 100%        |
| 5                  | 19%           | 81%        | 100%        |
| <b>All Grades</b>  | <b>21%</b>    | <b>79%</b> | <b>100%</b> |



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 | 2020                      |
|---------------------------------|------|---------------------------|
| All Students                    | 9.8  | CDE Data<br>Not Available |
| English Learners                | 10.6 |                           |
| Socioeconomically Disadvantaged | 10.7 |                           |
| Students with Disabilities      | 7.1  |                           |
| Latino                          | 7.7  |                           |
| White                           | 10.2 |                           |

## **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) Continue the strong reclassification rates of our English learners.
- 5) Address Chronic Absenteeism of 9.8% (2019) 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) 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, participate in Designated ELD Block for 30 to 40 minutes per day. The grade-level teams work together to regroup their students based on language proficiency. Designated ELD instruction is 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 is an explicit focus on complex, precise, rich, and academic language. This involves the 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 is 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 participate in targeted group instruction for 20 to 30 minutes per day. ELA and Math intervention and enrichment is staggered throughout the week, based on students' needs.

### **Special Education Services**

Special Education staff partner with the Technology Department 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 are made available for students with moderate/severe needs to supplement synchronous virtual lessons.

### **Specialty Subjects**

Ararat Charter School students also engage in learning specialty subjects. Spanish and Armenian languages twice a week, and Music, Library, and Computer lab once a week taught for 40-minute sessions. These subjects allow 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**

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

The school purchased Satchel Pulse, a social and emotional program that is utilized by the Teacher on Special Assignment, who works with students on a needed basis.

### **Methods of Learning**

- Ararat Charter School employs the following methods to reach various learners to ensure maximum student engagement:
- *“High Touch” learning* involves more collaborative activities and 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 the 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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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      | - | November 3, 2021, January 19, 2022, March 9, 2022                                    |
| English Learner Advisory Committee | - | September 29, 2021, December 8, 2021, February 9, 2022; April 20, 2022, May 18, 2022 |
| School Leadership Council          | - | September 29, 2021, December 8, 2021, February 9, 2022; April 20, 2022, May 18, 2022 |
| Public Hearing                     | - | June 16, 2022  |

Additionally, all parents were emailed the LCAP prior to the scheduled June 2022, 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 June 16, 2022. 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 the targeted item, via chat box.

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



The LCAP was approved on June 16, 2022.

#### A summary of the feedback provided by specific educational partners.

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 21<sup>st</sup> Century learning tools.

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

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) Continue the strong reclassification rates of our English learners
- 5) Address Chronic Absenteeism of 9.8% (2019) 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) 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 training and attendance incentives for students were heavily influenced by parents.

# Goals and Actions

## Goal

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

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<br>2021-2022 | Year 2 Outcome<br>2022-2023   | Year 3 Outcome<br>2023-2024   | Desired Outcome<br>for 2023–24                               |
|--|-------------|-----------------------------|---|---|--|
| <p>Staffing and Assignments</p> <p>Source: California Commission on Teacher Credentialing and CalSAAS website, STRS, PARS, PERS, Paylocity</p> | \$1,358,933 | \$2,243,926                 | Enter information in this box when completing the LCAP for <b>2022-2023</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023-2024</b> . Leave blank until then. | 100% of teachers are credentialed and appropriately assigned |

| Metric  | Baseline  | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023   | Year 3 Outcome<br>2023-2024   | Desired Outcome<br>for 2023–24  |
|---|-----------|-----------------------------|---|---|---|
| <p>Access to instructional materials aligned with the CA CCSS and CA World Language Standards.</p> <p>Source: Instructional materials inventory based on enrollment</p>   | \$438,562 | \$99,720                    | <p>Enter information in this box when completing the LCAP for <b>2023-2024</b>. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for <b>2024-2025</b>. Leave blank until then.</p> | <p>100% of students have access to instructional materials aligned with the CA CCSS and CA World Language Standards</p> |
| <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> | \$15,000  | \$40,470                    | <p>Enter information in this box when completing the LCAP for <b>2023-2024</b>. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for <b>2024-2025</b>. Leave blank until then.</p> | <p>100% of <u>returning</u> teachers will meet or exceed the performance standards of the teaching profession</p>       |
| <p>Facility Condition Report will maintain an Exemplary status.</p> <p>Source: Public SARC Report</p>   | \$317,000 | \$233,531                   | <p>Enter information in this box when completing the LCAP for <b>2023-2024</b>. Leave blank until then.</p> | <p>Enter information in this box when completing the LCAP for <b>2024-2025</b>. Leave blank until then.</p> | <p>ACS will maintain Exemplary status on the SARC</p>   |

| Metric   | Baseline | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023   | Year 3 Outcome<br>2023-2024   | Desired Outcome<br>for 2023–24   |
|--|----------|-----------------------------|---|---|--|
| <p>Access to high-speed internet.</p> <p>Source: Invoices and annual connectivity survey</p>                                       | \$44,000 | \$21,485                    | Enter information in this box when completing the LCAP for <b>2023-2024</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024-2025</b> . 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>                    | \$40,000 | \$99,839                    | Enter information in this box when completing the LCAP for <b>2023-2024</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024-2025</b> . 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 |
| <p>Instruction through Technology</p> <p>Source: Computing devices issued out, professional development, school created survey</p> | \$10,000 | \$43,519                    | Enter information in this box when completing the LCAP for <b>2023-2024</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024-2025</b> . Leave blank until then. | At least 100% of <u>returning</u> teachers will rate themselves at the intermediate level with utilizing technology to deliver instruction                           |

## Actions

| Action #        | Title   | Description   | Total Funds  | Contributing                         |
|-----------------|---|---|--|--------------------------------------|
| <b>Action 1</b> | Staffing and Assignments  | <p>Maintain staff with appropriate credentials and assignments in the grade levels they are servicing.</p> <ul style="list-style-type: none"> <li>Valid CA Credentials</li> <li>English Learner Authorization</li> <li>Appropriate Assignments</li> </ul> <p>Maintain appropriate support staff</p> | <p>Federal: (Titles, ESSER)<br/>\$306,665</p> <p>State: (ELOP, SPED)<br/>\$653,742</p> <p>General:<br/>\$2,243,926</p> | Federal: N<br>State: N<br>General: N |
| <b>Action 2</b> | <p>Instructional Materials</p> <p>ELA, Math, Social Studies, Science, ELD, Writing, languages, specialty subjects, etc.</p> | Provide all students with access to instructional materials aligned to Standards.   | \$87,000   | LCFF: N                              |
| <b>Action 3</b> | <p>Professional Development</p> <p>Core Curricula - general</p>   | <p>Conduct or provide professional development for instructional staff to support the implementation of</p> <ul style="list-style-type: none"> <li>ELA</li> <li>Math, Science, and Social Studies</li> </ul>  | \$40,000   | LCFF: N                              |
| <b>Action 4</b> | School Facilities   | Maintain school facilities that are safe, clean, and in good repair.  | <p>LCFF:<br/>\$200,000</p> <p>State: (ELOP)<br/>\$30,000</p>   | LCFF: N<br>State: N                  |

| Action #        | Title   | Description   | Total Funds                                     | Contributing           |
|-----------------|---|---|---|------------------------|
| <b>Action 5</b> | High Speed Internet   | Provide high speed Internet access so that students and staff can engage in online research to improve teaching and learning.   | \$30,000  | LCFF: N                |
| <b>Action 6</b> | 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.                                  | ESSER:<br>\$45,000                              | Federal: N             |
| <b>Action 7</b> | Staff Technology<br>Technology, Blended Learning, etc.                                | Provide computing devices and professional development for integrating 21 <sup>st</sup> century skills, including technological tools and technology related programs and strategies into classroom practice to effectively utilize blended learning. | \$10,000  | LCFF: N                |
| <b>Action 8</b> | Special Education<br>Service Providers, Supporting Materials,<br>Extended School Year | Provide students with special needs services, resources, and personnel according to their IEP Goals   | State:<br>\$250,000<br><br>Federal:<br>\$70,000 | State: N<br>Federal: N |
| <b>Action 9</b> | Operational Continuity  | All other operational costs that are not included under any other action item.  | \$930,731                                       | LCFF: N                |

## Goal Analysis for 2021-2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We are noting material differences between budgeted expenditures and estimated actual expenditures.

- Goal 1 - Action 1: Actual expenditures were higher than initially planned because the LEA incorporated the Federal (Titles and ESSER) and State (ELOP, SPED) fundings into the LCAP.
- Goal 1 – Action 2: Actual expenditures were lower than initially planned because the school chose not to adopt new curricula.
- Goal 1 - Action 3: Actual expenditures were higher than initially planned because the school offered personalized professional development based on staff needs.
- Goal 1 – Action 4: Actual expenditures were lower than initially planned because LEA anticipated after-hour use charges and extra cleaning cost due to the pandemic.
- Goal 1 – Action 5: Actual expenditures were lower than initially planned because LEA planned for more connectivity devices than were needed.
- Goal 1 – Action 6: Actual expenditures were higher than initially planned because the LEA met its goal of providing a device for each student.
- Goal 1 – Action 7: Actual expenditures were higher than initially planned because teachers' old devices needed to be replaced.
- Goal 1 – Action 8: This is a new action
- Goal 1 – Action 9: This is a new action

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

All actions identified in Goal 1 were highly effective.

- Action 1: 100% of teachers are credentialed and appropriately assigned.
- Action 2: 100% of students have access to instructional materials aligned with the CA CCSS and CA World Language Standards.
- Action 3: 100% of returning teachers meet or exceed the performance standards of the teaching profession.
- Action 4: ACS maintains Exemplary status on the SARC.
- Action 5: 100% of students and staff will continue to have access to high-speed internet.
- Action 6: 100% of students utilize computing devices and 65% of returning students demonstrate knowledge of keyboarding skills and/or PowerPoint and/or Word.
- Action 7: 80% of returning teachers rate themselves at the intermediate level by utilizing technology to deliver instruction.
- Action 8: New Item
- Action 9: New Item

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.

LEA added two actions to Goal # 1 that addresses services, support, and personnel for students with special needs and all operational continuity expenditures.

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



# Goals and Actions

## Goal

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

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                                    | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023  | Year 3 Outcome<br>2023-2024  | Desired Outcome for<br>2023–24  |
|--|---|-----------------------------|--|--|---------------------------------|
| ELA CAASPP<br>Summative<br>Assessment Results<br><br><small>Source: DataQuest</small>  | 2020-2021 CAASPP<br>Assessment<br>Suspended | TBD                         | Enter information in this box<br>when completing the LCAP for<br><b>2023–2024</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–2025</b> . Leave blank until<br>then. | 3% growth from<br>previous year |
| Math CAASPP<br>Summative<br>Assessment Results<br><br><small>Source: DataQuest</small> | 2020-2021 CAASPP<br>Assessment<br>Suspended | TBD                         | Enter information in this box<br>when completing the LCAP for<br><b>2023–2024</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–2025</b> . Leave blank until<br>then. | 3% growth from<br>previous year |

| Metric   | Baseline                                  | Year 1 Outcome<br>2021-2022                | Year 2 Outcome<br>2022-2023  | Year 3 Outcome<br>2023-2024  | Desired Outcome for<br>2023–24  |
|--|---|--|--|--|---------------------------------|
| <b>CAST Grade 5</b><br><br>Source: DataQuest                                   | 2020-2021 CAST<br>Assessment<br>Suspended | TBD  | Enter information in this box<br>when completing the LCAP for<br><b>2023–2024</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–2025</b> . Leave blank until<br>then. | 3% growth from<br>previous year |
| <b>NWEA MAP –<br/> Reading Results</b><br><br>Source: Internal data<br>reports | N/A                                       | 28% of students met<br>their growth target | Enter information in this box<br>when completing the LCAP for<br><b>2023–2024</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–2025</b> . Leave blank until<br>then. | 3% growth from<br>previous year |
| <b>NWEA MAP- Math<br/> Results</b><br><br>Source: Internal data<br>reports     | N/A                                       | 14% students met<br>their growth target    | Enter information in this box<br>when completing the LCAP for<br><b>2023–2024</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–2025</b> . Leave blank until<br>then. | 3% growth from<br>previous year |

## Actions

| <b>Action #</b> | <b>Title</b>   | <b>Description</b>   | <b>Total Funds</b>                      | <b>Contributing</b> |
|-----------------|--|--|---|---------------------|
| <b>Action 1</b> | Credentialing and Assignments  | Maintain staff with appropriate credentials and assignments in the grade levels they are servicing.<br>Valid CA Credentials<br>English Learner Authorization<br>Appropriate Assignments                              | Same expenditure as in Goal 1, Action 1 | N                   |
| <b>Action 2</b> | Instructional Materials<br><br>ELA, Math, Social Studies, Science, ELD, Writing, languages, specialty subjects, etc. | Provide all students with access to instructional materials aligned to Standards.  | Same expenditure as in Goal 1, Action 2 | N                   |
| <b>Action 3</b> | Professional Development<br><br>Core Curricula - general   | Conduct or provide professional development for instructional staff to support the implementation of<br>ELA, Writing<br>Math, Science, and Social Studies  | Same expenditure as in Goal 1, Action 3 | N                   |
| <b>Action 4</b> | High-Speed Internet  | Provide high speed Internet access so that students and staff can engage in online research to improve teaching and learning.  | Same expenditure as in Goal 1, Action 5 | N                   |
| <b>Action 5</b> | 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 expenditure as in Goal 1, Action 6 | N                   |

| <b>Action #</b> | <b>Title</b>  | <b>Description</b>  | <b>Total Funds</b>                      | <b>Contributing</b> |
|-----------------|---|---|---|---------------------|
| <b>Action 6</b> | Staff Technology and Literacy<br><br>Technology, Blended Learning, etc. | Provide computing devices and professional development for integrating 21 <sup>st</sup> century skills, including technological tools and technology related programs and strategies into classroom practice to effectively utilize blended learning. | Same expenditure as in Goal 1, Action 7 | N                   |

## Goal Analysis for 2021-2022

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.

N/A

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

Goal 2, Actions 1-6 have the same expenditures as Goal 1, Actions 1, 2, 3, 5, 6, and 7.

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

- CAASPP Assessments: Since the 2020 CAASPP assessment was paused due to the pandemic, LEA cannot determine the progress in meeting this goal
- CAST Assessments: Since the 2020 CAST assessment was paused due to the pandemic, LEA cannot determine the progress in meeting this goal.

- NWEA MAP Assessments: 28% of students met their growth target in Reading, and 14% of students met their growth target in Math

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 are no changes to the actions to meet Goal #2,

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 3      | Goal #3: Increased or improved services for high needs students – English Learners, 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<br>2021-2022 | Year 2 Outcome<br>2022-2023  | Year 3 Outcome<br>2023-2024  | Desired Outcome for<br>2023–24   |
|---|-----------|-----------------------------|--|--|--|
| Services and<br>Supports<br><br>Unduplicated Students | \$300,000 | \$868,999                   | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 100% of the<br>unduplicated<br>students will<br>continue to receive<br>the appropriate<br>services and<br>supports |

| Metric   | Baseline | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023  | Year 3 Outcome<br>2023-2024  | Desired Outcome for<br>2023–24  |
|--|----------|-----------------------------|--|--|---|
| Supplemental<br>Materials and<br>technology<br><br>Unduplicated Students       | \$70,000 | \$46,620                    | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 100% of the<br>unduplicated<br>students will receive<br>the appropriate<br>services and<br>supports |
| Professional<br>Development<br>Teachers and Staff<br><br>Unduplicated Students | \$50,000 | \$11,761                    | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 100% of teachers<br>will receive PD to<br>support the<br>unduplicated<br>students.                  |
| Professional<br>Development<br>Parents<br><br>Unduplicated Students            | \$50,000 | \$15,000                    | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 50% of parents of<br>unduplicated<br>students will receive<br>PD.                                   |
| Development of<br>Student Goals<br><br>Unduplicated Students                   | \$18,500 | \$10,000                    | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 100% of students<br>will have ELA and<br>Math growth goals  |

| Metric   | Baseline  | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023  | Year 3 Outcome<br>2023-2024  | Desired Outcome for<br>2023–24   |
|--|-----------|-----------------------------|--|--|--|
| Collaboration,<br>Connection, and<br>Alignment | \$100,000 | \$10,000                    | Enter information in this box<br>when completing the LCAP for<br><b>2023–24</b> . Leave blank until<br>then. | Enter information in this box<br>when completing the LCAP for<br><b>2024–25</b> . Leave blank until<br>then. | 100% of staff will<br>collaborate and<br>ensure instructional<br>and operational<br>alignment. |

## Actions

| Action #        | Title   | Description  | Total Funds  | Contributing |
|-----------------|---|--|--|--------------|
| <b>Action 1</b> | Services and Supports -<br>Unduplicated Students<br><br>Service providers, classified, PAE                    | Staff to provide specialized and differentiated services.<br><br>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. | Total:<br>\$868,999<br><br>Payroll: \$825,439<br><br>Contracted Subs:<br>\$18,560<br><br>PAE: \$25,000 | S&C: Y       |
| <b>Action 2</b> | Supplemental Materials and<br>technology -Unduplicated<br>Students<br><br>New devices, accessories, insurance | Ensure unduplicated students have access to “high” quality support materials.  | \$46,620   | S&C: Y       |



| <b>Action #</b> | <b>Title</b>  | <b>Description</b>   | <b>Total Funds</b> | <b>Contributing</b> |
|-----------------|---|--|--------------------|---------------------|
| <b>Action 3</b> | Professional Development<br>Teachers and Staff<br><br>Unduplicated Students | Teachers will attend professional development to increase their knowledge on how to support unduplicated students (ELD, SEL, PBIS, Substitutes, etc.)  | \$11,761           | S&C: Y              |
| <b>Action 4</b> | Professional Development<br>Parents<br><br>Unduplicated Students            | School will provide parents with professional development to increase their knowledge on how to support unduplicated students (ELD, SEL, PBIS, JEDI, Technology, etc.)   | \$15,000           | S&C: Y              |
| <b>Action 5</b> | Development of Student<br>Goals<br><br>Unduplicated Students                | Teachers will use CAASPP (SBAC) data and NWEA MAP assessments and ELPAC, to set goals for individual students and for their class.   | \$10,000           | S&C: Y              |
| <b>Action 6</b> | Collaboration, Connection,<br>and Alignment                                 | Teachers will collaborate with one another and external resources, in grade level and across grade level teams to increase alignment across all school programs during Mindful Mondays, and designated times. Additionally, engage in activities that strengthen school positive culture | \$10,000           | S&C: Y              |

## Goal Analysis for 2021-2022

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.

There are no changes to the actions to meet Goal 3.

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

We are noting material differences between budgeted expenditures and estimated actual expenditures.

- Goal 3 - Action 1: Actual expenditures were higher than initially planned due to the addition of the salary of the non-classroom based staff providing support and external service providers.
- Goal 3 – Action 2: Actual expenditures were lower than initially planned because purchases were less than anticipated.
- Goal 3 - Action 3: Actual expenditures were lower than initially planned because the school provided internal professional developments as well as online, virtual, and personalized sessions.
- Goal 3 – Action 4: Actual expenditures were lower than initially planned due to pandemic and closed campus mandates.
- Goal 3 – Action 5: Actual expenditures were lower than initially planned because LEA implemented the “Mindful Mondays” as a shorter instructional day, that allowed the staff to collaborate after dismissal, during the instructional school day.
- Goal 3 – Action 6: Actual expenditures were lower than initially planned because LEA implemented the “Mindful Mondays” as a shorter instructional day, that allowed the staff to collaborate after dismissal, during the instructional school day.

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

- Since the 2020 CAASPP assessment was paused due to the pandemic, LEA cannot determine the progress in meeting this goal
- CAST Assessments: Since the 2020 CAST assessment was paused due to the pandemic, LEA cannot determine the progress in meeting this goal.

- NWEA MAP Assessments: 28% of students met their growth target in Reading, and 14% of students met their growth target in Math

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 are no changes to the actions to meet Goal #3,

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

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 4      | Maintain a positive school climate and increase meaningful parent engagement.<br><i>State Priorities: #3-parent engagement; #5-pupil engagement; #6-school climate</i> |

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<br>2021-2022 | Year 2 Outcome<br>2022-2023   | Year 3 Outcome<br>2023-2024   | Desired Outcome for<br>2023–24                                       |
|---|----------|-----------------------------|---|---|--|
| Parent involvement and engagement opportunities.<br><br>Source: flyers, announcements, meeting notifications, agendas, and sign-ins | \$5000   | \$10                        | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | At least 75% of ACS parents will provide an overall score of 4 or 5. |

| Metric  | Baseline | Year 1 Outcome<br>2021-2022 | Year 2 Outcome<br>2022-2023   | Year 3 Outcome<br>2023-2024   | Desired Outcome for<br>2023–24   |
|---|----------|-----------------------------|---|---|--|
| <p>Parent involvement and engagement opportunities.</p> <p>Source: flyers, announcements, meeting notifications, agendas, and sign-ins</p>  | \$31,000 | \$29,184                    | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | <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>   |
| <p>Parent/School Connection</p> <p>Source: modes of communication:</p> <ul style="list-style-type: none"> <li>• Blackboard Connect</li> <li>• Wednesday Communication</li> <li>• MailChimp</li> <li>• Website</li> <li>• SIS/Parent Portal</li> <li>• Report Cards</li> <li>• Progress Reports</li> <li>• Email System</li> <li>• Google Classroom</li> <li>• Class Dojo</li> <li>• Social Media</li> </ul> | \$55,000 | \$4,173                     | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | <p>100% of families utilize various modes of communication:</p> <ul style="list-style-type: none"> <li>• Blackboard Connect</li> <li>• Wednesday Communication</li> <li>• MailChimp</li> <li>• Website</li> <li>• SIS/Parent Portal</li> <li>• Report Cards</li> <li>• Progress Reports</li> <li>• Email System</li> <li>• Google Classroom</li> <li>• Class Dojo</li> <li>• Social Media</li> </ul> |

| <b>Metric</b>   | <b>Baseline</b>            | <b>Year 1 Outcome<br/>2021-2022</b> | <b>Year 2 Outcome<br/>2022-2023</b>   | <b>Year 3 Outcome<br/>2023-2024</b>   | <b>Desired Outcome for<br/>2023–24</b>      |
|---|----------------------------|-------------------------------------|---|---|---|
| <b>Attendance Rate</b><br><br>Source: Dashboard and DataQuest | 2021-2022 P2 ADA<br>is 92% | 92%                                 | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | ACS will have an attendance rate of >96%.   |
| <b>Suspension Rate</b><br><br>Source: Dashboard and DataQuest | Suspension Rate:<br>0.6%   | 0.6%                                | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | ACS will have a low suspension rate of <1%. |
| <b>Expulsion Rate</b><br><br>Source: DataQuest                | Expulsion Rate:<br>0.0%    | 0.0%                                | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | ACS maintain a low expulsion rate <1%.      |

## Actions

| <i><b>Action #</b></i> | <i><b>Title</b></i>  | <i><b>Description</b></i>  | <i><b>Total Funds</b></i> | <i><b>Contributing</b></i> |
|------------------------|--|--|---------------------------|----------------------------|
| <b>Action 1</b>        | 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"> <li>• English Learner Advisory Committee (ELAC)</li> <li>• School Leadership Council (SLC)</li> <li>• Cappuccino with the Principal (CWP)</li> <li>• New Student Orientation (NSO)</li> <li>• Open House</li> <li>• Back-To-School Night</li> <li>• Parent-Teacher Conferences</li> <li>• Parent Professional Development</li> <li>• Annual Performances</li> <li>• Adhoc and Standing Governing Board Committees</li> <li>• Governing Board Regular Meetings</li> </ul> | \$15,000                  | LCFF: N                    |
| <b>Action 2</b>        | Transparent and Ongoing Communication with Parents and Community Members | <p>Utilize various modes of communication:</p> <ul style="list-style-type: none"> <li>• Blackboard Connect</li> <li>• Wednesday Communication</li> <li>• MailChimp</li> <li>• Website</li> <li>• SIS/Parent Portal</li> <li>• Report Cards</li> <li>• Progress Reports</li> <li>• Email System</li> <li>• Google Classroom</li> <li>• Class Dojo</li> <li>• Social Media</li> </ul>  | \$31,000                  | LCFF: N                    |

| <b>Action #</b> | <b>Title</b> | <b>Description</b>   | <b>Total Funds</b> | <b>Contributing</b> |
|-----------------|--------------|--|--------------------|---------------------|
| <b>Action 3</b> | Attendance   | Attendance Manager will continue to monitor student attendance and communicate with families.<br><br>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. | \$55,000           | LCFF: N             |
| <b>Action 4</b> | Suspension   | School will utilize the Second Step curriculum for curriculum education.<br><br>Certificates and incentives, CLIMB bucks, classroom incentive parties, awards, etc.  | \$5,000            | LCFF: N             |
| <b>Action 5</b> | Expulsion    |  |                    |                     |

## Goal Analysis for 2021-2022

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 and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$1,143,802   | \$138,666  |

### Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 37%   | 0%                          | \$0                     | 37%   |

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

## Required Descriptions

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

### 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 support 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 ELs 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.

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 the core curriculum.
- Teacher training – 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.

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

The grant will be used to increase staff providing direct services to students to provide small group instruction, enrichment, and intervention during the school day.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | N/A  | 340 to 25<br>(13.4 to 1)  |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A  | 340 to 20<br>(17 to 1)  |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what

progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such



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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

## ***Maintenance of Progress Goal***

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

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

## ***Required Goals***

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics

included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes. The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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



### ***Goal Analysis:***

Enter the LCAP Year.

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

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

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to

all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

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

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

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

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

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

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### ***Required Descriptions:***

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional

transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8). See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants,

pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.



- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded. For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### ***Contributing Actions Table***

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

### ***Contributing Actions Annual Update Table***

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

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

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

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