

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Ararat Charter School		
Contact Name and Title	Eddie Villela, Principal	Email and Phone	principal@araratcharterschool.com

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Ararat Charter School is an independent, direct funded charter that opened in 2010. The purpose of Ararat Charter School is to provide parents with choices about what style of public school their child will attend. In its first year of implementation, ACS started with 120 students in grades K-3. In successive years, 4th grade, 5th grade, and TK were added respectively. Currently ACS serves 384 students, with 600 on the waiting list. Based on this current enrollment and number of students on the waiting list, ACS is a school of choice in the community. ACS intends to reduce enrollment from 384 to 340 to comply with the projected enrollment of 340 in the original petition. This will be accomplished by matriculating the number of 5th graders and reducing the number of TK sections from two to one.

ACS is in its 5th year of operation and is located in Van Nuys, California. The school is on split campuses. Grades TK through 3rd are on the initial campus at 6555 Sylmar Ave. The second site is a co-location on the Erwin Elementary School campus at 13400 Erwin St. This site houses the 3rd through 5th grades. The two campuses are located in the 91401 zip code and based on the 2010 census data, the socio-economic demographics for these communities is 78.7% Socio-economically disadvantaged.

Ninety percent of the students at ACS live within a three-mile radius of the Charter School's current locations on Sylmar Avenue and Erwin Street. According to the 2010 U.S. Census, the demographics of the city of Van Nuys are the following: Race/Ethnicity – 61% Hispanic/Latino, White 25%, and other 14%. With respect to languages spoken, 64% are English proficient, with a median household income of \$39, 408. The education level of the city is 20% college degree, 25% some with college, and 56% with some high school or less. Population trends have shown that Van Nuys has increasingly become an immigrant community of Hispanics and Latinos, who make up 61% of the population. Many are foreign born, and 51% are at less than English language proficiency

LCAP HIGHLIGHTS

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

During 2016/2017 ACS focused extensively on ELA/ELD and English instruction TK-5 Instructional materials were purchased for all grade levels and on-going professional development in Reach for Reading (National Geographic) and working closely with stakeholders and goals identified in our WASC. Our school also focused on increasing student engagement. Staff development in KAGAN structures were provided to staff during our summer staff development.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Our students performing at standard meets/exceeding standards increased as following:

CAASP/SBAC: ELA

3rd Grade ELA Annual Increased 14%

3rd Grade Math Annual Increased 12%

4th Grade ELA Annual Increased 13%

4th Grade Math Annual Increased 9%

5th Grade ELA Annual Increase of 2%

5th Grade Math Annual Increase of 27%

- ACS also reclassified 12% of English Learners in the 16-17 school
- ACS also was accepted to LAUSD option 3 upon the review of our special education program giving us more autonomy with working with our special needs students

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our greatest needs is to continue to strengthen our ELD programs in order to ensure that our EL students have equitable access to the CCSS. We would like to continue to work on increasing our students writing skills and work on creating a viable writing program for our students.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

Although our performance on the state indicators are not where ACS would like it to be, ACS students showed significant growth in all areas except 5th grade reading ELA which had marginal growth. We also continue to have significant gaps between all students and our English Learners, and SPED students. To address the lack of achievement in all areas, a refocus on professional development and training in curriculum will continue in 2017-2018. ACS will also continue to target support and intervention programs to ensure that we are meeting the needs of all students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on stakeholder feedback and research base practices, we will be implementing a more systematic approach to our ELD services for English Learners. Provide additional time for ELD students through a restructured master schedule that will provide more time for designated ELD and intervention. We will also continue to provide staff development in the area of English Language Development.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,367,471
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$995,582

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP budget does not include rent and miscellaneous expenses used to improve overall academic success.

\$3,164,268

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and 21st century learning tools

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

PLANNED

- a. 100% compliance with respect to highly qualified teachers
- b. 100% compliance with Williams audit
- c. 100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics
- d. 100% of all students will have access to high quality digital resources

Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources

ACTUAL

- a. 100% compliance with respect to highly qualified teachers
- b. 100% compliance with Williams audit
- c. 100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics
- d. 100% of all students will have access to high quality digital resources
- e. Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

A. Maintain appropriate credentials and assignments of teachers in the grade-levels they are servicing.

ACTUAL

- a. 100% compliance with respect to highly qualified teachers
- b. 100% compliant with the alignment of common core

- B. Provide all students with access to instructional materials aligned with CA Common Core Standards:
- a. Supplemental curriculum and materials supporting Common Core State Standards
 - b. Curriculum maps aligned to Common Core State Standards
 - c. Alignment of curriculum with Common Core State Standards in the core content areas

instructional materials for English Language Arts and Mathematics that were fully common core aligned

- C. Conduct professional development of instructional staff to reflect the priorities and topics listed below that support the implementation of Common Core State Standards. Priority topics in the LCAP year forward include:
- a. Focused professional development improving instructional capacity in all content areas
 - b. Common Core State Standards English Language Arts shifts, mathematics and supplemental programs
 - c. Response to instruction and intervention (RTI)
 - d. Effective use of technology in the classroom for teaching and learning
 - e. Assessment of student progress
 - f. Writing, Speaking, and listening standards
 - g. Content standards integration
 - h. Integration of Visual and Performing Arts
 - i. Strategies for students with

All planned actions and services were implemented for section C (a-j) with the exception of sub item f and h. Funds were allocated for teachers to align the curriculum and pacing guides with the common standards over 5 day professional development during the summer. These included: professional learning communities, ELD for common core standards, positive behavior support systems, and special education.

More emphasis needs to be placed on professional development in the areas of response to instruction and intervention, visual and performing arts, and writing.

<p>disabilities in General Education setting</p> <p>j. Access to core strategies for English learners</p>	
<p>D. Maintain school facilities that are safe, clean, and in good repair.</p> <p>E. Conduct test of the alarm system and comply with any requirements set forth by city agencies following an inspection.</p>	<p>D. School facilities were maintained in good condition by our plant manager. Periodic facility meeting were held to ensure the safety and cleanliness of our facilities</p> <p>E. Alarm system was tested by our local authorizer in accordance to state regulations.</p>
<p>F. Provide high speed Internet access so that students can do online research and teachers can design web and learning quests.</p> <p>G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.</p> <p>H. Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st century learning skills:</p> <ul style="list-style-type: none"> a. High speed internet access b. Project based learning <p>I. Provide professional development for integrating 21st century skills, tools and teaching strategies into classroom practice.</p>	<p>F.High speed internet access was provided to all students. 30 IPADS were purchased for student use in grades 3-5. Contractual agreement with for the maintenance of the technology equipment and software was implemented.</p> <p>G.Students utilized internet to conduct research for classroom lessons. Students had exposure to word processing software, PowerPoint, and publishing software</p> <p>H. All students received computer instruction during the year. In addition, teachers incorporated computer technology media that was aligned the California state standards.</p> <p>I. Professional development was providing to teachers on utilizing different technology tools for students in the classroom</p>

Budgeted

A. Teacher Salaries:944,879

B. Instructional materials for ELA Reach For Reading \$112,540

C. Professional Development: \$20,000

D. Maintenance/Repairs:\$44,200

F. Internet/Communcations:31,876.00

ESTIMATED ACTUAL

A. Teacher Salaries:\$895,793

B. Instructional Materials for ELA Reach for Reading \$60,529

C. Professional Development:\$35,078.00

D. Maintenance/Repairs:43,290

F. Internet/Communications:43,039

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Goal 1: Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and 21st century learning tools</p> <p>ACS has fully implemented a safe learning environment for all students. All students have full access to state standards and appropriate materials to access the common core state standards. All teachers are highly qualified and meet NCLB requirements. Professional development has been implemented in accordance action item C noted above.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The action/services items implemented were appropriate to meeting the above goal. We were able provide a safe learning environment where we allowed all of our students access to the core curriculum. We were able to achieve this goal by having highly qualified teachers who were provided professional development in the area noted above action/services C.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>We did recognize a difference in communication expenditures as we have been seeing a rise on internet cost. We are currently exploring different companies for internet service. Our teacher salaries were overstated in that we hired a long term sub in one of our teacher positions for the entire year.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>N/A</p>

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 in order to gain input and participation from its larger school community.

The governing board of the school commissioned its educational committee to convene representatives from the school to serve on the committee to meet regularly to develop goals, actions, services, assessment, and budget expenditures per the three-year plan and annual update. Members of the included certificated teachers, classified personnel, certificated administration, Governing Board members and parent representatives.

The educational committee reviewed student achievement data, assessment dates, instructional programs, student placement and strategies for consensus building.

Meetings are scheduled in advance for the entire year, once a month. Meeting agendas are developed collaboratively between parents and the school leadership and posted in advance. In addition, minutes of the meetings are kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made by the Committee are made by consensus.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

ACS used the following data for goal setting process:

- Attendance Rate
- Annual Board meeting with Parents
- Annual Board meeting with Teachers
- English Learner reclassification rate
- Parent Involvement Committee input

- Student performance data in CAASPP & ACS benchmarks
- Annual Board/Teacher/Parent feedback of the strengths and needs of the school

Ararat Charter School has identified common recurring themes, which are identified below. These themes are reflected in the goals/action/services. Common themes included:

- Differentiated support for Common Core State Standards (CCSS) initiative
- Increase the reclassification rates of English Learners
- Effective teacher support and evaluation
- Availability of instructional materials and adequate facilities for the implementation of the common core
- Increasing academic support personnel, such as mentors to support the implementation of teaching and learning
- Increase communication with and training for parents

Based on the teacher feedback, the following items have been identified as areas of need:

- Increase support for technology for students
- Improve the capacity of infrastructure and equipment related to technology
- Strategies for the management of student behavior
- Provide additional opportunities to develop of goals for professional development
- Increased opportunities for peer participation in coaching and collaboration

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and 21st century learning tools

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	100% compliance with respect to highly qualified teachers	100% compliance with respect to highly qualified teachers	100% compliance with respect to highly qualified teachers	100% compliance with respect to highly qualified teachers
	100% compliance with Williams audit			
	100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics	100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics	100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics	100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics

	100% of all students will have access to high quality digital resources	100% of all students will have access to high quality digital resources	100% of all students will have access to high quality digital resources	100% of all students will have access to high quality digital resources
	Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources	Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources	Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources	Train 100% of all staff and students on digital citizenship and identify accurate and relevant resources

ACTUAL

- c. 100% compliance with respect to highly qualified teachers
- d. 100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics

ESTIMATED ACTUAL

All planned actions and services were implemented for section C. Funds were allocated for teachers to align the curriculum and pacing guides with the common standards over 9 day professional development during the summer. These included: professional learning communities, ELD for common core standards, positive behavior support systems, and special education.

More emphasis needs to be placed on professional development in the areas of English Language Development, response to intervention, visual and performing arts, and writing.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$995,582"/>	Amount <input type="text" value="\$1,025,449"/>	Amount <input type="text" value="\$1,056,212"/>
Source <input type="text"/>	Source <input type="text"/>	Source <input type="text"/>
Budget Reference <input type="text"/>	Budget Reference <input type="text"/>	Budget Reference <input type="text"/>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$764,987	<u>Percentage to Increase or Improve Services:</u>	31.88 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Annual Update

LCAP Year Reviewed: 2016–2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	All students will attain competency in the core content areas.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

PLANNED

- a. CAASP/SBAC: ELA – 5 % annual increase, Math – 5% annual increase for all students
- b. CAASP/SBAC: ELA – 5% annual increase Math – 5% annual increase for all significant subgroups
- c. API: TBD (CDE)

CST SCIENCE: Grade 5: 5% annual increase

ACTUAL

- a. CAASP/SBAC: ELA
 3rd Grade ELA Annual Increased 14%
 Met/Exceeded: 57%
- 3rd Grade Math Annual Increased 12%
 Met/Exceeded: 63%
- 4th Grade ELA Annual Increased 13%
 Met/Exceeded:54%
- 4th Grade Math Annual Increased 9%
 Met/Exceeded:58%
- 5th Grade ELA Annual Increase of 2%
 Met/Exceeded:58%
- 5th Grade Math Annual Increase of 27%
 Met/Exceeded:65%

CST SCIENCE: Grade 5: 5% annual increase-California Science Test not operational

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

- A. Increase performance of students on Common Core aligned assessments in Math and ELA, leading to increased performance on CAASPP
- B. Increase performance of all significant subgroups of students on Common Core aligned assessments in Math and ELA- leading to increased performance on CAASPP

CAASP/SBAC: ELA/Math
 3rd Grade ELA Annual Increased 14%
 3rd Grade Math Annual Increased 12%
 4th Grade ELA Annual Increased 13%
 4th Grade Math Annual Increased 9%
 5th Grade ELA Annual Increase of 2%

- C. Increase the number of English Learners who achieve full English language proficiency
- D. Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- E. Provide training to increase teacher expertise in common core pedagogy.
- F. Analyze data to guide instruction.
- G. Provide training from several sources to increase teacher expertise in ELD pedagogy.
- H. Create time in the regular school day schedule for teachers to work together to reflect and practice teaching strategies.
- I. Provide training for teachers to conduct a 3 tier intervention program.

- J. Purchase Common Core aligned materials.
- K. Purchase ELD Common Core aligned materials.

5th Grade Math Annual Increase of 27%

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Goal 2: All students will attain competency in the core content areas.</p> <p>The actions in goal two were met. ACS did see annual growth in the area of English Language Arts and Math.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The actions that were taken did prove to be effective. We adopted a new ELA program that was fully aligned with the common core standards in the 16-17 school year.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP		ELA – 5 % annual increase	ELA – 5 % annual increase	ELA – 5 % annual increase
CAASPP		Math- 5% annual increase	Math- 5% annual increase	Math- 5% annual increase

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Maintain a positive school climate and improve parent participation through outreach.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

PLANNED

a. At a minimum, increase parent participation rate in individual school trainings by 10% annually
 b. At a minimum, 80% of the parents will complete the school experience survey.
 c. Maintain school attendance rate to a minimum of 97%
 Maintain less than 1% suspension and expulsion rate.

ACTUAL

This goal was not met, as indicated by agendas and sign in sheets
 To be administered in the fall of 2017
 The school maintained an attendance rate of 96%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

- A. Provide parent training, learning opportunities and workshops to:
 - a. Promote awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement.
 - b. Support Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notifications of ELD placement, progress, and reclassification.
 - c. Provide parent training on academic initiatives, to include a minimum of 3 workshops per year on ELPAC, CCSS, English Learner Master Plan, Use of Technology.
- B. Encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth of their children.
- C. Conduct parent workshops and meetings to raise awareness level regarding the importance of continuous attendance.
- D. Provide information on the purpose and importance of parents completing the School Experience Survey.
- E. Implement a safe school plan for student discipline and Increase attendance incentive programs
- F. Provide staff with Positive Behavior Support training.
- G. Provide incentives and recognitions to students for improvement in attendance
- H. Continue positive behavior support plans and

A. Parent workshops were scheduled during the school year.

B. Communicated to parents about parent conference through monthly newsletters, weekly communication flyers.

Provided parents with monthly reminders during monthly award assemblies. Students were also provided with monthly attendance awards. We also had classroom attendance awards for classrooms with the least absences

D. Parent Survey will be provided in the fall of 2017.

E. The school safe plan was implemented with fidelity and school attendance incentives were implemented throughout the school year.

F. The staff received training on our Positive Behavior Support plan during our nine day staff development.

G. Attendance incentives were provided to students throughout the school year during monthly award assemblies

activities that have resulted in low suspension rates at ACS:

- a. School Climate
- b. Student engagement
- c. School Attendance Rates
- d. Implementation of safe school plans for student discipline

H. The school implemented its positive behavior support plan in order to address school behavior expectations. It also implemented its school safe plan to ensure the safety of all school community stakeholders

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No Cost

No Cost

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Goal 3: Maintain a positive school climate and improve parent participation through outreach.</p> <p>The school implemented the action services outlined above with the exception of the school experience survey which will be administered in the fall of 2017. The school safe plan was implemented throughout the school year.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The school maintained effective school communication through weekly folders, newsletters, parent conferences, progress reports. The school is working to provide additional parent involvement opportunities to get involved in their child's education. We are working on providing additional parent workshops at different times of the day. We will continue to provide language translation in Armenian and Spanish as needed.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Workshop		At a minimum, increase parent participation rate in trainings by 15% annually	At a minimum, increase parent participation rate in trainings by 15% annually	At a minimum, increase parent participation rate in trainings by 15% annually
Annual Survey		At a minimum, 80% of the parents will complete the school experience survey.	At a minimum, 80% of the parents will complete the school experience survey.	At a minimum, 80% of the parents will complete the school experience survey.
P2		Increase school attendance rate to a minimum of 97%.	Increase school attendance rate to a minimum of 97%.	Increase school attendance rate to a minimum of 97%.
Suspension Reports		Maintain less than 1% suspension and expulsion rates.	Maintain less than 1% suspension and expulsion rates.	Maintain less than 1% suspension and expulsion rates.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?