

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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Ararat Charter School	Eddie Villela Principal	principal@araratcharterschool.com 818-994-2904

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Ararat Charter School (ACS) is an independent charter school providing rigorous, standards-based programs for neighborhood students in grades TK – 5 who seek an alternative to the district schools. ACS opened its doors in 2010 to 120 students in grades K – 3. In successive years, 4th grade, 5th grade, and TK were added respectively. ACS currently serves 341 students with approximately 200 on the waiting list, which shows the school is in demand within the community.

Los Angeles Unified School District (LAUSD), as the chartering agency renewed ACS' charter for 5 more years in August 2015. As such, the District is responsible for oversight and providing facilities according to Prop 39. Since, it's renewal ACS has received Satisfactory marks on the oversight visits.

ACS, currently in its 9th year of operation, is located in the city of Van Nuys, California. The school is on split campuses. Grades TK through 2nd are on the initial campus at 6555 Sylmar Avenue with 6 permanent classrooms, main office/workroom, library/media room, cafeteria service area, and a small playground with SDA compliant play structure. The second site is in portable classrooms sharing the facilities with Erwin Elementary School campus at 13400 Erwin St. This site houses the 2nd through 5th grades with 7 portable classrooms, a main office/workroom, a SPED room, and an Armenian and Spanish shared Language classroom. ACS shares the playground, cafeteria, computer lab, and auditorium with Erwin. The two campuses are located in 91401 zip code and based on the 2010 census data, the socio-economic demographics for these communities is 78.7% socio-economically disadvantaged.

LCAP Highlights

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

During the 2018/2019 school year, ACS focused extensively on ELA/ELD English instruction in TK-5. Our teachers continued to focus on the implementation of Thinking Maps to support students with writing. ACS emphasized on providing designated ELD where students are group by English to support our English Learners.

Learners. ACS also focus on small group instruction in order to address the needs specific needs of our students and provide targeted academic support.

All school stakeholders have focused on goals identified in our WASC. We continued to focus on increasing student and the implementation of KAGAN structures. Our also focus on the implementation of Thinking Maps to support our students with their writing. ACS also invested in purchasing additional technology and increase it's internet speed capacity so that our students have technology readiness for the state summative assessments. IPADS sets for small group instruction were purchased for each classroom

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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.

Greatest Progress

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

Ararat Charter School has been working on different approaches to minimize teacher turn over. Our teacher retention for the 18-19 school is 94%. We understand the importance of retaining staff for the overall effectiveness of our school programs Our professional development provided to in Thinking Maps and our small group instruction school wide focus is being implemented in our classrooms by all teachers. This has helped our students to receive the necessary supports based on their specific needs

- ACS did not have any suspensions in the 18-19 school year. This is a good indicator that our positive support behavior plan and intervention plans are helping our student discipline.

- ACS purchased additional computers for students that have been implemented in classrooms to help students learn subject matter through the usage of computers. The computers have also been utilized by teachers during small group instruction/centers

- ACS was recognized as an honor roll recipient for 2018-2019 from the Educational Results Partnership (ERP)

Our school's preliminary CAASPP results indicate the following:

English Language Arts:

- Our 3rd grade cohort group showed a growth of 7% in meeting/exceeding standards in 18-19 as compared to 17-18

- Our 4th grade cohort group showed a 3% growth in meeting/exceeding standards in 18-19 as compared to 17-18

Overall student results in grades 3-5 in 18-19 show that students who nearly met the standard increased by 6% when compared to 17-18

Overall students results in grades 3-5 show that students who did not meet the standard decreased by 2.5% when compared to 17-18

Math:

Overall, our students who scored near standard increased b 6.4% in 18-19 in comparison to 17-18.

3rd grade students increased by 6% in 18-19 as compared to 17-18. 3rd grade students who did not meet the standard decreased by 14% in 18-19 as compared to 17-18.

Referring to the California School Dashboard, 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 are:

Continue to strengthen our English Language Development program and focus on decreasing our Long-term English Learners (LTEL) and increasing our students who RFEP.

-Continue to strengthen our Writing program and increase

-Continue to build our technology infrastructure and our students technology readiness for the state summative assessments

-Continue to improve on our implementation of state standards to prepare our students for state summative assessments

-Focus on providing our special education students with additional supports and skills needed for local and state assessments

-Increase student demographic diversity

-Acquire school facility to house all of ACS students at a single school site

-Increase parent participation in school involvement/decision-based meetings

Referring to the California School Dashboard, 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

Overall student performance on the SBAC is not where ACS would like it to be, so we will be concentrating our efforts to improve learning for all students and will improve student performance through targeted interventions, differentiated instruction and meaningful PD for staff.

We also continue to have significant gaps between all students and our English Learners and SPED students. To address this, we will refocus on professional development in curriculum instruction in 2018-2019. ACS will also continue to target support and intervention programs to ensure that we are meeting the needs of all students.

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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed: 2017–18

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 Priorities: #1, #2

Annual Measurable Outcomes

Expected	Actual
100% compliance with respect to highly qualified teachers	92% are highly qualified teachers
100% compliance with Williams Act	100% compliant with Williams Act
c. 100% compliant with the alignment of common core instructional materials for English Language Arts and Mathematics	100% compliant with instructional materials in the area of English Language Arts and Mathematics
d. 100% of all students will have access to high quality digital resources	All students have access to computer technology at school. IPADS have been purchased for one of our school sites. We have purchased additional IPADS for small group instruction for the two existing school sites.

Expected

Actual

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

Our teachers also received technology training using Apple operating system. Mac Books were purchased for all teachers in 2017-2018 school year.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Maintain appropriate credentials and assignments of teachers in the grade-levels they are servicing.</p> <p>B. Provide all students with access to instructional materials aligned with CA Common Core Standards:</p> <ul style="list-style-type: none"> 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 	<p>A. 92% of teachers were highly qualified</p> <p>B. Students received access to Common Core aligned instructional materials in the areas of English Language and Mathematics</p> <p>C. Students also were able to take benchmark assessments online via illuminate inspect assessments in English Language Art in grades K-5 and interim assessments blocks for Mathematics in grade 3-5</p>	<p>A. \$910,000 (LCFF Base)</p> <p>B. \$27,666 (LCFF Base)</p>	<p>A. \$890,816 (LCFF Base)</p> <p>B. \$31,142 (LCFF Base)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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:</p> <ul style="list-style-type: none"> 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 disabilities in General Education setting 	<p>C. Conducted professional development in the following areas:</p> <ul style="list-style-type: none"> - KAGAN - GLAD Training - Thinking Maps - ELD - SPED - Small Group Instruction - PBIS - SBAC Preparation Strategies - Meet the Masters 	<p>C.\$32,000(LCFF & Supplemental)</p>	<p>C.\$29,000 (LCFF Base and Supplemental)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>D. School facilities were maintained in good condition by plant manager. Periodic meetings were held throughout the year to ensure adequate cleanliness of facilities</p>	<p>D.\$45,000 (LCFF Base)</p>	<p>D.\$54,000 (LCFF Base)</p>
<p>E. Conduct test of the alarm system and comply with any requirements set forth by city agencies following an inspection</p>	<p>E. Conducted tests monthly of the alarm system and complied with all inspection requirements set forth by District and city agencies</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>F. High speed internet access was provided to all students. The school upgraded its internet speed to 100mbps. The school also maintained a secondary ISP for each school location as an emergency backup.</p>	<p>F.\$43,000 (LCFF Base)</p>	<p>F.\$32,000 (LCFF Base)</p>
	<p>5 IPADS were purchased for small group instruction for each classroom</p>		
<p>G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.</p>	<p>G. Students received exposure to using the internet to search for content.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>H. Teachers supplemented the usage of PowerPoint and the usage of LCD projector and laptop as a means to help deliver instruction for students</p> <p>I. Teachers participated in summer staff development in the areas of ELD, GLAD, and KAGAN collaborative grouping strategies for students</p>		

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.

Actions and Services for this goal were implemented as planned. ACS was able to provide a safe learning environment with access to standards aligned curriculum by providing students with curriculum that is fully common core aligned. ACS teachers are highly qualified, and provide 21st century learning tools to support students. The action services provided were appropriate to meet the goals.

The professional development provided to teachers were qualitative and the practices of GLAD and KAGAN strategies were able to be applicable in effectiveness classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services items implemented were appropriate to meeting this goal. We were able to provide a safe learning environment where students were able to have access to the core curriculum. The Kagan and GLAD strategies were beneficial to all K-5 students by providing them with a chance to collaborate and interact with peers, which increases retention of subject matter, as well as increases the social/emotional development. There was only one change made to the planned action services for this goal as we hired a teacher with an internship permit. She will be completing her teaching program during the 2018-2019 school year.

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.

Stakeholder Engagement

LCAP Year: 2018-19

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's small school size and family environment enabled, teachers, students, and parent input to be easily attained. Teachers and parents were asked about LCAP goals, and input was gathered. Teachers, parents and staff provided input during staff and leadership meetings. Further, parents provided this information both during school parent meetings. The culmination of this process for parents took place regularly during parent involvement meetings. Further, during monthly meetings, board of directors were informed of the progress being made towards LCAP goals and how funds were allocated.

Impact on LCAP and Annual Update

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

It was immediately evident that stakeholders consistently requested changes in similar areas, as outlined in the remaining action plan. These themes are reflected in Ivy Academia's 2018-2020 LCAP goals. Opportunities for further discussion were extremely helpful in identifying parent, student, and staff cohorts who share the commitment and vision of the Charter.

It was evident that that the identified goals on the LCAP had a direct impact on services rendered to students. Ararat Charter School is continually seeking opportunities from all stakeholders in order to continue to strengthen action services provided to students to enhance student achievement at Ararat Charter School.

Goal 2

Goal 2: All students will attain competency in the core content areas in CAASPP

State and/or Local Priorities addressed by this goal:

State Priorities: #4, #7, #8

Annual Measurable Outcomes

Expected	Actual		
CAASP/SBAC: ELA – 5 % annual increase for all students meeting and exceeding	ELA	2017	2018
	3rd	56	42
	4th	53	49
	5th	58	56
CAASP/SBAC: Math – 5% annual increase for all students meeting and exceeding	Math	2017	2018
	3rd	64	44
	4th	57	54
	5th	65	54
CST SCIENCE: Grade 5: 5% annual increase	Test Not Operational in 17-18 School		

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.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Hire High Quality Teachers to meet the needs of all students. 2. Ensure every student has the necessary materials to be successful. 3. Continue to provide professional development for CCSS implementation specifically in the ELA, Math, and ELD 4. Teachers will use CAASPP data and SBAC interim assessments, along with local assessments to set goals for individual students and for their class, and will develop action plans that outline how they will meet these goals in 2018-2019 school year. 5. Teachers will identify students who are not meeting ELA and Math Common Core Standards and will provide small group instruction and interventions for them. 	<ol style="list-style-type: none"> 1. 92% of teachers are highly qualified. 2. All students have access to CCSS textbooks and materials. 3. Professional development was held 9 days before the beginning of school, and 2 additional PD days in November and March focused on the following areas: <ul style="list-style-type: none"> • GLAD Training • KAGAN • NGSS • ELD • SPED • SBAC Preparation Strategies on RACE and RAMP 4. CAASSP and benchmark data was provided during summer PDs to identify students meeting and not meeting CCSS. 	<ol style="list-style-type: none"> 1. \$910,000 (LCFF Base) 2. \$27,666(LCFF Base) 3.\$32,000 (LCFF Base & Supplemental) Goal 1 2. N/A 3. N/A 4. N/A 5. N/A 6. 6500 7. See # 10. See #3 11. \$50,000 Supplemental 	<ol style="list-style-type: none"> 1. \$890,816 2. \$31,142 3. \$29,000 4. N/A 5. N/A 6. \$6500 7. N/A 8. See #3 9. See #3 10. See #3 11. \$58,821

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

6. Ensure students with disabilities have access to high quality academic support materials.
7. Classroom teachers will collaborate with special education staff.
8. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.
9. Ensure every EL student has access to high quality materials to support their language acquisition.
10. Teachers will continue to be trained to understand and implement the new ELD standards and strategies while

5. Teachers identified students not meeting CCSS and provided small group instruction support. Students were also recommended for after school intervention.
6. Additional materials were purchased to support SPED students.
7. RSP/Case manager met with teachers with students with disabilities to review IEPs during our summer staff development. RSP/Case Manager also collaborated with all teachers to provide instructional support for struggling students. Additionally, classroom teachers are able to collaborate with special education staff during planning periods and after school
8. RSP/Case Manager provided special education professional development during the 9 PD days in the summer. Additionally, three staff

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>members attended BSET training during the year</p> <p>9. ELA core curriculum has integrated ELD supports to meet the needs of English Learners.</p> <p>10. Training on the ELD standards and best practices was provided to teachers during summer staff Development.</p> <p>11. MacBooks were purchased for all classroom teachers. IPADS have been purchased that will be utilized during small group instruction in the 18-19 school year</p>		

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.

Actions and Services for this goal were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions that were taken did prove to be effective during regular classroom instruction as evidenced by teacher observations, and by the overall ELA and Math APLs on the report card.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No sufficient material differences were noted.

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.

There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity.

Goal 3

Goal 3: Maintain a positive school climate and improve parent participation through outreach.

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5, #6, #8

Annual Measurable Outcomes

Expected	Actual
At a minimum, increase parent participation rate in school related events by 5% annually	<p>This goal was not met, as indicated by agendas and sign in sheets. In 2017-2018, the parent engagement and participation increase did meet the goal. Per parent input, engagement would potentially be higher if not for their busy working schedules. Flexible ways for busy, working families to engage more fully in their students' education need to be researched and piloted.</p> <p>24% of parents participated in the school experience survey administered in November, 2017</p> <p>The school maintained an attendance rate of 96%</p>
At a minimum, 80% of the parents will complete the school experience survey	24% of parents participated in the school survey administered in November of 2017
Maintain school attendance rate to a minimum of 97%	The school maintained an attendance rate of 96%
Maintain less than 1% suspension and expulsion rate.	Suspension and expulsion rate was 0.3%

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide parent training, learning opportunities and workshops to:	1. Provide parent trainings and learning opportunities:	1. \$500 2. #2-#4- No Cost	1. \$300 2. #2-#4- No Cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Promote awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement. • Support Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notification of ELD placement, progress, and reclassification. • Provide parent training on academic initiatives, to include parent workshops on ELPAC and SBAC state test. <ol style="list-style-type: none"> 2. Encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth if their children. 3. Provide information on the purpose and importance of parents completing the School Experience Survey. 4. Implement a safe school plan for student discipline and increase attendance incentive programs. 	<ul style="list-style-type: none"> • Parent Workshops were scheduled during the school year. • ELPAC score reports were distributed to parents • Parent workshop was provided in the area of SBAC. • Monthly “Coffee with the Principal” provided updates and information. <ol style="list-style-type: none"> 2. This was announced during weekly communication, newsletter, and website. 3. Weekly communication was distributed multiple times in paper and electronically. encourage parents to take online parent survey. 4. School Safe Plan was updated and implemented. Additionally, ACS participated in CA Shakeout. The Safety Committee met periodically during the year to discuss school safety. 5. Attendance incentives were provided for students during the year. Perfect attendance winners were recognized monthly and received a FREE Dress one day a week for a month. Perfect attendance winners for the entire 	<p>3. #5-6-\$1,000</p>	<p>3. #5-#6- \$800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Provide incentives and recognitions to students for improvement in attendance. 6. Continue positive behavior support plans and activities that have resulted in low suspension rates at ACS: <ul style="list-style-type: none"> • School Climate • Student engagement • School Attendance Rates • Implementation of safe school plans for student discipline 	year were also recognized during the last awards assembly. 6. School Wide Incentive Programs: <ul style="list-style-type: none"> • Second Step- character recognition program • Implementation of Safe School Plan and periodic safety meetings • SST meetings • Teacher/Parent Conferences 		

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.

Actions and Services for this goal were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The school maintained effective school communication through weekly communication folders, newsletters, parent conferences, website, progress reports, additional parent meetings as needed. The school is working to provide additional parent involvement

opportunities to become involved in their child's education. We are working to provide parent workshops and meetings at various times of the day throughout the school year. We will continue to provide translation in both Armenian and Spanish as needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no sufficient differences between the Budgeted Expenditures and the 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.

There were no changes made to the planned actions and services for this goal. The actions and services were implemented with fidelity.

Stakeholder Engagement years.

LCAP Year: 2018–19

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

Ararat Charter School provided opportunities for teachers, staff members, parents, and board members to participate in the annual review, analysis, and update of the LCAP.

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 to gain input and participation from its larger school community.

Parent Participation: Parents had an opportunity to participate in an online school survey asking for feedback and input, on teacher effectiveness and engagement, and questions addressing school culture and climate.

Parents were able to participate in our monthly “Coffee with Principal” which is our parent education series to provide information about the school and programs. Additionally, the LCAP was presented at the Governing Board meeting in June 2019 for review and to provide parents and community members with an opportunity for input.

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. Additionally, teachers had an opportunity to participate in an online School Experience survey during the year on teacher effectiveness and engagement, and questions addressing school culture and climate.

Student Engagement: Student feedback is solicited and used in the formation of school priorities and programs. This 2018-2019 school year, student input was gathered through surveys in the formal annual survey. Students also have opportunities to provide their input through the student council.

Impact on LCAP and Annual Update

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

Our survey results were overwhelmingly positive with over 90% of respondents being satisfied or highly satisfied in their responses.

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 and 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/actions/services.

Common themes included:

- Differentiated support for Common Core State Standards (CCSS) initiative
- Increase the reclassification rates of English Learners
- Increase supports of LTELs and R-FEPs.
- 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 parent participation and involvement.

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 for professional development
- Increase 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: #1, #2

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Surveys: <ul style="list-style-type: none"> • Safety Drills • SARC • California State Dashboard • School Surveys 	2016-2017 100% Implementation of Safe School Plan	100% Implementation of Safe School Plan	100% Implementation of Safe School Plan	[100% Implementation of Safe School Plan
<ul style="list-style-type: none"> • Disciplinary Referrals • SST Referrals 	2016-2017: 100% Implementation of Positive Behavior Support Plan	100% Implementation of Positive Behavior Support Plan	100% Implementation of Positive Behavior Support Plan	100% Implementation of Positive Behavior Support Plan
Pupil Suspension/Expulsion Rates	2016-2017: 2.3% Suspension Rate 0% Expulsion Rate	0.3% Suspension Rate 0% Expulsion Rate	0.0% Suspension Rate 0% Expulsion Rate	Maintain less than 1% suspension and expulsion rates.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All School Sites

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

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

- 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)

2018-19 Actions/Services

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

- 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)

2019-20 Actions/Services

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

- 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)

2017-18 Actions/Services

- 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 disabilities in General Education setting
- j. Access to core strategies for English learners

- D. Maintain school facilities that are safe, clean, and in good repair.
- E. Conduct test of the alarm system and comply with any requirements set forth by city agencies following an inspection
- F. Provide high speed Internet access so that students can do online research and teachers can design web and learning quests.
- G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.
- H. Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content

2018-19 Actions/Services

- 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 disabilities in General Education setting
- j. Access to core strategies for English learners

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- G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.
- H. Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards,

2019-20 Actions/Services

- 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 disabilities in General Education setting
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- G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.
- H. Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

standards, taught through 21st century learning skills:

- a. High speed internet access
- b. Project based learning

I. Provide professional development for integrating 21st century skills, tools and teaching strategies into classroom practice

taught through 21st century learning skills:

- a. High speed internet access
- b. Project based learning

I. Provide professional development for integrating 21st century skills, tools and teaching strategies into classroom practice

standards, taught through 21st century learning skills:

- a. High speed internet access
- b. Project based learning

I. Provide professional development for integrating 21st century skills, tools and teaching strategies into classroom practice

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,115,666	1,177, 725	1,239,725
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference			

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

All students will attain competency in the core content areas in CAASPP

Goal 2

All students will attain competency in the core content areas in CAASPP

State and/or Local Priorities addressed by this goal:

State Priorities: #1, #2, #7, #4, #5

Identified Need:

Expected Annual Measurable Outcomes A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Summative Assessment Results	<p>2016-2017</p> <p>ELA:</p> <p>3rd- 56%</p> <p>4th- 53%</p> <p>5th- 58%</p> <p>MATH:</p> <p>3rd-64%</p> <p>4th-57%</p> <p>5th-65%</p>	<p>ELA:</p> <p>3rd- 42%</p> <p>4th- 49%</p> <p>5th- 56%</p> <p>MATH:</p> <p>3rd-44%</p> <p>4th-54%</p> <p>5th-54%</p>	<p>ELA:</p> <p>3rd- 38%</p> <p>4th- 49%</p> <p>5th- 52%</p> <p>Cohort Growth:</p> <p>3rd- 7%</p> <p>4th- 3%</p> <p>MATH:</p> <p>3rd-50%</p> <p>4th-45%</p> <p>5th-53%</p>	<p>CAASPP/SBAC: ELA</p> <ul style="list-style-type: none">5% annual increase for all students meeting and exceeding <p>CAASPP/SBAC: Math</p> <ul style="list-style-type: none">5% annual increase for all students meeting and exceeding <p>Science</p> <p>5% annual increase</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All School Sites

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Hire High Quality Teachers to meet the needs of all students.

2018-19 Actions/Services

1. Hire High Quality Teachers to meet the needs of all students.

2019-20 Actions/Services

1. Hire High Quality Teachers to meet the needs of all students.

2017-18 Actions/Services

2. Ensure every student has the necessary materials to be successful.
3. Continue to provide professional development for CCSS implementation specifically in the ELA, Math, and ELD
4. Teachers will use CAASPP data and SBAC interim assessments, along with local assessments to set goals for individual students and for their class, and will develop action plans that outline how they will meet these goals in 2018-2019 school year.
5. Teachers will identify students who are not meeting ELA and Math Common Core Standards and will provide small group instruction and interventions for them.
6. Ensure students with disabilities have access to high ``quality academic support materials.
7. Classroom teachers will collaborate with special education staff.
8. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.

2018-19 Actions/Services

2. Ensure every student has the necessary materials to be successful.
3. Continue to provide professional development for CCSS implementation specifically in the ELA, Math, and ELD
4. Teachers will use CAASPP data and SBAC interim assessments, along with local assessments to set goals for individual students and for their class, and will develop action plans that outline how they will meet these goals in 2018-2019 school year.
5. Teachers will identify students who are not meeting ELA and Math Common Core Standards and will provide small group instruction and interventions for them.
6. Ensure students with disabilities have access to high ``quality academic support materials.
7. Classroom teachers will collaborate with special education staff.
8. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.

2019-20 Actions/Services

2. Ensure every student has the necessary materials to be successful.
3. Continue to provide professional development for CCSS implementation specifically in the ELA, Math, and ELD
4. Teachers will use CAASPP data and SBAC interim assessments, along with local assessments to set goals for individual students and for their class, and will develop action plans that outline how they will meet these goals in 2018-2019 school year.
5. Teachers will identify students who are not meeting ELA and Math Common Core Standards and will provide small group instruction and interventions for them.
6. Ensure students with disabilities have access to high ``quality academic support materials.
7. Classroom teachers will collaborate with special education staff.
8. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

9. Ensure every EL student has access to high quality materials to support their language acquisition.

10. Teachers will continue to be

- a. trained to understand and
- b. implement the new ELD
- c. standards and strategies while

9. Ensure every EL student has access to high quality materials to support their language acquisition.

10. Teachers will continue to be

- a. trained to understand and
- b. implement the new ELD
- c. standards and strategies while

11. Students will receive after school classes for CAASPP preparation and test taking strategies

9. Ensure every EL student has access to high quality materials to support their language acquisition.

10. Teachers will continue to be

- a) trained to understand and
- b) implement the new ELD
- c) standards and strategies while

11. Students will receive after school classes for CAASPP preparation and test taking strategies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,115,266	1,177,725	1,239,725
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference			

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Maintain a positive school climate and improve parent participation through outreach.

Goal 3

Maintain a positive school climate and improve parent participation through outreach.

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5, #6, #8

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent trainings and Meetings <ul style="list-style-type: none">• Sign in Sheets• Agendas	2017-2018: 10% participation	10% participation	Open House 85% Parent Teacher Conferences 89.15% Parent Involvement Committee 47%	Increase parent participation rate in trainings by 10% annually

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			School-Wide Events between 63.24%-100% Classroom Volunteering 17.65%	
Annual Survey	2017-2018: 24% of families completed parent experience survey	24% of families completed parent experience survey	35% of our families completed our survey.	Increase the number of families completing the school experience survey by 15% annually
P2 Report	2017-2018: 95.6% ADA	96% ADA	Increase school attendance rates to a minimum of 97%	Increase school attendance rates to a minimum of 97%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All School Sites

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Provide parent training, learning opportunities and workshops to:
2. Promote awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement.
3. Support Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notification of ELD placement, progress, and reclassification.
4. Provide parent training on academic initiatives, to include parent workshops on ELPAC and SBAC state test.
5. Encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth if their children.

2018-19 Actions/Services

1. Provide parent training, learning opportunities and workshops to:
2. Provided parent recognition awards
3. Promote awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement.
4. Support Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notification of ELD placement, progress, and reclassification.
5. Provide parent training on academic initiatives, to include parent workshops on ELPAC and SBAC state test.
6. Encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth if their children.

2019-20 Actions/Services

1. Provide parent training, learning opportunities and workshops to:
2. Promote awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement.
3. Support Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notification of ELD placement, progress, and reclassification.
4. Provide parent training on academic initiatives, to include parent workshops on ELPAC and SBAC state test.
5. Encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth if their children.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 6. Provide information on the purpose and importance of parents completing the School Experience Survey.
- 7. Implement a safe school plan for student discipline and increase attendance incentive programs.
- 8. Provide incentives and recognitions to students for improvement in attendance.
- 9. Continue positive behavior support plans and activities that have resulted in low suspension rates at ACS:
- 10. School Climate
- 11. Student engagement
- 12. School Attendance Rates
- 13. Implementation of safe school plans for student discipline

- 7. Provide information on the purpose and importance of parents completing the School Experience Survey.
- 8. Implement a safe school plan for student discipline and increase attendance incentive programs.
- 9. Provide incentives and recognitions to students for improvement in attendance.
- 10. Continue positive behavior support plans and activities that have resulted in low suspension rates at ACS:
- 11. School Climate
- 12. Student engagement
- 13. School Attendance Rates
- 14. Implementation of safe school plans for student discipline
- 15. Provided additional incentives for parent participation

- 6. Provide information on the purpose and importance of parents completing the School Experience Survey.
- 7. Implement a safe school plan for student discipline and increase attendance incentive programs.
- 8. Provide incentives and recognitions to students for improvement in attendance.
- 9. Continue positive behavior support plans and activities that have resulted in low suspension rates at ACS:
- 10. School Climate
- 11. Student engagement
- 12. School Attendance Rates
- 13. Implementation of safe school plans for student discipline
- 14. Provide additional incentives for parent participation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,115,266	1,177,725	1,239,725
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 875,413

32 %

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).

- Purchase additional materials to support with coherent CCSS implementation in Math and Reading – Instructional Resource Supplies (LCFF Supplemental)
 - Continue to provide professional development for CCSS implementation specifically in ELA, Math, Collaboration, Depth of Knowledge, and how to support students with disabilities and English Learners (LCFF Supplemental)
 - Hire Highly Qualified Teachers to meet the needs of all students Teacher salaries (LCFF Base)
 - Interventions will be provided to support students who are not meeting the local benchmarks - (LCFF Base and Supplemental)
 - Materials & Supplies- (LCFF Base)
 - Professional Services & Other Operating Expenditures-
-
- Capital Outlay -The services and actions implemented in the 2018-19 LCAP to support our English learner (EL) students were successful. However, all students and all subgroups are not meeting expectations as measured by state testing and reported on the California State Dashboard. Targeted support and monitoring through individual supports for all students including the EL, Limited Income, student sub-groups and providing aligned Professional development for all staff.

- Our stakeholder feedback supports continuing our current targeted Actions and Services as outlined in our 2016-17 LCAP.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?