

# Alta Vista Community Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Alta Vista Community Charter School
<b>Street</b>	173 Oak St.
<b>City, State, Zip</b>	Auburn CA, 95603
<b>Phone Number</b>	(530) 885-7067
<b>Principal</b>	Camille Taylor, Ed.D.
<b>E-mail Address</b>	ctaylor@auburn.k12.ca.us
<b>Web Site</b>	www.altavista.auburn.k12.ca.us
<b>CDS Code</b>	31-66787-0126664

<b>District Contact Information</b>	
<b>District Name</b>	Alta Vista Community Charter School
<b>Phone Number</b>	(530) 885-7242
<b>Superintendent</b>	Kevin Brown, Interim Superintendent
<b>E-mail Address</b>	kbrown@auburn.k12.ca.us
<b>Web Site</b>	www.auburn.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

In 1988 California voters passed an initiative requiring public schools to complete an annual School Accountability Report Card, providing information about the school's population, program, resources, successes, and areas needing improvement. The team at Alta Vista hopes that as you read this report, you will recognize the school's steady growth and dedication to high-quality learning.

Alta Vista Community Charter School (AVCCS) is a California public charter school authorized by the Auburn Union School District in 2012 to serve students in grades TK through 5. The school is located on the historic site of the original Alta Vista Elementary School and shares space with the district's SDC preschool program and Placer County's Head Start preschool program. AVCCS students learn in a small school environment where every student is known by name. AVCCS celebrates diversity and cultivates inclusion among its community of learners, with approximately 56% of its students coming from homes where the primary language other than English, students who struggle with learning or developmental disabilities, and students who live in low socio-economic households. Most families choose to enroll their students at AVCCS for its strong community culture and project-based learning methodology. Alta Vista's independent study option allows students and their families the benefit of a flexible schedule without compromising high-quality learning.

**VISION:** Alta Vista Community Charter School believes successful global citizens evolve from joyful learning experiences which reach beyond academics to address the needs of the whole child.

**MISSION:** Our mission is to engage students in rigorous, relevant, and comprehensive learning which challenges them to combine creativity, critical thinking, and problem-solving (collectively referred to as "21st Century Skills") in the quest to be successful, responsible and valuable citizens.

Alta Vista Community Charter School's educational program integrates personalized, experiential learning in a project-based model applying Common Core State Standards and Next Generation Science Standards. The result is a high-quality learning experience within a framework of empathy, understanding, sharing of ideas, and building creative solutions. AVCCS students recognize challenges as opportunities to learn and grow. Our teachers' recent intensive training with the California Reading and Literacy Project has already had a tremendously positive impact on students' academic achievement data in all subject areas and we anticipate data to continue to reflect significant growth in the years ahead.

AVCCS embraces the value of innovation and the benefits of providing students with opportunities to explore and discover as part of their educational preparation for success in college and career pursuits. Through the school's new Innovation Labs and enrichment classes including culinary arts, forensics, coding and robotics, theater, game strategy, music, ceramics, theater and dance, students engage in both structured and unstructured quests to integrate and apply the concepts they are learning, fueled by their own curiosities, passions, and emerging skills. We work with community members and local businesses to bring real-life relevancy and collaboration to our students' learning experiences, encouraging them to begin making a positive change in the world around them today. AVCCS teachers take their practice outside the classroom, recognizing that teachers are learners too, and actively seek opportunities to serve as leaders within the district learning community, developing teacher-training in the best practices of the Next Generation Science Standards.

In addition to academics, AVCCS applies the tenants of positive behavior and restorative justice at its site. Teachers invest in building relationships with their students, using positive behavior and restorative justice, to engage students and teach them to exchange opinions and ideas, advocate for themselves and others, recognize mistakes as learning opportunities, problem solve, and actively support and celebrate their own growth and success, just as they support and celebrate the growth and success of others.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	22
Grade 3	20
Grade 4	22
Grade 5	26
<b>Total Enrollment</b>	<b>138</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	1.4
Asian	0.7
Filipino	0.7
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.0
White	75.4
Socioeconomically Disadvantaged	55.1
English Learners	3.6
Students with Disabilities	10.9
Foster Youth	0.0

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	9	9	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 10/2016

Pursuant to the settlement of Williams vs. the State of California, all students, including English Language Learners (ELL), are provided with their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Curriculum (including teacher-designed lessons, online textbook licenses, print textbooks and supplementary materials) used in the school are the most current available. Curricula used are reviewed by teachers and administration. All recommended materials are available for parent examination at the school administrative office. The table displays information (as of October 2018) about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-Designed, Project-Based Instructional Materials; EngageNY; Zoo Phonics; Handwriting Without Tears; SIPPS		0.0%
Mathematics	EnVision 2.0; Formative Loop		0.0%
Science	Delta Science Learning Modules; Teacher-Designed, Project-Based Instructional Materials; Mystery Science		0.0%
History-Social Science	Teacher-Designed, Project-Based Instructional Materials; Studies Weekly, TCI History Alive!		0.0%
Foreign Language	Teacher-Designed, Project-Based Instructional Materials		0.0
Health	Sparks 2012; Positive Prevention Plus		0.0
Visual and Performing Arts	Teacher-Designed, Project-Based Instructional Materials		0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Alta Vista Community Charter School is on an historic campus. True to its name, the school's topography provides vista views of the surrounding neighborhood. The site has several outdoor classroom areas, a life lab garden and a large field which is used both by the school and the surrounding community. The facility is comprised of 9 classrooms, a multipurpose room, staff work room, computer lab/maker space, media lab, one playground and one sports field. Room 7 was converted to a science/culinary sciences lab and the former library is now a media lab. At the time of publication, 100% of restrooms were in good working condition. Facility information is current as of December 2018.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	RESTROOMS: Exterior restrooms should be steam cleaned. Restroom windows should be closed at night.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	CR 10: EDGES NEED TO BE STRIPPED AND WAXED. CR 11: EDGES NEED TO BE STRIPPED AND WAXED. CR 3: EDGES AND CORNERS NEED TO BE STRIPPED AND WAXED. CR 4: EDGES AND CORNERS NEED TO BE STRIPPED AND WAXED. CR 5: EDGES AND CORNERS NEED TO BE STRIPPED AND WAXED. CR 9: EDGES NEED TO BE STRIPPED AND WAXED. RESTROOMS: Exterior restrooms should be steam cleaned. Restroom windows should be closed at night.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	CR 15: Tighten faucet.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 15: Tighten faucet.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 11/8/2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	36.0	42.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	25.0	28.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100.00	41.79
Male	36	36	100.00	37.14
Female	32	32	100.00	46.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	52	52	100.00	44.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00	37.50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	68	100	25
Male	36	36	100	30.56
Female	32	32	100	18.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	52	52	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100	21.95
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	25.0	50.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Alta Vista Community Charter School greatly benefits from its supportive parents. Parents participate in the Governance Council, the Buck's Boosters Club (PTC), Sight Word Busters (a group that goes into classrooms and help with reading fluency and word recognition), as art and music docents, with Enrichment classes, and in every classroom. New families benefit from connecting with mentor families for their first year, to help them orient and become familiar with our school and its many opportunities to participate. Alta Vista Community Charter School is a family-friendly campus where parents are encouraged to stop in at any time to participate or observe, after registering at the office.

Throughout 2018/19, AVCCS will continue to encourage parents and community members to participate in its charter renewal process by becoming a member of the charter renewal committee, completing surveys, attending PTC and Governance Council monthly meetings and joining the various round-table events in the spring and fall. We are pleased to work with our authorizer, Auburn Union School District, throughout this process, and are appreciative of the positive support our authorizing district has provided in recent years.

Contact Information: Parents or community members who wish to participate in school planning improvement committees (budget, strategic planning, grants & fundraising, site safety, etc.), or to volunteer may contact the Alta Vista Community Charter School at 530.885.7067.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.2	1.3	0.7	6.2	6.4	6.1	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Alta Vista Community Charter School. The school is in compliance with state, federal and local laws and regulations regarding hazardous materials and state earthquake standards. The School Site Safety Plan includes detailed instructions for emergency response in a variety of scenarios, as well as preventative measures taken at the school on a daily basis. Safety at our school begins with a culture of respect, responsibility, and safety. Students, staff and visitors are encouraged to model courtesy and acceptance of others. The student handbook is updated and published annually and clearly communicates campus rules and guidelines.

AVCCS' Comprehensive School Safety Plan is reviewed annually and was last reviewed and updated in January of 2018. The current Comprehensive School Safety Plan will go to the Governance Council and District Board in February 2019. All revisions were designed and reviewed by both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, evacuation, shelter-in-place and lockdown drills are conducted on a monthly basis throughout the school year. During school hours all visitors and volunteers sign in at the office and wear identification while on campus. All staff members wear picture-ID cards. Staff provides supervision before, during and after school to assist with the safety of our students.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									24		1	
1									24		1	
2									22		1	
3									20	1		
4									22		1	
5					14	1			26		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.6	N/A
Other	1	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,610	\$1,461	\$7,149	\$55,127
District	N/A	N/A	\$6,331	\$67,303
Percent Difference: School Site and District	N/A	N/A	12.1	-19.6
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	8.4	-29.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, Alta Vista Community Charter School receives state and federal funding for the following categorical funds and other support programs:

- Supporting Student Instruction, Title II, part A
- California Lottery
- State Block Grants

Alta Vista Community Charter School currently participates in grant opportunities with local and national organizations and events, such as the Mountain Mandarin Festival and Donors Choose. The school also benefits from fundraisers organized by its PTC, The Bucks Booster Club.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,673	\$48,064
Mid-Range Teacher Salary	\$65,381	\$75,417
Highest Teacher Salary	\$84,317	\$94,006
Average Principal Salary (Elementary)	\$93,866	\$119,037
Average Principal Salary (Middle)	\$103,480	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$150,521	\$183,692
Percent of Budget for Teacher Salaries	30.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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AVCCS is a learning organization where every member is actively curious and intentionally learning. The district hosts three staff development days each year. In the 2017/18 year, the focus of these trainings was improving reading instruction. Teachers in grades K through 3 participated in extensive training on the California Reading and Literacy Project, a framework through which to build foundational reading skills. Teachers in grades 4 and 5 received training on Pearson's Inspiring Literacy (iLit) program. Alta Vista teachers also attended the 2018 PBL World Conference to continue to hone their capacity to design and deliver project-based learning experiences to our students. In the 2018/19 year, the focus of staff development has shifted to standards-based grading practices, including a comprehensive update of the report cards for all grades/subjects, designing benchmark assessments and vertical alignment. Additionally, Alta Vista has allocated portions of its general funding toward ongoing professional development for its teachers, para-professional and classified-confidential staff to support the charter school's positive discipline and school culture development goals, raising capacities to support our exceptional learners in the general education classroom. All staff members also received site-based training on behavioral management, including discipline, mindfulness and meeting sensory needs through our motor room resources. Training takes place through coaching and on-site workshops. Budgetary and professional development choices are guided by student data from NWEA MAP and CAASPP, as well as LCAP goals and activities, with direct input from stakeholder groups.