Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Antioch Charter Academy	Kevin Fuller Co-Administrator / Teacher	Kfuller148@gmail.com 925-755-7311

2017-20 Plan Summary

The Story

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

Antioch Charter Academy (ACA) is one of two Antioch Charter Academies located within the boundaries of the Antioch Unified School District in Antioch, California. ACA and its sister school, Antioch Charter Academy II, are operated by The Learner-Centered, Inc. Currently, ACA is sited on the 3325 Hacienda Way, Antioch, CA 94509. This is ACA's twelfth year in its current location.

ACA serves elementary school students in Kindergarten through the 8th grade. Most of the students we serve live in Antioch, but some live in other cities in Contra Costa County. Our population is approximately 198 students in grades kindergarten through eighth.

ACA is structured with four levels, Primary, Elementary, Intermediate, and Middle School. Each level utilizes the main school philosophies but does utilize unique instructional and structural strategies based on the unique needs of the students they serve. Primary is comprised ofTransitional Kindergarten, Kindergarten, and the Young 6 Program. Primary utilizes the Montessori philosophy most heavily. Elementary also utilizes the Montessori philosophy primarily for students in first, second, and third grade. Intermediate encompasses fourth, fifth, and sixth grades and uses Highly Effective Teaching and Multiple Intelligences as its main philosophies. Middle School is comprised of seventh and eighth Grade and utilizes Highly Effective Teaching, Experiential Education and Brain Compatible Learning as its cornerstones. All levels incorporate Positive Discipline strategies to develop an atmosphere of mutual respect between students and staff.

Parents are an integral part of the learner-centered approach at the ACA. Teachers communicate weekly with parents and the family establishing a line of constant communication through email, one on one, student led conferences, and parent education meetings. Parent involvement is one of the biggest factors in student success at ACA.

ACA is also accredited by the Western Association of School and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all

stakeholders and develop an action plan based on input from these stakeholders. Stakeholder input was gathered through teacher meetings at school as well as with families at conferences. ACA has received WASC accreditation since 2009, demonstrating that the process the school engaged in as well as the action plan that was developed was very thorough and well thought out, and aligned with LCAP goals.

LCAP Highlights

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

The focus goals from 2018-2019 LCAP have been met. When analyzing individual student scores on the CAASPP, individually, most students achieved growth on the assessment over last year for both English Language Arts and Mathematics.

ACA stakeholders' goals and measurable outcomes for 2019-2020's LCAP are aligned with the state priorities, the charter document, and our goals for WASC.

Review of Performance

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

Greatest Progress

ACA is most proud that the CAASPP scores for both English Language Arts and Mathematics increased overall from 2017 to 2018. ACA has two significant student groups. ACA recognizes that about 21 students per grade level test in Math and ELA. Low number of students who test on CAASPP may drastically affect scores at each proficiency level and results on the dashboard, because each student represents 5% of the overall percentage. We plan to maintain that success by continuing to have small class sizes allowing teachers to provide differentiated instruction to small groups of students and to keep aides who provide additional intervention support for struggling students.

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

Greatest Needs

ACA does not have any state indicators in the "Red", "Orange", or "Yellow" performance category. The Math indicator demonstrated a positive increase by 4.7 points, changing from "Yellow"

to "Green", however, performance by one subgroup (White) decreased by 4.1 points. To address this, we plan to support all students by instituting new research-based math programs, trainings, and materials based on student needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

ACA has no student groups two or more performance levels below the "all student" performance.

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: 2018–19

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

To have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th, 7th-8th).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers of core academic subjects will hold a valid CA teaching credential.	All core academic subject teachers hold a valid CA teaching credential. All our credentialed teachers are highly qualified.
Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 20 students per teacher.	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Hire teachers with valid CA teaching credential. - Group students into multi-age level groupings. - Encourage team teaching and collaborative lesson planning - Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff	- Students are grouped in multi-age level groupings (TK-K, 1st-3rd grade, 4th-6th grade, 7th-8th grade) - Teachers have planned collaboration days scheduled on staff calendar - Wonderful Wednesday provided planned time for teachers to collaborate across grade levels	$117,646 Salary / Benefits for 1.23 FTE Certificated teachers $28,096 Salary / Benefits for .29 FTE Cert. Teacher (unfunded K-3 CSR)	$115,892 Salary / Benefits for 1.23 FTE Certificated teachers $23,781 Salary / Benefits (unfunded K-3 CSR)

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.

ACA continues to hire and retain teachers of core academic content that have a valid CA credential. Grade levels remain organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.

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

Goal met. ACA's philosophies which include small, multi-age classes, taught by highly qualified teachers ensures that the quality of the instruction students receive directly impacts their learning experiences and academic outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

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

Goal 2

To develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Curriculum and assessments reflect the Common Core Standards	In 2018-19, staff continued evaluating local assessments, and determining if those assessments were aligned to the Common Core Standards.

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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align local assessments to reflect Common Core Standards for each grade level.	Staff is evaluating local assessments in an on-going process, aligning those assessments to reflect the Common Core	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Standards		

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.

Grade levels were responsible for ongoing review and alignment of assessments to the Common Core State Standards.

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

Goal met.   Staff was able to evaluate local assessments and align those assessments to reflect the Common Core Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

It was determined that our goal and our action plans should include a concerted effort to define and share curriculum and assessment tools between each level. Staff will continue to define effective Common Core aligned grade level assessments in Math and ELA, create standardized timelines and measures of student progress which will be shared, reported and interpreted in order to establish a running record of progress for students as they progress through our school and inform stakeholders of that progress.

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 3

To include parents as a vital part of our school's dynamics and making them partners in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Provide parent education meetings regularly on school philosophies, programs, and/or curriculum.	Back-to-School Nights, New parent orientations, incoming student meetings, WASC, LCAP, Parent Network Meetings and "2nd Cup of Coffee" Wednesday morning meetings were held by staff.
Parent volunteer hours recorded in volunteer log	Parents record their volunteer hours in the office (binder) as well as an online app used for tracking hours, which is monitored by the Family Network (TrackItForward.com)

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 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Encourage parent volunteering and offer a wide variety of volunteering options. - Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. - Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos available on the ACA website - Offer varying methods of communication to meet the communication needs of all families.	-Parents are offered numerous volunteer opportunities throughout the year, (i.e.; in-class, book fair, cross walk supervision, fundraising, field trips, special event needs, etc.) which are communicated through weekly school and classroom newsletters, as well as social media. -Family Network continues to be made up of parents and community members. -Parent education meetings were held throughout the year. - Varied communication methods were used to meet the needs of all families (email, text, classroom/school newsletters, in person conferences, etc.)	$0	$0

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.

ACA continues to nurture family and community engagement to create a positive influence on student achievement and behavior to ensure that all students learn and thrive. ACA encourages parent involvement by providing parent education meetings, keeping open lines of communication with all families, and promoting volunteerism.

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

Goal met. ACA effectively implements strategies and processes for the regular involvement of all stakeholder groups to support student personal and academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

LCAP Year Reviewed: 2018–19

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 4

Students will show progress towards or meet grade level standards in math.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Student achievement on local assessments will demonstrate growth.	ACA student proficiency in math improved when comparing grade level results from year to year for all students. In 2018, ACA had 37% of students proficient compared to 35.77% proficient in 2017.
DASHBOARD STATE INDICATOR: Academic Math	ACA is green on Student Performance indicator for Mathematics. Overall status is 23.2 points below standard, although the score increased overall 4.7 points from the prior year. English Learners (20 students) are 56.6 points below standard and increased 7.1 points from the prior year. African American students (13 students) increased by 13.5 points from the prior year. Asian students (15 students) increased by 19.1 points from the prior year. .

Expected	Actual
	Hispanic (37 students) are low, 30.6 points below standard and increased by 5 points over the prior year.
	White (49 students) are Medium, 17.4 points below standard, and declined 4.1 points from the prior year. Socioeconomically Disadvantaged (19 students) declined 4.4 points from the prior 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 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bridge math curriculum between the levels. Continue to institute new research-based math programs, trainings, and materials based on student needs. Identify all students not performing at Proficient or above on CAASPP/local assessments. Track progress/ development of each student's math skills over time. Train new staff in Lindamoodbell On Cloud Nine. Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students.	- Two instructional aides in Elementary Program - Instructional aid in Middle School Program - Garden aid - In-Class Art aide -On Cloud 9 training (summer 2018) -Rti aide expenses (2 aides) -After school math program-	After school math program: Teacher coordinator stipend: $1,750 Certificated Hourly Pay: $5,000 Total Expenses: $6,750 $8,954 RtI Aide $9,052 RtI Aide	After school math program: Teacher coordinator stipend: $1,750 Certificated Hourly Pay: $8,293 Total Expenses: $10,043 $10,895 RtI Aide $ 9,847 RtI Aide $3,180 LMB Training

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.

ACA continues to provide Rti interventions and On Cloud Nine small group support for At-risk and struggling students. ACA hired an additional instructional aide (1 – Middle School Program). ACA continues to provide an after-school math program to support student learning through targeted, individualized instruction.

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

Goal met. ACA student proficiency in math improved when comparing grade level results from year to year for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

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 5

Students will show progress towards or meet grade level standards in English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

	Actual
Student growth in reading will increase annually as measured by such assessments as the CAASPP test, Basic Reading Inventory and/or STAR test scores.	ACA student proficiency improved when comparing grade level CAASPP results from year to year for all students. In 2018, ACA had 59% of students proficient compared to 57% proficient in 2017.
DASHBOARD STATE INDICATOR: Academic Language Arts	Overall, the California Dashboard shows ACA student performance is Green. All students (123 taking CAASPP) are 17.7 points above standard, an increase of 11.8 points from prior year. English Learners Only (12 students) are 71.7 points below standard but increased 12.8 points. African American (13 students) are 20.6 points below standard but increased 23 points. Asian (15 students) increased by 14.3 points.

	Actual
	Hispanic (37 students) are 1.2 points above standard, with an increase of 10.9 points over the prior year.
	White (49 students) are 31.2 points above standard and increased 5.4 points.
	Socioeconomically Disadvantaged (19 Students) maintained at -1.8 points
DASHBOARD STATE INDICATOR: English Learner Progress Rate	The English Learner Progress has No Performance Color, with 59.4% Well Developed, 21.9% Moderately Developed, 15.6% Somewhat Developed, and 3.1% Beginning Stage

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 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students. -Maintain alignment of all reading instruction with Common Core Standards. -Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. -Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing	-RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students was offered. -Maintained alignment of all reading instruction with Common Core Standards. -Utilized Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. -Informal training in Lindamoodbell Seeing Stars and Visualizing/Verbalizing was offered to new staff members.	$0 (see budgeted expenditures for Goal 4).	$0

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.

ACA continues to provide intervention programs for those students in need, as well as offering staff training in RtI programs. ACA ensures all students have equal access to the school's entire program. The staff strives to implement rigorous, relevant, and coherent standards-based curriculums at all levels.

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

Goal met. ACA student proficiency improved when comparing grade level CAASPP results and local assessment measures from year to year for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

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 6

To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
90% or better attendance rate each year.	96.5%
STATE INDICATOR (FALL 2018) Chronic Absentee	ACA's Chronic Absentee Rate is 0.0% for the 2018-2019 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 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Tailor instruction and curriculum to meet the diverse needs of individual students. -Track student absences and inform parents as their student approaches or exceeds 10 absences. -Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.	-Tailored instruction and curriculum to meet the diverse needs of individual students. -Tracked student absences and inform parents as their student approaches or exceeds 10 absences. -Utilized the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.	$0	$0

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.

ACA maintains an overall class size of approximately 21 to 1 which allows teachers to tailor instruction and curriculum to meet the diverse needs of all students. Student absences are tracked, and absence letters are generated and sent to parents as their student approaches or exceeds 10, 15, and 20 absences. Absence letters include reminders of the procedures for reporting absences. SARB meetings can be held for students who approach 20 absences and create an attendance plan.

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

Goal met. ACA promotes a healthy and positive school culture that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

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 7

To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
STATE INDICATOR: Suspension Rate	State Dashboard indicator is "Blue" for all students. Three subgroups (Hispanic, Socioeconomically Disadvantaged, and White) demonstrated a decline.

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 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-Maintain small class sizes of approximately 21 students or less. -Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. -Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. -Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. -Teach and demonstrate the use of Lifeskills and Lifelong guidelines. -Encourage cross grade level interactions using School Families and whole school activities.	-Maintained small class sizes of approximately 21 students or less -Continued to use Positive Discipline in all classrooms. - All levels teach and demonstrate the use of Lifeskills and Lifelong guidelines. - Continued School Families, in which one student from each grade level is put into a "family" with the middle school students being the leader. School Families meetings are held monthly to build community. - Whole school activities were held to build community (field day, assemblies, walk-a-thon, etc.)	$0 (see budgeted expenditures for Goal 1)	$0

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.

ACA maintains an overall class size of approximately 21 to 1 which allows teachers to tailor instruction and curriculum to meet the diverse needs of all students. With the low student to teacher ratio and multi-age groupings, teachers are able to support students in a unique way. ACA's key philosophies and policies create a safe, orderly environment. Character education programs and curriculum help students build trust with each other and their teachers through small learning groups, peer-to-peer collaboration, and daily classroom meetings.

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

Goal met. ACA suspension rates are low, during the 2018-19 school year, ACA suspended zero students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Annual Update

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 8

To create unique learning experiences in all subject areas that are meaningful to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program.	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical education.

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 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical education.	$0	$0

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.

Scheduling for all students includes mathematics, English Language Arts, social studies, science, music, art, and physical education. Each Wednesday, students in grades 1-8 have hour long rotations of music, art/pottery, PE, Personal Safety (Shaolin Kenpo). Students have also participated in guest artist program which has included creative/integrated dance, Latin drumming, storytelling, movement and mime, etc.

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

Goal met. ACA's overall program is highly effective in providing access to rigorous, relevant, coherent curriculum that includes many real-world applications at all grade levels. Instructional practices of teachers facilitate access and success for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

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?

Multiple ACA staff meetings over the course of the year included training on what LCAP is and the specific LCAP goals for ACA for the 2018-2019 school year, discussion about how to measure the progress towards the goals, and discussion about ways revise the LCAP goals and actions for the 2019-2020 school year. Information about the LCAP and the Dashboard results will be shared with parents at a 2nd Cup of Coffee parent network meeting in May where parent input on the LCAP goals and actions will be sought for the 2019-2020 LCAP.

ACA is accredited by the Western Association of School and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all stakeholders and develop an action plan based on input from these stakeholders. The LCAP goals were incorporated into the full self-study process for WASC accreditation this year. Stakeholder input was gathered through teacher meetings at school as well as with families at conferences. WASC action plans are aligned with school LCAP goals.

Surveys about ACA's outcomes and graduate goals are also sent to each family each Summer. Teachers conduct informal and formal surveys of students in the classroom, both in writing and through classroom meeting discussions throughout the school year.

Finally, the LCAP is reviewed by the Charter Council, our school governing body, before being submitted to the state.

Impact on LCAP and Annual Update

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

Stakeholder input indicated a clear desire to focus on academic intervention, followed by teacher training and parent training. Input on the eight state priorities also reflected this preference by choosing "Student Achievement" as the top priority. These preferences also mirror the information we received when going through our WASC process. Therefore, many of our action plan items deal with student achievement. Ultimately, the stakeholder engagement and research confirmed the direction of the school and caused us to embed these goals in our LCAP.

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)

Unchanged Goal

Goal 1

To have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1st -3rd, 4th-6th,7th-8th).

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

To ensure that the quality of the instruction students receive directly impacts their learning experiences and academic outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers of core academic subjects will hold a valid CA teaching	100% of teachers of core academic subjects hold a valid CA teaching credential in 2016-2017	100% of teachers of core academic subjects hold a valid CA teaching credential in 2017-2018	100% of teachers of core academic subjects hold a valid CA teaching credential in 2018-2019	100% of teachers of core academic subjects hold a valid CA teaching credential in 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
credential.				
Grade levels will be organized into multi-grade level groupings of TK-K, 1st -3rd, 4th-6th, 7th-8th with approximately 20 students per teacher	Grade levels are organized into multi-grade level groupings of TK-K, 1st -3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.	Grade levels are organized into multi-grade level groupings of TK-K, 1st -3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.	Grade levels are organized into multi-grade level groupings of TK-K, 1st -3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.	Grade levels are organized into multi-grade level groupings of TK-K, 1st -3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.

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)

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

All	All schools

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)

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

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

	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Hire teachers with valid CA teaching credential. - Group students into multi-age level groupings. - Encourage team teaching and collaborative lesson planning - Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff	- Hire teachers with valid CA teaching credential. - Group students into multi-age level groupings. - Encourage team teaching and collaborative lesson planning - Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff	- Hire teachers with valid CA teaching credential. - Group students into multi-age level groupings. - Encourage team teaching and collaborative lesson planning - Provide common planning time for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$108,676 Salary / Benefits for 1.23 FTE Certificated teachers $29,467 Salary / Benefits for .33 FTE Cert. Teacher (unfunded K-3 CSR)	$117,646 Salary / Benefits for 1.23 FTE Certificated teachers $28,096 Salary / Benefits for .29 FTE Cert. Teacher (unfunded K-3 CSR)	$119,833 Salary / Benefits for 1.23 FTE Certificated teachers $24,590 Salary / Benefits for .25 FTE Cert. Teacher (unfunded K-3 CSR)
Source	Unrestricted GF	Unrestricted GF	Unrestricted GF
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)

Unchanged Goal

Goal 2

To develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Identified Need:

To ensure curriculum is thoughtfully planned and aligned to Common Core State standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Curriculum and assessments reflect the Common Core Standards	In 2016-17, evaluate local assessments reflect the Common Core Standards	In 2017-18, continue aligning local assessments reflect the Common Core Standards	In 2018-19, continue aligning local assessments reflect the Common Core Standards	In 2019-2020, continue aligning local assessments reflect the Common Core Standards

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   2

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

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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Align local assessments to reflect Common Core Standards for each grade level.	Align local assessments to reflect Common Core Standards for each grade level.	Align local assessments to reflect Common Core Standards for each grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
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)

Unchanged Goal

Goal 3

To include parents as a vital part of our school's dynamics and making them partners in their child's education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

To ensure that all students learn and thrive. To nurture family and community engagement to create a positive influence on student achievement and behavior.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Provide parent education meetings regularly on school philosophies, programs, and/or	Back-to-School Nights, New parent orientations, incoming student meetings, WASC, LCAP, Parent Network Meetings and "2nd Cup	Back-to-School Nights, New parent orientations, incoming student meetings, WASC, LCAP, Parent Network Meetings and "2nd Cup of Coffee"	Back-to-School Nights, New parent orientations, incoming student meetings, WASC, LCAP, Parent Network Meetings and "2nd Cup of Coffee"	Back-to-School Nights, New parent orientations, incoming student meetings, WASC, LCAP, Parent Network Meetings and "2nd Cup of Coffee"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
curriculum.	of Coffee" Wednesday morning meetings.	Wednesday morning meetings.	Wednesday morning meetings.	Wednesday morning meetings.
Parent volunteer hours recorded in volunteer log	Parents sometimes record their volunteer hours, but the yearly total is not always calculated	Parents continue to record their volunteer hours in the office volunteer log, Track-it-forward app	Parents continue to record their volunteer hours in the office volunteer log, Track-it-forward app	Parents continue to record their volunteer hours in the office volunteer log, Track-it-forward app

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 3

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)

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

All	All Schools

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)

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

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

[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
- Encourage parent volunteering and offer a wide variety of volunteering options. - Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. - Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos available on the ACA website - Offer varying methods of communication to meet the communication needs of all families.	- Encourage parent volunteering and offer a wide variety of volunteering options. - Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. - Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos available on the ACA website - Offer varying methods of communication to meet the communication needs of all families.	- Encourage parent volunteering and offer a wide variety of volunteering options. - Maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. - Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos available on the ACA website - Offer varying methods of communication to meet the communication needs of all families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
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)

Unchanged Goal

Goal 4

Students will show progress towards or meet grade level standards in math.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

To ensure the diverse needs of our students, and their academic achievement are being addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student achievement on local assessments will demonstrate growth.	ACA student proficiency in math improved when comparing grade level results from year to year for all students.	ACA student proficiency in math improved when comparing grade level results from year to year for all students. In 2017, ACA had 35.77% of students proficient	ACA student proficiency in math improved when comparing grade level results from year to year for all students. In 2018, ACA had 37% of students proficient	ACA student proficiency in math improved when comparing grade level results from year to year for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		compared to 29% proficient in 2016.	compared to 35.77% proficient in 2017.	
DASHBOARD STATE INDICATOR: Academic Math	ACA is yellow on Student Performance indicator for Mathematics. Overall status is low, 42.8 points below level 3, although the score increased overall 1.8 points from the prior year. English Learners (20 students) are Very Low, 10.1 points below level 3, with an increase of 8.9 points from the prior year Socioeconomically Disadvantaged students (37 students) are Low, 58.5 points below level 3, and increased by 7.2 points from the prior year. African American (13 students) are low, 75.8 points below level 3 and increased by 9.4 points from the prior year. Asian (11 students) are low, 65.8 points below level 3. Hispanic (3 6 students) are low, 63.7 points below level 3. White (53 students) are Medium, 12 points	ACA is yellow on Student Performance indicator for Mathematics. Overall status is low, 28 points below level 3, although the score increased overall 14.8 points from the prior year. English Learners (23 students) are Low, 63.7 points below level 3, with a significant increase of 37.4 points from the prior year. Socioeconomically Disadvantaged students (24 students) are Low, 49.4 points below level 3, and increased by 9.1 points from the prior year. African American (12 students) are low, 59.2 points below level 3 and increased significantly by 16.7 points from the prior year. Asian (15 students) are medium, 20.6 points below level 3 and increased significantly by 45.2 points over the prior	ACA is green on Student Performance indicator for Mathematics. Overall status is 23.2 points below standard, although the score increased overall 4.7 points from the prior year.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	below level 3, and increased 10.5 points over the prior year. Els Only (12 students) are Very Low, 102.5 points below level 3.	year. Hispanic (41 students) are low, 35.6 points below level 3 and increased significantly by 28.1 points over the prior year. White (47 students) are Medium, 13.3 points below level 3, and maintained from the prior year. EL Only (11 students) are Low, 60.4 points below level 3 and increased significantly by 2.1 points over the prior year.		

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   4

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Bridge math curriculum between the levels.	Bridge math curriculum between the levels.	Bridge math curriculum between the levels.
Continue to institute new research-based math programs, trainings, and materials based on student needs.	Continue to institute new research-based math programs, trainings, and materials based on student needs.	Continue to institute new research-based math programs, trainings, and materials based on student needs.
Identify all students not performing at Proficient or above on CAASPP/local assessments.	Identify all students not performing at Proficient or above on CAASPP/local assessments.	Identify all students not performing at Proficient or above on CAASPP/local assessments.
Track progress/ development of each student's math skills over time.	Track progress/ development of each student's math skills over time.	Track progress/ development of each student's math skills over time.
Train new staff in Lindamoodbell On Cloud Nine Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students	Train new staff in Lindamoodbell On Cloud Nine Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students	Train new staff in Lindamoodbell On Cloud Nine Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	After school math program: Teacher coordinator stipend: $1,750 Certificated Hourly Pay: $5,700 Total Expenses: $7,450 $10,875 RtI Aide $ 6,010 RtI Aide	After school math program: Teacher coordinator stipend: $1,750 Certificated Hourly Pay: $5,000 Total Expenses: $6,750 $8,954 RtI Aide $9,052 RtI Aide	After school math program: Teacher coordinator stipend: $1,750 Certificated Hourly Pay: $8,575 Total Expenses: $10,325 $11,265 RtI Aide $10,182 RtI Aide
Source	Supplemental Funds	Supplemental Funds	Supplemental Funds
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)

Unchanged Goal

Goal 5

Students will show progress towards or meet grade level standards in English Language Arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

To ensure the diverse needs of our students, and their academic achievement are being addressed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student growth in reading will increase annually as measured by such assessments as the CAASPP test, Basic	ACA student proficiency improved when comparing grade level CAASPP results from year to year for all students.	ACA student proficiency improved when comparing grade level CAASPP results from year to year for all students. In 2017, ACA had 57% of students	ACA student proficiency improved when comparing grade level CAASPP results from year to year for all students. In 2018, ACA had 59% of students	ACA student proficiency improved when comparing grade level CAASPP results from year to year for all students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reading Inventory and/or STAR test scores.		proficient compared to 54% proficient in 2016.	proficient compared to 57% proficient in 2017.	
DASHBOARD STATE INDICATOR: Academic Language Arts	Overall, the California Dashboard shows ACA student performance is Green. All students (119 taking CAASPP) are High, 11.8 above level 3, a growth of 19.5 points from prior year. English Learners (20 students) are Low, 58.3 points below level Page 25 of 35 3, but had a growth of 19.9 points. Socioeconomically Disadvantaged (37 students) are Low, 11 points below level 3, with a 18.4 point increase over the prior year. African American (13 students) are Low, 9.5 points below level 3. Asian (11 students) are Low, 16.2 points below level 3. Hispanic (36 students) are Medium, 3.3 points below level 3, with a Significant increase of 26 points over the prior year. White (53 students) are	Overall, the California Dashboard shows ACA student performance is Yellow. All students (122 taking CAASPP) are Medium, 5.8 above level 3, a decline of 6 points from prior year. English Learners (22 students) are Low, 2.5 points below level 3, but increased significantly 15.8 points. Socioeconomically Disadvantaged (23 students) are Low, 27.3 points below level 3, with a 16.3-point decline over the prior year. African American (12 students) are Low, 43.1 points below level 3. Asian (15 students) are High, 27.1 points above level 3, which increased significantly by 43.3 points. Hispanic (40 students) are Low, 9.7 points below level 3, with a decline of	ACA is green on Student Performance indicator for ELA. Overall status is 17.7 points above standard, the score increased overall by 11.8 points from the prior year.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	High, 32.5 points above level 3, and a significant increase of 29.4 points over the prior year. EL-Only (12 students) are Very Low, 76.7 points below level 3.	6.4 points over the prior year. White (47 students) are High, 25.9 points above level 3. EL-Only (11 students) are Very Low, 84.5 points below level 3.		
DASHBOARD STATE INDICATOR: English Learner Progress Rate	Not available in April 2017	The English Learner Progress status is Low, at 66.7%, an increase of 5.8% from prior year.	No Progress Indicator	

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   5

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)

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

All Students

All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students.	Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students.	Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students.
Maintain alignment of all reading instruction with Common Core Standards.	Maintain alignment of all reading instruction with Common Core Standards.	Maintain alignment of all reading instruction with Common Core Standards.
Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction.	Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction.	Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction.
Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing	Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing	Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (see budgeted expenditures for Goal 4)	$0 (see budgeted expenditures for Goal 4)	$0 (see budgeted expenditures for Goal 4)

Year	2017-18	2018-19	2019-20
Source			
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)

Unchanged Goal

Goal 6

To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Identified Need:

To promote a healthy and positive school culture that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
90% or better attendance rate each year	96.8%	96.9% actual attendance for P2 of 2017-18, 3.0% additional independent study received.	96.5% actual attendance for P2 of 2018-19, 3.0% additional independent study received.	Maintain actual attendance of 90% or better.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STATE INDICATOR (FALL 2018) Chronic Absentee	Not available April 2017	ACA's Chronic Absenteeism Rate is 0.5% for the 2016-17 school year.	ACA's Chronic Absenteeism Rate is 0% for the 2017-18 school year.	

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   6

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)

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

All Students	All Schools

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)

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

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

[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Tailor instruction and curriculum to meet the diverse needs of individual students. Track student absences and inform parents as their student approaches or exceeds 10 absences. Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.	Tailor instruction and curriculum to meet the diverse needs of individual students. Track student absences and inform parents as their student approaches or exceeds 10 absences. Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.	Tailor instruction and curriculum to meet the diverse needs of individual students. Track student absences and inform parents as their student approaches or exceeds 10 absences. Utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference			

$0

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)

Unchanged Goal

Goal 7

To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

To promote a healthy and positive school culture where all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STATE INDICATOR: Suspension Rate	2016-2017 school year: 3 suspensions though May 1, 2017	State Dashboard indicator is Medium for all students, or a 1.5% suspension rate.	State Dashboard indicator is at 0% suspension rate.	

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   7

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)

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

All Students	All Schools

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)

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

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

[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain small class sizes of approximately 21 students or less. Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. Teach and demonstrate the use of Lifeskills and Lifelong guidelines. Encourage cross grade level interactions using School Families and whole school activities.	Maintain small class sizes of approximately 21 students or less. Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. Teach and demonstrate the use of Lifeskills and Lifelong guidelines. Encourage cross grade level interactions using School Families and whole school activities.	Maintain small class sizes of approximately 21 students or less. Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. Teach and demonstrate the use of Lifeskills and Lifelong guidelines. Encourage cross grade level interactions using School Families and whole school activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0 (see budgeted expenditures for Goal 1)	$0 (see budgeted expenditures for Goal 1)	$0 (see budgeted expenditures for Goal 1)
Source			
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)

Unchanged Goal

Goal 8

To create unique learning experiences in all subject areas that are meaningful to all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Identified Need:

To ensure all students have access to a broad course of study that includes all of the subject areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical

All students, including all subgroups, have access to Math, ELA, social studies, science, music, art, and physical educati

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic and educational program.	education.	education.	education.	education.

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   8

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.	All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.	All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-2020

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 111,522

6.97%

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).

A key component of Antioch Charter Academy's educational program is individualized instruction. Our small school size (K-8 of 200 or less students) and small classrooms (twenty-one-to-one or fewer student to teacher ratio in each classroom) enable teachers to check for understanding quickly and easily while more closely engaging and monitoring students. Our goal is to create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management. Additional objectives of our small school and small classroom size include increased attendance rates, decreased dropout rates, better grades, more extra-curricular activity participation and fewer behavior problems. We firmly believe that smaller class size leads to greater student achievement and helps foster a life-long love of learning.

ACA's program requires 2.01 FTE additional teaching positions in grades K-8 versus the current student to teacher ratio in our surrounding District. The average salary plus benefits of a teacher at ACA equals $94,100.62. We spend an additional $189,290.84 in grades K-8 compared to our surrounding District in order to reduce class sizes and provide individualized instruction in all grades. A portion of K-3 additional spending is covered by the K-3 CSR funding received from the state (approximately 72%). We do not receive any funding from the state for reduced class sizes in grades 4 –8, yet we spend an additional $115,892.35 on 1.23 FTE certificated teaching staff in order to reduce class size in the intermediate and middle school classrooms and to provide individualized instruction in these grade levels.

ACA will receive an estimated $12,922 increase in supplemental funding generated by the school's low-income population (SED) and English Learner (EL) unduplicated student population in 2019-20 versus the prior year. The school did not qualify for any concentration grant funding. The ACA unduplicated count is 35%. We have determined the most effective use of funds is to provide increased interventions and to maintain small class size in grades K-8. Due to the nature of our personalized learning program, an intervention specialist will enhance our ability to individualize the intervention process. These funds will directly support our SED and EL population through ELA and Math Intervention and additional curriculum/material support. We believe that this approach will have the greatest impact on our low income and English learner population as they progress in their learning through grades K-8.

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

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*).* (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not 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.

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
    A. School attendance rates;
    B. Chronic absenteeism rates;
    C. Middle school dropout rates;
    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
    A. Pupil suspension rates;
    B. Pupil expulsion rates; and
    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
    B. Programs and services developed and provided to unduplicated pupils; and
    C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
    A. Working with the county child welfare agency to minimize changes in school placement
    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
    A. Local priority goals; and
    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desiredoutcomes?
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 andservices?
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?