Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antioch Charter Academy II	McCutcheon Elisa co-administrator	emccutcheon@antiochcharteracademy.org 925-755-1252

Plan Summary 2022-23

General Information

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

Antioch Charter Academy II (ACA II) is one of two Antioch Charter Academies located within the boundaries of the Antioch Unified School District in Antioch, California. ACA II and its sister school, Antioch Charter Academy, are public charters operated by the non-profit The Learner-Centered, Inc. Currently, ACA II is sited on the Contra Costa County Fairgrounds. This is ACA II's fiftheenth year.

ACA II is structured with four levels, Primary, Elementary, Intermediate, and Middle School. Each level utilizes the main school philosophies, but does utilize instructional and structural strategies based on the unique needs of the students they serve. Primary is comprised of Transitional Kindergarten, kindergarten, and the Young 6 program. Primary utilizes the Montessori philosophy most heavily.

Elementary also utilizes the Montessori philosophy 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 and Brain Compatible Learning as its cornerstones. All levels incorporate

Positive Discipline strategies to develop an atmosphere of mutual respect between students and staff.

The population is now at 193 students in grades transitional kindergarten through eighth. Our school has graduated nine classes of eighth grade students. The small school size, with about 21 students per grade level, allows teachers to give students differentiated small group and individual instruction as needed.

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

ACA II 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. In 2018, ACAII received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was very thorough and well thought out. Some of these action-plan items became LCAP goals.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 2021, 50% of ACA2 students met or exceeded standard on the ELA CAASPP, compared to California's 49%. English Learners, students with disabilities, economically disadvantaged, Hispanic, and 2 or more races student subgroups outperformed the state average in comparison to similar subgroups in ELA. More importantly, student proficiency improves when comparing scores from year to year for all students. In other words, for as long as we have collected school wide state data, our middle school students consistently have the best scores in the school. Since 2015, on average, student achievement in ELA increased 25% by the time each cohort at ACA2 completed 8th grade. The 8th grade graduating class were 80% met or exceeded standard in 8th grade ELA,

compared to 39% when they were in 3rd grade.

Our student trend of increasing scores over time is also true for math CAASPP scores. Although some of the grade levels lost traction in math during the years of the pandemic, the overall scores for the 8th grade cohort were 45% meeting or exceeding standard, compared to 34% when they were 3rd graders. On average, since 2015 student achievement in math increased 18% by the time each cohort completed 8th grade. Students with disabilities, economically disadvantaged, and 2 or more races student subgroups outperformed the state average on the 2021 math CAASPP.

Reflections: Identified Need

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

In 2021, 31% of ACA2 students met or exceeded standard on the math CAASPP, compared to California's 34%. English learners and Hispanic student subgroups had fewer students proficient than similar subgroups statewide.

In 2020-2021, no ELs were reclassified due to the suspension of the state ELPAC assessment. There was a lower rate of English Learner Reclassification in 2021-2022 than in years prior to the pandemic. In part, staff feels that this is due to English Learners attending school remotely for most of the 2020-2021 school year. Students did not have opportunity to be immersed in English, speak with peers in English as frequently as during school, and had less opportunity to use hands-on Montessori materials or other language-independent manipulatives.

For the 2022-2023 school year, ACA2 will be utilizing the Expanded Learning Opportunities Program funds to add 30 days of STEAM camp to the school year, as well as implementing an extended day program. Breakfast will be provided before school and an afterschool program will be offered free to families that qualify for free or reduced lunch, as well as English Learners. Our hope is that this additional time in a fun learning environment will decrease performance gaps among student groups.

In 2021-2022, ACA2 increased the hours of a contracted marriage and family counselor to work with small groups of students identified as needing additional support with social, emotional, or behavioral concerns. However, educational partner survey data and observations from faculty reveal a need for additional support for students in these areas. A full-time school counselor will be added to the staff for the 2022-2023 school year to meet this need.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

ACAII continues to spend the largest percentage of our budget on personnel. These funds enable small class sizes of 21 students per teacher, which in turn supports small group and individual instruction. There are part-time classroom aides in each level, providing additional support to students working individually and freeing time for the teachers to provide differentiated instruction. Two part-time aides work with small groups of students with Integrated Listening Systems to improve student auditory processing and concentration. Two part-time aides work with small groups and individual students using Lindamood-Bell curriculum to support struggling students in visual processing and phonics, reading comprehension, and math intervention. Additionally, five specialists facilitate Fantastic Friday, which provides students with experiences of PE, art, pottery, music, and Personal Safety (Shaolin Kempo) while classroom teachers have time to collaborate. Having so many people to support students in their learning is one of the main reasons our school is able to meet state and local priorities. Next year, one additional personnel will be added to the staff, a full-time school counselor.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Educational partners were surveyed to gather information and suggestions for improvements for next year. Parents were surveyed in January about interest in an afterschool program. The parent end of the year survey link was included in multiple school newsletters and put on the school Facebook page. All students in Intermediate and Middle took the end of the year survey in late May or early June, 2022. All staff were invited to participate in the end of the year survey. Multiple faculty meetings and Level Rep meetings included reflection on the 2021-2022 school year and discussions about needs for the 2022-2023 school year.   The Supplement to the Annual Update was brought to the Charter Council for their review in February, 2022. An overview of the goals and changes to action plan for 2022-2023 was brought to Charter Council in May, 2022.

A summary of the feedback provided by specific educational partners.

A theme that emerged from every educational partner group including teachers, administrators, classified staff, parents, and students is the value of having small class sizes. Teachers use it to provide individual and small group lessons, reteaching, and feedback. Small class sizes makeit easier to differentiate instruction. Students like being able to get help from their teacher when they need it. Parents appreciate how responsive teachers are to student needs, and how there is room for choice and flexibility for their child.

Many parents indicated that the strengths of ACA2 are the small size, the strong sense of community, and the focus on individual student needs. Students and parents also stated having multi-age student groups was a strength of the school. Intermediate and middle school student surveys showed they liked the elective program and the Fantastic Friday enrichment program.

In the 2022 end of the year survey, multiple parents surveyed suggested adding an afterschool program as a need for ACA2. In an interest survey, 50% of families who responded said they would participate in an afterschool program, and 40% indicated they might, depending on cost and times offered.

Parent, student, and staff surveys showed a decrease in the feeling of safety on campus. Student survey data shows there is an increase in the number of students who feel they are not respected by other students. Some parents also report a problem with students feeling picked on at school. Teachers and staff have observed an increase in behavioral needs since returning from distance learning during the pandemic. Staff surveys indicate a desire for both classified and certificated staff to receive additional professional development about supporting students with social, emotional, and behavioral needs.

Based on all educational partner input, the main use of funds in the LCAP, including the increased apportionment based on the enrollment of foster youth, English Learners, and Low-Income students, will continue to be to maintain small class sizes of 21 students per teacher. This is reflected in goal 1, but small class sizes impact goals 3, 4, 6, and 7 as well.

Additionally, the staff values the RtI program, and the support RtI aides give to students and teachers. The school will continue to include RtI in the actions for goals 3 and 4. Training for Lindamood Bell, a program used by RtI staff, will be included as an action item for new staff members.

All staff and parents indicated the need for increased social, emotional, mental, and behavioral support. Based on that feedback, a full-time school counselor will be added to the school next year. This is reflected in goal 6, school climate.

Families indicate a need for extended care for their children. For 2022-2023, actions will be added to goals 3, 4, and 6 to include components of a new Extended Learning Opportunity Program (ELOP) which will be free for Low-Income students, English Learners, and Foster Youth. The ELOP will add 30 days to the school calendar during summer and intersessions in the form of weeklong day camps. Every child will be able to arrive at school 30 minutes earlier for breakfast and supervised play. A new afterschool program with both academic and enrichment components will be offered which will extend the total day to 9 hours. This afterschool program will be free for Low-Income students, English Learners, and Foster Youth.

Goals and Actions

Goal

Goal #	Description
Goal 1	Have qualified credentialed teachers partner together in grade level clusters with approximately 21 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th,7th-8th).

Well-prepared teachers and leaders are essential for providing effective, high-quality instruction so that students learn and thrive.

All stakeholders value small class sizes of 21 students per teacher and consider it one of the strengths of the school program.   An abundance of research gives evidence that small class sizes increase student achievement, helps close the achievement gap for underperforming students, improves school climate, and decreases suspension rates.

One of our school philosophies is Montessori. Montessori environments have multi-age groupings of students. These groupings operate very like family environments, providing key learning and development opportunities in two ways. First, multi-age groupings encourage children to aspire to the achievements of older peers. New students enter an established and mature environment with effective models of both work and social interaction. Second, multi-age groupings enable older children to learn to treat younger ones with care and respect, providing them with opportunities to reinforce their own learning and understanding through 'peer teaching'. In multi-age groupings children are able to work through the curriculum at their own pace without being limited to one year of the curriculum only.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

100% of classroom teachers hold a valid CA teaching credential.	100% of classroom teachers hold a valid CA teaching credential	100% of classroom teachers hold a valid CA teaching credential	[Intentionally Blank]	[Intentionally Blank]	100% of classroom teachers hold a valid CA teaching credential
Grade levels will be 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 20 students per teacher.	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th, with approximately 20 students per teacher.	[Intentionally Blank]	[Intentionally Blank]	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th, with approximately 21

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Hire teachers with valid CA teaching credential	Hire teachers with a valid teaching credential and properly assign them	$0.00	No
Action #2	Small class size	Group students into multi-age level groupings. Assign 21 students per teacher.	$152,734.00	Yes
Action #3	Team teaching, collaborative lesson planning	Provide four hours of common planning time for collaboration amongst level teachers and across grade levels by implementing Fantastic Friday Enrichment program.	$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions of keeping class sizes small and in multi-age groupings taught by credentialed teachers met the goal.

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Goal

Goal #	Description
Goal 2	Include parents as a vital part of our school's dynamics and make them partners in their child's education.

Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Students do better academically and socially when schools build positive relationships with their families. The staff want to provide a variety of opportunities for parents to be involved with the school. Parents want a variety of communication options to stay informed about what is happening with their child.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Majority of parents surveyed are satisfied or higher on end of the year survey.	In 2019, 94% of parents were satisfied or higher on the end of the year survey.	In 2021, 92.5% of parents were satisfied or higher on the end of the year survey.	[Intentionally Blank]	[Intentionally Blank]	Maintain at least 90% or higher of parents satisfied or higher on end of year survey.

Provide at least one parent education meeting per month on school philosophies, programs, and/or curriculum.	In 2020-2021, the school held seven Parent Education Program (PEP) nights.	In 2021-2022, the school held five Parent Education Program (PEP) nights, and provided recordings to 1 PEP from the year prior in newsletters. PEPs include August Back to School Nights, in January a Special Education PEP, in March "Parent Survival Guide to Puberty", in April "Young Author's Celebration" to share work completed by students this school year, and in May "Showcase of the Arts"	[Intentionally Blank]	[Intentionally Blank]	Hold eight Parent Education Program (PEP) events annually.
Parents record volunteer hours using Gradelink service hours per family tool.	2020-2021 will be the first year Gradelink is used to record volunteer hours. In previous years, Track It Forward app and a paper binder were used. From July 1, 2019 to June 30, 2020, there was logged a total of 1802.2 hours from 46 families.	29 out of 126 families recorded volunteer hours in Gradelink from July 1, 2021 to June 10, 2022. 1,474 volunteer hours were logged.	[Intentionally Blank]	[Intentionally Blank]	50% of families will record volunteer hours in Gradelink Service hours log.
Administer annual survey to parents	Spring 2020 survey focused on successes and challenges of distance learning, and how to improve distance learning.	Survey administered in Spring, 2022 to gather information for Parent and Engagement Local Indicator on California State Dashboard.	[Intentionally Blank]	[Intentionally Blank]	Survey parents at least annually to gather information for Parent and Engagement Local Indicator on California State Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	opportunities for volunteering	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.	$0.00	No
Action #2	Parent Education Program (PEP)	Offer parent education on school programs, philosophies, and curriculum through Parent Education Program meetings, 2nd Cup of Coffee meetings. Use media to live stream events, and store recordings on Youtube.	$0.00	No
Action #3	multiple means of communication	Offer varying methods of communication to meet the communication needs of all families. Send weekly school newsletters with school philosophies, events, and news, in English and Spanish Send weekly level newsletters with assignments and news specific to levels, in English and Spanish. Use Remind app to allow parents to receive texts or emails with information. Parents may choose language to receive information. Hold "Meet and Greet" night before school starts Hold Back to School Nights Conduct parent report card conferences to discuss student progress and set goals Facebook page ACAII Family News Survey parents at the end of the year	$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures since none of the actions had an associated cost using LCFF funds.

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

The actions were effective in making progress toward the goal. Parent survey data shows that they are satisfied with the school. Some families that volunteered at the school did not use the Gradelink service hour reporting tool to record their volunteer hours.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For next year, the school needs to communicate better with families about recording service hours in Gradelink. We will add a "how to" video to the school website and add reminders to families after events, such as field trips or Walk a Thon, to record volunteer hours.
The Back to School Nights, Young Author's Celebration, and Showcase of the Arts were well attended by parents. The other PEP meetings had small numbers of attendees, and were held in the evenings. Next year, we will adjust the schedule of PEPs so that there are some evening and some in conjunction with "2nd Cup of Coffee" Family Network meetings in hopes of increasing participation.

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

Goal

Goal #	Description
Goal 3	Students will show progress towards or meet grade level standards in math.

An explanation of why the LEA has developed this goal.

ACAII has prioritized this goal to support the diverse needs of our students, and to increase academic achievement for all. In 2019, ACAII was orange on the Dashboard indicator for Mathematics overall and for several student subgroups. Math CAASPP scores for students with disabilities also dropped in 2019.
During the WASC process and through the process of the root analysis completed for the Special Education Plan for 2020-2021, teachers analyzed why there was a drop in scores and developed a plan to reverse the trend.

All stakeholder groups value the support given to students through our RtI intervention program so it is included in action 2.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student achievement on the CAASPP math test	In 2019, ACAII was orange on the California State Dashboard. 34% of students overall were proficient in math.	In 2021, 31% of ACA2 students met or exceeded standards in math compared to 34% of students statewide.	[Intentionally Blank]	[Intentionally Blank]	Student achievement on the CAASPP math test will match or exceed the CA state achievement.

Percentage of students in a cohort Meeting Standard or Exceeding Standard in math will increase from 3rd to 8th grade	From 2015 to 2019, cohorts showed an average change in math CAASPP proficiency of 26%	In 2021, 45% of ACA2 8th graders met or exceeded standards in math compared to 24% when they were 3rd graders. On average, since 2016, student achievement in math increased 18% by the time each cohort completed 8th grade.	[Intentionally Blank]	[Intentionally Blank]	Cohorts will maintain a positive increase in proficiency on math CAASPP from 3rd to 8th grade
STAR Renaissance Math Student Growth Percentile	0	The median school-wide Student Growth Percentile for STAR Math in June, 2022 is 38.4. Schoolwide, 53% of students were proficient on the STAR Math test.	[Intentionally Blank]	[Intentionally Blank]	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Math Student Growth Percentile

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	MTSS & RtI for Math	Identify all students not performing at Meeting Standard or above on CAASPP/local assessments. Track progress/ development of each student's math skills over time. Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students Train new staff in Lindamood-Bell On Cloud Nine	$35,995.00	Yes
Action #2	Align to Common Core and Research Based Practices	Maintain alignment of all math curriculum, instruction and assessments with Common Core Standards. Continue to institute research-based math programs, training, and materials based on student needs. Bridge math curriculum between the levels. Maintain small class sizes to allow for individualized instruction		No

Action #	Title	Description	Total Funds	Contributing
Action #3	Extended Learning Opportunity Program	The ELOP will have 2 components. There will be 30 days added to the school calendar for day camps. Each weeklong camp will have a different theme, and all families will be able to sign up for 1 or more camps for free. In the event there are more students than spots available, priority will be given to Low-Income, English Learners, and Foster Youth. Four weeklong camps will be offered in the summer, one week will be offered during the October intersession, and one will be offered during the February intercession. The second component is extend the school day to 9 hours by offering a before school breakfast program and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English Learners, and Foster Youth.		Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

ACA2 was able to keep small class sizes for all students. However, all of the RtI interventions this school year focused on reading rather than math.

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

Although the school budgeted money for math RtI interventions, several factors this year led to only providing reading interventions to students. The school lost one of the trained aides who provided On Cloud 9 math interventions mid-year, which meant fewer student groups were pulled out to receive services. After returning from distance learning, staff chose to prioritize the focus of interventions on reading.

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

Despite the pandemic and distance learning for the majority of 2020-2021 school year, cohorts of students continued to make progress in math. A majority of students were proficient in math on the STAR math test at the end of 2022. This shows some effectiveness in the math program. The average Student Growth Percentile was only 39.4. This data indicates that not all students made a year's growth in math in 2021-2022, so there is room for improvement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the planned goal, metrics, or desired outcomes will be made for the coming year. In 2022-2023, we hope to hire enough RtI staff to enable at-risk students to receive math interventions, as per our original action plan. It also makes sense to add math support of some kind in the new afterschool program that will be implemented in 2022-2023, so that will be added to the action plan for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may

Goal

Goal #	Description
Goal 4	Students will show progress towards or meet grade level standards in English Language Arts.

An explanation of why the LEA has developed this goal.

ACAII has prioritized this goal to support the diverse needs of our students, and to increase academic achievement for all. In 2019, ACAII was orange on the Dashboard indicator for English Language Arts overall and for three student subgroups. ELA CAASPP scores for students with disabilities also dropped in 2019.

During the WASC process and through the process of the root analysis completed for the Special Education Plan for 2020-2021, teachers analyzed why there was a drop in scores and developed a plan to reverse the trend.

All stakeholder groups value the support given to students through our RtI intervention program so it is included in action 2.
Teachers requested a professional development for best practices in instructing English Learners, so it is included in action 1.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student achievement on the CAASPP ELA test	In 2019, ACAII had orange on the California State Dashboard. 44% of students met or exceeded standard.	In 2021, 49% of ACA2 students met or exceeded standards in ELA compared to 49% of students statewide	[Intentionally Blank]	[Intentionally Blank]	Student achievement on the CAASPP ELA test will match or exceed the CA state average.

Dashboard English Learner Progress Rate	In 2019, the English Learner Progress Rate was 60%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard so ACA2 is not able to compare EL Progress rate at ACA2 to the state. Using a different measure, 14% of ACA2 ELs met or exceeded standard on the ELA CAASPP compared to the California state average of 11%.	[Intentionally Blank]	[Intentionally Blank]	ACAII English Learner Progress Rate will match or exceed the California state English Learner Progress Rate
Percentage of students in a cohort Meeting Standard or Exceeding Standard in ELA will increase from 3rd to 8th grade	From 2015 to 2019, cohorts showed an average change in ELA CAASPP proficiency of 22%	From 2015 to 2021, cohorts showed an average change in ELA CAASPP proficiency of 25%. In 2021, 80% of ACA2 8th graders met or exceeded standards in ELA compared to 39% when they were 3rd graders.	[Intentionally Blank]	[Intentionally Blank]	Cohorts will maintain a positive increase in proficiency on math CAASPP from 3rd to 8th grade

STAR Renaissance Reading Student Growth Percentile	0	The median school-wide Student Growth Percentile for STAR Reading in June, 2022 is 61.6. The median school-wide Student Growth Percentile for STAR Early Literacy in June, 2022 is 38.4. Schoolwide, 62% of students were proficient on the STAR Reading test.	[Intentionally Blank]	[Intentionally Blank]	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Reading Student Growth Percentile

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Align to Common Core and Researched Best Practices	Maintain alignment of all ELA curriculum, instruction, and assessments with Common Core Standards. Provide Professional Development for teachers in best practices for instructing English Language Learners Continue to institute research-based ELA programs, training, and materials based on student needs. Bridge writing curriculum between levels Maintain small class sizes to allow for individualized instruction	$0.00	No
Action #2	MTSS & RtI for ELA	Identify all students not performing at Meeting Standard or above on CAASPP/local assessments. Track progress/ development of each student's ELA skills over time. Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students. Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. Train new staff in Lindamood Bell Seeing Stars and Visualizing/Verbalizing Offer ILS (Integrated Listening System) intervention to Primary and 1st grade students to improve brain organization and function in the areas of attention, emotional regulation, and reading.	$32,059.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Extended Learning Opportunity Program	There will be 30 days added to the school calendar for day camps. Each weeklong camp will have a different theme, and all families will be able to sign up for 1 or more camps for free. In the event there are more students than spots available, priority will be given to Low-Income, English Learners, and Foster Youth. Four weeklong camps will be offered in the summer, one week will be offered during the October intersession, and one will be offered during the February intercession. The second component is extend the school day to 9 hours by offering a before school breakfast program and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English Learners, and Foster Youth.		Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were few substantive differences in planned actions and actual implementation of these actions. ACAII purchased Step Up to Writing curriculum K-8 help create continuity between grade levels in writing practices and instruction. There continued to be small class sizes and research based, standards-aligned instructional practices. However, the teachers did not have a professional development specifically about strategies for English Learners.

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

The Budgeted Expenditures were less than the Estimated Actual Expenditures for RtI for ELA. After returning from distance learning, staff chose to prioritize the focus of interventions on reading over math. Teachers noticed that English Learners had not made as much progress in learning English during distance learning as in previous years and wanted to make sure EL's received RtI services with language support. The budget from Goal 3 for math was instead used towards Goal 4 and interventions for English Language Arts.

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

The actions were effective in making progress towards the goal. A higher percentage of ACAII student subgroups, including economically disadvantaged and English Learners, met or exceeded standard on the 2021 ELA CAASPP than the California state average. All metrics from the 2021-2022 school year to date indicate that students are making progress in reading.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may

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

Goal

Goal #	Description
Goal 5	To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.

An explanation of why the LEA has developed this goal.

ACAII is a learner centered school. Three main research-based philosophies are embedded into the school program: Montessori, Brain Compatible Teaching and Learning, and Positive Discipline. All of these philosophies are build to increase student motivation and build connections between students, their peers, and teachers. Increased student motivation and building relationships and connections are linked to higher attendance and lower dropout rates.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic absenteeism	2019 California State Dashboard is blue. 1% of students chronically absent.	2021 Dashboard does not contain chronic absenteeism data due to suspension of reporting attendance data during the pandemic.	[Intentionally Blank]	[Intentionally Blank]	Maintain green or blue on California State Dashboard for Chronic Absenteeism
Attendance Rate	In 2019-2020, the classroom based attendance percentage is 95%. Including non-classroom based ADA, the attendance rate is 100%. 198.91 Total ADA 189.33 Classroom-based ADA 9.58 Non Classroom-based ADA (Independent Study)	P2 Attendance Classroom-based attendance is 93.1% Including non-classroom based ADA (independent study) the attendance rate is 99% 190.09 Total ADA 177.12 Classroom-based ADA 12.97 Non Classroom-based ADA (Independent Study)	[Intentionally Blank]	[Intentionally Blank]	Maintain 92% or higher attendance rate.

Middle school drop out rate	0	0% of middle school students dropped out.	[Intentionally Blank]	[Intentionally Blank]	0% middle school drop out rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Attendance Policies and Procedures	Track student absences and inform parents as their student approaches or exceeds 10 absences. Utilize the ACA II SARB board to create a student attendance plan for students who have an excessive amount of absences.	$0.00	No
Action #2	Individualize instruction and curriculum	Tailor instruction and curriculum to meet the diverse needs of individual students. Maintain small class sizes of 21:1 to allow for individualized instruction. Use a variety of research based instructional strategies and curricular materials building off of the philosophies of Montessori, Brain Compatible Teaching and Learning, and Positive Discipline.	$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The plan for Action #1 was to track student absences and inform parents when their child got to 10 or more absences. Due to the requirement to quarantine for COVID, we did not enforce the informing of parents and SARB board review of over 10 absences.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures since the LCFF funds associated with this goal are $0.

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

Although absences were monitored, requirements for quarantining due to COVID exposure meant many students had more absences than a typical year. Teachers implemented short online Zoom sessions to check in with absent students to help support students during long absences. The school implemented a new independent study policy in line with the 2021 governor's required updates, and teachers provided students with assignments to complete independently while absent in an effort to keep students learning. It is difficult to measure the effectiveness of the actions described in part 2 related to school philosophies when there were many students who were absent for multiple days due to the need to quarantine.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming year. However, given the unknown and ever-changing response to COVID and the need to quarantine as described by the state and county offices of public health, it may be that the goal to include the SARB board for student absences may need revising.

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

Goal

Goal #	Description
Goal 6	Create classroom and school cultures that address needs of the whole child with regards to academic, safety, physical health, and social emotional climate

An explanation of why the LEA has developed this goal.

The school's three main philosophies, Montessori, Brain Compatible Learning and Teaching, and Positive Discipline, all include research that shows educating the whole child is most effective. Students learn best when they feel safe, are physically healthy, and have positive social emotional health. Research shows a link between smaller class sizes and positive school climate.

School data shows an increase in the number of students with 504 plans for anxiety, depression, and Autism. YIPS and YEPS surveys indicate there are students at risk with internalizing or externalizing issues. All stakeholders see a need for an increase in social emotional learning for all students, as well as increased supports for students who need additional interventions for their social, emotional, behavioral, or mental needs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent surveys	Parents were not specifically asked about safety in prior year surveys	On a scale of 1-5, with 5 being the safest, 32.5% of parents report the school is a 4, 52.5% report the school is a 5. Totaling 85%.	[Intentionally Blank]	[Intentionally Blank]	90% or higher of parents surveyed will indicate ACAII is a safe school
staff survey	0 Teachers and staff have not been surveyed about school safety	On a scale of 1-5, with 5 being the safest, 28.6% of staff report the school is a 4, 52.4% report the school is a 5. Totaling 81%. (Spring 2022)	[Intentionally Blank]	[Intentionally Blank]	90% or higher of teachers surveyed will report ACAII is a safe school

student survey	Spring 2020 survey shows 93% of middle school students feel safe or very safe at school, 95% of intermediate students feel safe or very safe at school	Spring 2022 survey data shows 92% of intermediate students and 89% of middle school students feel safe or very safe at school.	[Intentionally Blank]	[Intentionally Blank]	Student survey reports 90% or higher of students feel safe at school.
California State Dashboard Suspension Rate	2019 Dashboard was red, with 4.4% suspended at least once. 2019-2020 no students were suspended 2020-2021 no students were suspended	2021-2022 no students were suspended	[Intentionally Blank]	[Intentionally Blank]	0.5% or lower suspension rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Philosophies	Maintain small class sizes of approximately 20 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.	$0.00	No
Action #2	School Wide Activities	Encourage cross grade level interactions and community building through the use of School Families Continue Ability Awareness Week, the Great Kindness Challenge, or similar community building activities	$0.00	No
Action #3	MTSS for Social, Emotional, Behavioral Needs	Develop Multi-Tiered System of Supports for social, emotional, and behavioral needs.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #4	Full-time school counsellor	A full-time school counsellor will be added for the 2022-2023 school year. The counsellor will provide additional supports to students with academic, behavior, and social-emotional needs.	$82,000.00	Yes
Action #5	Expanded Learning Opportunity Program	There will be 30 days added to the school calendar for day camps. Each weeklong camp will have a different theme, and all families will be able to sign up for 1 or more camps for free. In the event there are more students than spots available, priority will be given to Low-Income, English Learners, and Foster Youth. Four weeklong camps will be offered in the summer, one week will be offered during the October intersession, and one will be offered during the February intercession. The second component is extend the school day to 9 hours by offering a before school breakfast program and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English Learners, and Foster Youth.	$50,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures since the LCFF funds associated with this goal are $0.

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

Returning to in-person school this year meant we were able to restart monthly school family activities. We were able to keep class sizes small, at about 20 students per teacher. Over the course of the year, teachers began working on developing a structure for MTSS for social, emotional, and behavioral needs. One teacher received certification as a school counselor and was able to work with small groups of students in their areas of need. We contracted part-time with a marriage and family counselor to conduct sessions with students one-on-one and in small groups.
No students were suspended this school year, demonstrating one measure of effectiveness of these actions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on parent and staff surveys, as well as an increase in the number of students identified as needing additional supports socially, emotionally, or behaviorally, the school is adding a new action of bringing on a full-time school counselor to our staff for the 2022-2023 school year.
For next year, the outcome and metric will be changed to whole staff survey instead of just teacher survey, since that is what the school did in 2022 and is a better measurement than just teachers.

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

Goal

Goal #	Description
Goal 7	Create unique learning experiences in all subject areas that are meaningful to all students.

An explanation of why the LEA has developed this goal.

It is important to all stakeholders that every student, including students with disabilities, English Learners, and low income students, have opportunities to engage in meaningful learning. The school philosophies of Montessori, Brain Compatible Teaching and Learning, and Positive Discipline all support making learning meaningful to the students. Integrating subjects areas, providing "being there" experiences, and offering choice are components of Highly Effective Teaching, a philosophy embedded into Brain Compatible Teaching and Learning.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Metric					
Percent participation in broad course of study	All ACAII students have access to and are enrolled in a broad course of study. All students in grades K-8 are taught curriculum that is aligned to the California State Standards, including Math, English Language Arts, Science, and Social Studies. All students in grades 1-8 are also enrolled in a weekly enrichment program that consists of art, music, personal safety, and physical education. All students in grades 4-8 also have access to a wide range of elective courses throughout the year that include but are not limited to: band, choir, sports, sewing, cooking, computer coding, etc. All students in grades 7 and 8 have Health class once during either 7th or 8th grade.	All ACAII students have access to and are enrolled in a broad course of study. All students in grades K-8 are taught curriculum that is aligned to the California State Standards, including Math, English Language Arts, Science, and Social Studies. All students in grades 1-8 are also enrolled in a weekly enrichment program that consists of art, music, personal safety, and physical education. All students in grades 4-8 also have access to a wide range of elective courses throughout the year that in	[Intentionally Blank]	[Intentionally Blank]	All ACAII students will have access to and enroll in a broad course of study. All students in grades K-8 will be enrolled in courses that are aligned to the California State Standards, and in a weekly enrichment program that consists of art, music, personal safety, and physical education. All students in grades 4-8 will have access to a wide range of elective courses throughout the year. All students will have Health class once during 7th or 8th grade.

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Course offerings to all	Offer all academic content areas and all curricular activities to all students, including student subgroups and students with exceptional needs, at all grade levels. Maintain instruction of Next Generation Science Standards and California Social Studies standards at all levels. Offer Health class to 7th and 8th grade students every other year. Maintain emphasis on enrichment instruction through Fantastic Friday classes, which include art, music, PE, and Personal Safety for all students. Offer a variety of elective courses to 4th to 8th grade students, including instrumental music and classes based on student interest.	$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures since the LCFF funds associated with this goal are $0.

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

100% of students participate in a broad course of study, so the actions are highly effective in meeting the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the planned goal, metrics, outcomes, or actions for the coming year.

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

Goal

Goal #	Description
Goal 8	By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the ACAII Graduate Goals, the "Code of the CHEETAHS".

The 2018 WASC self-study process revealed a need to update the student learner outcomes, also known as Graduate Goals. Over the past three years, students, parents and staff worked together to create the "Code of the CHEETAHS", a set of soft-skills that are critical tools for success in school, career, and life. The staff and parents value teaching and measuring progress towards these graduate goals, so it has been added to the LCAP.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Graduate Goal rubric scores will be included on report cards for all grades	Graduate Goal rubric scores are included on report cards for all grades.	Graduate Goal rubric scores are included on report cards for all grades.	[Intentionally Blank]	[Intentionally Blank]	Graduate Goal rubric scores will be included on report cards for all grades

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Graduate Goal Instruction & Reflection	Provide direct instruction and practice of the ACA II Graduate Goals. Have Intermediate and Middle school students self-reflect on progress towards mastering the Graduate Goals at the end of each trimester.	$0.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

There were no substantive differences in planned actions and actual implementation of these actions

This action has no cost associated with it in the budget, so there is no material difference between budgeted and actual expenditures.

100% of intermediate and middle school students self-reflected on progress towards the Graduate Goals. These reflections were used when teachers made report cards, so the actions were highly effective.

No changes will be made for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,871,496.00	$152,228.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.13%	0%	$0.00	8.13%

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

Required Descriptions

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

Our school is a learner-centered school, which means the needs of students are considered first. Ample research gives evidence that children in smaller classes achieve better outcomes, and that class size reduction improves school climate, decreases suspension rates, and can be an effective strategy to closing racially or socioeconomically based achievement gaps. (Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37.) Foster youth, English learners, and low-income students benefit from small class sizes. https://classsizematters.org/research-and-links/ All of the stakeholders agree that the small class size is a strength of our school and should be continued.

A Multi-Tiered System of Support is a framework that helps educators provide academic and behavioral strategies for students with various needs. Our current framework includes academic Response to Intervention (RtI) program which provides targeted support to help students catch up to their peers. English Learners and low income students are given priority for participating in RtI groups.

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

A key component of Antioch Charter Academy II's educational program is individualized instruction. Our small school size (K-8 of around 200 students) and small classrooms (21:1 student to teacher ratio in each classroom) enable teachers to check for understanding quickly and easily while more closely engaging and monitoring students. We want to create classroom settings that address individual needs of the whole child with regard to academics, emotional and physical health, and safety. Additional objectives of our small school and small classroom size include increased attendance rates, fewer behavior problems, and decreased suspension rates. We firmly believe that smaller class size leads to greater student achievement and helps foster a life-long love of learning for all students, especially foster youth, English learners, and low-income students. Therefore, maintaining small class sizes is incorporated into the actions for LCAP goals 1, 3, 4, 5, and 6.

ACAII's program requires 1.86 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 ACAII equals $100,008.04. We spend an additional $185,672.82 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 75%). We do not receive any funding from the state for reduced class sizes in grades 4 –8, yet we spend an additional $123,167.80 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.

All stakeholder groups value the support given to students through our RtI intervention program so it is included in goals 3 and 4. $68,055 is budgeted for RtI personnel, who will work directly with students needing additional support in reading or math. Priority to participate in the groups will be given to foster youth, English Learners, and low income students.

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$302,788.00	$50,000.00	$0.00	$0.00	$352,788.00	$352,788.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hire teachers with valid CA teaching credential	All student groups	$0.00	$0.00	$0.00	$0.00	$0.00
1	2	Small class size		$152,734.00	$0.00	$0.00	$0.00	$152,734.00
1	3	Team teaching, collaborative lesson planning	All student groups	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	opportunities for volunteering	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
2	2	Parent Education Program (PEP)	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
2	3	multiple means of communication	All student groups	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	MTSS & RtI for Math		$35,995.00	$0.00	$0.00	$0.00	$35,995.00
3	2	Align to Common Core and Research Based Practices	All	$0.00	$0.00	$0.00	$0.00	$0.00
3	3	Extended Learning Opportunity Program		$0.00	$0.00	$0.00	$0.00	$0.00
4	1	Align to Common Core and Researched Best Practices	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	MTSS & RtI for ELA	All Student Groups	$32,059.00	$0.00	$0.00	$0.00	$32,059.00
4	3	Extended Learning Opportunity Program		$0.00	$0.00	$0.00	$0.00	$0.00
5	1	Attendance Policies and Procedures	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
5	2	Individualize instruction and curriculum	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
6	1	School Philosophies	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
6	2	School Wide Activities	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
6	3	MTSS for Social, Emotional, Behavioral Needs	All student groups	$0.00	$0.00	$0.00	$0.00	$0.00
6	4	Full-time school counsellor		$82,000.00	$0.00	$0.00	$0.00	$82,000.00
6	5	Expanded Learning Opportunity Program		$0.00	$50,000.00	$0.00	$0.00	$50,000.00
7	1	Course offerings to all	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00
8	1	Graduate Goal Instruction & Reflection	all student groups	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$1,871,496.00	$152,228.00	8.13%	0.00%	8.13%	$302,788.00	0.00%	16.18%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$302,788.00	$352,788.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$50,000.00
Schoolwide Total:	$302,788.00	$302,788.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Small class size	Yes	Schoolwide	All student groups	ACA II	$152,734.00	0%
3	1	MTSS & RtI for Math	Yes	Schoolwide	all	ACAII	$35,995.00	0%
3	3	Extended Learning Opportunity Program	Yes	Limited	Low-income, English Learners, Foster Youth	Antioch Charter Academy II TK-8th grade		0%
4	2	MTSS & RtI for ELA	Yes	Schoolwide	All student groups	ACA II	$32,059.00	0%
4	3	Extended Learning Opportunity Program	Yes	Limited	Low-income, English Learners, Foster Youth	Antioch Charter Academy II TK-8th grade		0%
6	4	Full-time school counsellor	Yes	Schoolwide	Low income students, English Learners, Foster Youth	ACAII TK-8	$82,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	5	Expanded Learning Opportunity Program	Yes	Limited	Low-Income, English Learners, and Foster Youth	ACAII TK-8		0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$199,611.00	$211,813.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Hire teachers with valid CA teaching credential	No	$0.00	$0.00
1	2	Small class size	Yes	$137,815.00	$143,412.00
1	3	Team teaching, collaborative lesson planning	No	$0.00	$0.00
2	1	opportunities for volunteering	No	$0.00	$0.00
2	2	Parent Education Program (PEP)	No	$0.00	$0.00
2	3	multiple means of communication	No	$0.00	$0.00
3	1	Align to Common Core and Researched Best Practices	No	$0.00	$0.00
3	2	MTSS & RtI for Math	Yes	$14,417.00	$0.00
4	1	Align to Common Core and Researched Best Practices	No	$0.00	$0.00
4	2	MTSS & RtI for ELA	Yes	$47,379.00	$68,401.00
5	1	Attendance Policies and Procedures	No	$0.00	$0.00
5	2	Individualize instruction and curriculum	No	$0.00	$0.00
6	1	School Philosophies	No	$0.00	$0.00
6	2	School Wide Activities	No	$0.00	$0.00
6	3	MTSS for Social, Emotional, Behavioral Needs	No	$0.00	$0.00
7	1	Course offerings to all	No	$0.00	$0.00
8	1	Graduate Goal Instruction & Reflection	No	$0.00	$0.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$131,207.00	$199,611.00	$211,813.00	$-12,202.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Small class size	Yes	$137,815.00	$143,412.00	0.00%	0.00%
3	1	MTSS & RtI for Math	Yes	$14,417.00	$0.00	0.00%	0.00%
4	1	MTSS & RtI for ELA	Yes	$47,379.00	$68,401.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	$1,653,740.00	$131,207.00	0.00%	7.93%	$211,813.00	0.00%	12.81%	$-80,702.51	-4.88%

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English

learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster

youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

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

Engaging Educational Partners

Purpose

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

improvement across the state priorities and locally identified priorities (EC Section 52064[e] [1]). Engagement of educational partners is an ongoing, annual process.

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%:
For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide

the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct

services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High

Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- *LCAP Year:* Identify the applicable LCAP Year.

- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

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

Time Span:

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

> **Total Personnel:**
> Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

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