

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

ACA serves elementary school students in Transitional Kindergarten through the 8th grade. Most of the students we serve live in Antioch, but some live in other cities in Contra Costa County. Our population is approximately 200 students in grades Transitional Kindergarten through eighth.

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

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

ACA is also accredited by the Western Association of Schools 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 staff meetings at school, student meetings, as well as with families at conferences. ACA has received WASC accreditation since 2009, demonstrating that the process the school engaged in as well as the action plan that was developed was very thorough and well thought out, and aligned with LCAP goals.

Reflections: Successes

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

ACA students have demonstrated growth in academic achievement on local assessments in both English Language Arts and Mathematics. We plan to maintain that success by continuing to have small class sizes allowing teachers to provide differentiated instruction to small groups of students and keep aides who provide additional intervention support for our unduplicated student groups, struggling students, and to mitigate learning loss during the pandemic.

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.

ACA plans to support all students by instituting new research-based math programs, training, and materials based on student needs.

LCAP Highlights

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

ACA stakeholders' goals and measurable outcomes for 2022-2023's LCAP are aligned with the state priorities, the charter document, and our goals for WASC. Our aim is to have a small school size (K-8 of approximately 200 students) and small classrooms (twenty-one-to-one or fewer student-to-teacher ratio in each classroom). Our goal is to create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management which results in increased attendance rates, decreased dropout rates, greater student achievement, fewer behavior problems, and helps foster a life-long love of learning.

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.

ACA staff meetings included training on what LCAP is and the specific LCAP goals for ACA for the 2021-2022 school year, discussion about how to measure the progress towards the goals, and discussion about ways to revise the LCAP goals and actions for the 2022-2023 school year. ACA is accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all stakeholders and develop an action plan

based on input from these stakeholders. The LCAP goals were incorporated into our last full self-study process for WASC accreditation. Stakeholder input was gathered through teacher meetings at school as well as with families at conferences. WASC action plans are aligned with school LCAP goals.

All stakeholders (staff, administrators, parents, and students) were surveyed to gather their input to better set goals, plan actions, and leverage resources to improve student outcomes. Stakeholders were asked to provide recommendations for any additions or modifications to school programs that would improve student growth and achievement. Surveys about ACA's outcomes and graduate goals are also sent to each family each Summer. Teachers conduct informal and formal surveys of students in the classroom, both in writing and through classroom meeting discussions throughout the school year. Finally, the LCAP was presented at the May 2022 Charter Council Meeting for review by the public and Charter Council, our school governing body, before being submitted to the state.

A summary of the feedback provided by specific educational partners.

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

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

ACA goals are reflective of the stakeholder input which indicated a clear desire to operate as a small school with small class sizes, to focus on academic intervention, followed by teacher training and parent training. Aspects directly influenced by stakeholder input are the addition of a summer learning program (STEAM camp), expansion of the after-school program (Math Shack), and modifications to the Rti program to mitigate learning loss.

Goals and Actions

Goal

Goal #	Description
Goal 1	To 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).

An explanation of why the LEA has developed this goal.

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
<p>100% of teachers of core academic subjects will hold a valid CA teaching credential.</p>	<p>Standard met per California State Dashboard (2019) for Priority 1: Basics: Teachers, Instructional Materials, Facilities. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. In the 2020-21 school year, 100% of classroom teachers held a valid CA teaching credential.</p>	<p>100% of teachers of core academic subjects hold a valid CA teaching credential in 2021-2022.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>To 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). 100% of teachers of core academic subjects will hold a valid CA teaching credential.</p>
<p>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.</p>	<p>Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.</p>	<p>Grade levels are organized into multi-grade level groupings of TKK, 1st-3rd, 4th-6th, 7th-8th with approximately 21 students per teacher.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA will continue to implement its core philosophies which include small, multi-age classes, taught by highly qualified teachers to ensure that the quality of the instruction students receive directly impacts their learning experiences and academic outcomes. 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.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Highly Effective Teachers	ACA will hire teachers with valid CA teaching credentials. The quality of the instruction students receive directly impacts their learning experiences and academic outcomes. Students will be grouped into multi-age level groupings. ACA will encourage team teaching and collaborative lesson planning. Common planning time will be provided for collaboration amongst teachers and across grade levels by hiring Wonderful Wednesday staff. Group students into multi-age level groupings. Maintain small class sizes to allow for individualized instruction. Assign 21 students per teacher. Provide four hours of common planning time for collaboration amongst level teachers and across grade levels by implementing the Wonderful Wednesday Enrichment program.	\$161,815.00	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.

The funds budgeted for Actions / Services were implemented as planned, and Actual expenditures matched very closely to Budgeted Expenditures.

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.

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

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 were 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 2	ACA will develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.

An explanation of why the LEA has developed this goal.

The curriculum is the content of what teachers teach what students study, and the instructional plan for how and when the content is taught. Essential components of a strong curriculum are the standards (CCS), goals, and milestones for instruction. An effective assessment system can be used to evaluate the extent to which students are learning and thriving based on state standards and local goals. Assessment results can be used to suggest which curriculum goals need to be addressed, how instructional strategies should be modified, and whether or not a particular form of instruction has been successful.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ACA's curriculum and assessments reflect the Common Core Standards.	Standard met per California State Dashboard (2019) for Priority 2: State Standards (Conditions of Learning). Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	In 2021-2022, staff continues to evaluate local assessments in an ongoing process, aligning those assessments to reflect the Common Core Standards, and EL Standards.	[Intentionally Blank]	[Intentionally Blank]	The implementation of academic content and performance standards adopted by the state board for all pupils is reflected in ACA's curriculum and assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Alignment of Curriculum and Assessments	Staff will evaluate and align curriculum and local assessments to reflect Common Core Standards for each grade level.	\$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.

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 budgeted expenditures for this goal.

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

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

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 were 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 3	To include parents as a vital part of our school's dynamics and making them partners in their child's education.

An explanation of why the LEA has developed this goal.

In schools that treat families as an asset and identify their strengths as a key school resource, the foundation is laid for a powerful partnership to support student success. When families have information and feel empowered to participate in their child's education, they become advocates not only for their own children but for the success of all students. Schools with effective family and community partnerships ensure that school governance committees include diverse representation reflecting the entire school community, and parents get training and support to take leadership roles.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Provide parent education meetings at least one meeting per trimester on school philosophies, programs, and/or curriculum. Provide parent volunteer opportunities.</p>	<p>Standard met per California State Dashboard (2019) for State Priority 3: Parent and Family Engagement. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. In 2020-21 ACA offered one meeting per trimester on school philosophies, programs, and/or curriculum.</p>	<p>Parents are offered numerous volunteer opportunities throughout the year, (i.e.; in-class, book fair, crosswalk supervision, fundraising, field trips, special event needs, etc.) which are communicated through weekly school and classroom newsletters, as well as social media. Parent education meetings were held throughout the year. Varied communication methods were used to meet the needs of all families (email, text, surveys, ClassTag, Remind app., class/school newsletters, conferences, etc.)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA will continue to foster family and community engagement. This will greatly increase the likelihood that students will learn and thrive. Students are more prepared for school, more likely to achieve, and more likely to graduate when they are supported by schools, families, and communities working together in a coordinated manner. Provide parent education meetings at least one meeting per trimester on school philosophies, programs, and/or curriculum. Provide parent volunteer opportunities.</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Engagement	<p>ACA believes parents/families are an integral part of each student's education. ACA values building partnerships with parents/families all year long. ACA will continue to encourage parent volunteerism and offer a wide variety of volunteering options. ACA will maintain the community network "The Family Network" through a Family Network Board made up of parents and community members. Parent education on school programs, philosophies, and curriculum will be offered through Parent Education Program meetings, 2nd Cup of Coffee meetings, and archived videos available on the ACA website. Varying methods of communication will be offered to meet the communication needs of all families.</p>	\$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.

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 budgeted expenditures.

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

ACA effectively implements strategies and processes for the regular involvement of all stakeholder groups to support student personal and academic growth. ACA continues to nurture family and community engagement to create a positive influence on student achievement and behavior to ensure that all students learn and thrive. ACA encourages parent involvement by providing parent education meetings, keeping open lines of communication with all families, and promoting volunteerism.

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 were 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 4	Students will show progress towards or meet grade-level standards in math.

An explanation of why the LEA has developed this goal.

Assessment approaches include a combination of formal and informal assessments—formative, interim, and summative. An effective assessment system can be used to evaluate the extent to which students are learning and thriving based on state standards and local goals. Assessment results can be used to suggest which curriculum goals need to be addressed, how instructional strategies should be modified, and whether or not a particular form of instruction has been successful.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>STAR Renaissance Math Student Growth Percentile</p>	<p>STAR Renaissance Math Assessment results for 2020-21: No data</p>	<p>The average Student Growth Percentile across all students in Math in the school for the school year was 61.3% (61%). In total, 124 students were tested and their individual Student Growth Percentile scores range from 0 to 100.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA student proficiency in math improved when comparing grade level results from year to year for all students. Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Math Student Growth Percentile.</p>
<p>DASHBOARD STATE INDICATOR: Academic Math</p>	<p>DASHBOARD STATE INDICATOR: Academic Math 2019 ACA is "yellow" on the Student Performance indicator for Mathematics. 124 students were assessed. Overall status is 24.6 points below standard, the score maintained at -1.4 points from the prior year. ACA had two total student groups (Hispanic and White) which were both "orange" * Hispanic subgroup (37 students) are 38.7 points below standard and declined 8.1 points from the prior year. * White subgroup (45 students) are 26.7 points below</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA student proficiency in math improved when comparing grade level results from year to year for all students. Student achievement on the CAASPP math test will match or exceed the CA state achievement.</p>

standard and declined 9.3 points from the prior year. English Learners "No Performance Color" (23 students) are 50.3 points below standard and increased 6.3 points from the prior year. Socioeconomically Disadvantaged Learners "No Performance Color" (33 students) are 51 points below standard and maintained 2.7 points from the prior year. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.				
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Services	Bridge math curriculum between the levels. Continue to institute new research-based math programs, training, and materials based on student needs. Identify all students not performing at Proficient or above on CAASPP/local assessments. Track progress/ development of each student's math skills over time. Train new staff in Lindamoodbell On Cloud Nine. Offer RtI interventions and On Cloud Nine small group support for At-risk and struggling students. Continue to provide an after-school math program to support student learning through targeted, individualized instruction (priority placement for our unduplicated student groups. Offer a Summer STEAM program to mitigate learning loss. Maintain small class sizes to allow for individualized instruction.	\$11,580.00	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.

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.

ACA student proficiency in math improved when comparing grade level results from year to year for all students. ACA continues to provide Rti interventions and On Cloud Nine small group support for At-risk and struggling students. ACA continues to provide an after-school math program to support student learning through targeted, individualized instruction. ACA's unduplicated population gets preferred access to these supports.

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

An explanation of why the LEA has developed this goal.

Assessment approaches include a combination of formal and informal assessments—formative, interim, and summative. An effective assessment system can be used to evaluate the extent to which students are learning and thriving based on state standards and local goals. Assessment results can be used to suggest which curriculum goals need to be addressed, how instructional strategies should be modified, and whether or not a particular form of instruction has been successful.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>STAR Renaissance Student Growth Percentile</p>	<p>STAR Renaissance English Language Arts Assessment results for 2020-21: No data</p>	<p>The average Student Growth Percentile across all students in ELA in the school for the school year was 56.9% (57%). In total, 124 students were tested and their individual Student Growth Percentile scores range from 0 to 100.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA student proficiency in English Language ARTS improved when comparing grade level results from year to year for all students. Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile</p>
<p>DASHBOARD STATE INDICATOR: Academic English Language Arts</p>	<p>DASHBOARD STATE INDICATOR: Academic English Language Arts 2019 ACA is "green" on the Student Performance indicator for English Language Arts. 124 students were assessed. Overall status is 22 points above standard, the score increased 4.3 points from the prior year. ACA had two total student groups (Hispanic and White) which were both "orange" * Hispanic subgroup (37 students) are 22.3 points below standard and increased 21.1 points from the prior year. * White subgroup (45 students) are 9.6</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA student proficiency in English Language Arts improved when comparing grade level results from year to year for all students. Student achievement on the CAASPP ELA test will match or exceed the CA state average.</p>

<p>points above standard and declined 21.7 points from the prior year. English Learners "No Performance Color" (23 students) are 5 points below standard and increased 23 points from the prior year. Socioeconomically Disadvantaged Learners "No Performance Color" (33 students) are 8.2 points above standard and increased 37.3 points from the prior year. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</p>				
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DASHBOARD STATE INDICATOR: English Learner Progress Indicator	Dashboard State indicator (2019) - The English Learner Progress Indicator has No Performance Color, with 61.1% making progress towards English language proficiency. 55.5% of ELs who progressed at least one ELPI level, 5.5% of ELs who maintained ELPI level 4, 16.6% of ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H 22.2% of ELs who decreased at least one ELPI level Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard.	[Intentionally Blank]	[Intentionally Blank]	ACA student English Learner Progress indicator improved when comparing results from year to year. English Learner Progress Rate will match or exceed the California State English Learner Progress Rate.
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Services	Offer Rtl intervention and Seeing Stars or Visualizing & Verbalizing small group support for At-risk and struggling students. Maintain alignment of all reading instruction with Common Core Standards. Utilize Seeing Stars and Visualizing & Verbalizing techniques in everyday reading instruction. Train new staff in Lindamoodbell Seeing Stars and Visualizing/Verbalizing. Maintain small class sizes to allow for individualized instruction.	\$21,266.00	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.

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.

ACA student proficiency improved when comparing grade level results and local assessment measures from year to year for all students. ACA continues to provide intervention programs for those students in need, as well as offering staff training in RtI programs. ACA provides our unduplicated students preferential access to these support programs. ACA ensures all students have equal access to the school's entire program. The staff strives to implement rigorous, relevant, and coherent standards-based curriculums at all levels.

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 were 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 6	To present a highly successful program for all students through critical thinking activities, acknowledging individual strengths, and awareness and celebration of diverse learning styles.

An explanation of why the LEA has developed this goal.

Physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students are motivated to learn and stay in school. In a healthy and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive.

ACA 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 built 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.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Attendance rate	ACA attendance rate for the 2019-20 school year was 98.9%.	ACA P2 attendance rate for the 2021-22 school year: * Classroom-based attendance was 92.6%. * Non-classroom-based attendance 14.9%	[Intentionally Blank]	[Intentionally Blank]	ACA promotes a healthy and positive school culture in that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship. Maintain a 92% or better attendance rate each year.
DASHBOARD STATE INDICATOR: Chronic Absentee	DASHBOARD STATE INDICATOR: Chronic Absentee (2019) ACA is "green" on the Dashboard State Indicator for Chronic Absenteeism. ACA had 1% chronically absent (198 total students). Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard.	[Intentionally Blank]	[Intentionally Blank]	ACA promotes a healthy and positive school culture in that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship. Maintain green or blue on California State Dashboard for Chronic Absenteeism.
Middle School Drop-out rate.	0	Middle School Drop-out rate is 0%.	[Intentionally Blank]	[Intentionally Blank]	0% Middle School drop-out rate.

Actions

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
Action #1	Absenteeism	ACA will tailor instruction and curriculum to meet the diverse needs of individual students. ACA will track student absences and inform parents as their student approaches or exceeds 10 absences. ACA will utilize the ACA SARB board to create a student attendance plan for students who have an excessive amount of absences. Maintain small class sizes to allow for individualized instruction.	\$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.

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 budgeted expenditures.

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

ACA promotes a healthy and positive school culture in that all students experience supportive learning conditions and opportunities that promote achievement and prepare them to succeed in college, career, and citizenship. ACA maintains an overall class size of approximately 20 to 1 which allows teachers to tailor instruction and curriculum to meet the diverse needs of all students. Student absences are tracked, and absence letters are generated and sent to parents as their student approaches or exceed 10, 15, and 20 absences. Absence letters include reminders of the procedures for reporting absences. SARB meetings can be held for students who approach 20 absences and create an attendance plan.

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 were 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
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Goal 7	To create classroom settings that address individual needs with regards to academics, emotional and physical structure, and time management.
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An explanation of why the LEA has developed this goal.

The school environment, like family and community environments, has a powerful influence on a student's ability to learn and thrive. School culture and climate are formed by a range of factors that shape students' perceptions of school and their motivation to learn. These factors include the physical, social, and emotional aspects of the school that support meaningful teaching and learning. These environmental factors affect all school experiences, attitudes, behaviors, and the performance of both students and staff.

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.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Student survey	No data	The student survey reports that 82.1% of students feel safe at school (46.2% strongly agree, 35.9% agree, and 17.9% neutral).	[Intentionally Blank]	[Intentionally Blank]	The student survey reports that 90% or higher of students feel safe at school.

<p>DASHBOARD STATE INDICATOR: Suspension Rate</p>	<p>ACA Suspensions for the 2019-2020 school year were (2) or 1% of students suspended at least once. DASHBOARD STATE INDICATOR: Suspension Rate (2019) ACA is "yellow" on the Student Performance indicator for Suspensions. ACA had two total student groups (English Learners and White) which were both "orange" * English Learner subgroup (37 students) 2.7% suspended at least once and increased 2.7% points from the prior year. * White subgroup (73 students) 2.7% suspended at least once and increased 2.7% points from the prior year. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard. ACA Suspensions for the 2021-2022 school year were (4) or 2% of students suspended at least once.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ACA maintains an overall class size of approximately 21 to 1 which allows teachers to tailor instruction and curriculum to meet the diverse needs of all students. With the low student-to-teacher ratio and multi-age groupings, teachers are able to support students in a unique way. ACA's key philosophies and policies create a safe, orderly environment. Character education programs and curricula help students build trust with each other. Maintain a 1% or lower suspension rate.</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
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Action #	Title	Description	Total Funds	Contributing
Action #1	Suspension Rates	ACA will maintain small class sizes of approximately 21 students or less. ACA may offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. ACA students will be empowered learners through Brain-Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. ACA will work to achieve mastery of basic academic concepts and ownership by designing a curriculum based on student strengths, interests, and choices. Staff will teach and demonstrate the use of Lifeskills and Lifelong guidelines. Cross-grade level interactions are encouraged using School Families and whole-school activities.	\$0.00	No
Action #2	School Philosophies	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 a curriculum based on student strengths, interests, and choices. Teach and demonstrate the use of Lifeskills and Lifelong Guidelines.	\$0.00	No
Action #3	Schoolwide Activities	Encourage cross-grade level interactions and community building through the use of School Families. Continue School of Choice Week, the Great Kindness Challenge, or similar community-building activities.	\$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.

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 budgeted expenditures.

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

ACA suspension rates are low, during the 2021-22 school year, ACA suspended two students or a rate of 1%. ACA maintains an overall class size of approximately 21 to 1 which allows teachers to tailor instruction and curriculum to meet the diverse needs of all students. With the low student-to-teacher ratio and multi-age groupings, teachers are able to support students in a unique way. ACA's key philosophies and policies create a safe, orderly environment. Character education programs and curricula help students build trust with each other and their teachers through small learning groups, peer-to-peer collaboration, and daily classroom meetings

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 were 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 8	To create unique learning experiences in all subject areas that are meaningful to all students.

An explanation of why the LEA has developed this goal.

An effective curriculum increases students' understanding of the world around them and provides them with the knowledge and skills necessary for success in the 21st century. An effective curriculum also provides a roadmap of what students are expected to learn. Mapping a course of instruction that includes formative assessment ensures that diverse learners receive a thoughtful, responsive course of study designed to prepare them to meet grade-level learning goals.

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 subject 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
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Percent participation in a broad course of study.	All students, including all subgroups, have access to and are enrolled in a broad course of study, including mathematics, English Language Arts, social studies, science, music, art, and physical education. Standard met for the DASHBOARD STATE INDICATOR (2019): Access to a Broad Course of Study Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.	All students, including all subgroups, have access to mathematics, English Language Arts, social studies, science, music, art, and physical education. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the Dashboard.	[Intentionally Blank]	[Intentionally Blank]	All 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.
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Course Access	All academic content areas and all curricular activities will be available to all students, including student subgroups, at all grade levels. Maintain emphasis on enrichment instruction through the Wonderful Wednesday 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.

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 budgeted expenditures.

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

ACA's overall program is highly effective in providing access to a rigorous, relevant, coherent curriculum that includes many real-world applications at all grade levels. Instructional practices of teachers facilitate access and success for all students. Scheduling for all students includes mathematics, English Language Arts, social studies, science, music, art, and physical education. Each Wednesday, students in grades 1-8 have hour-long rotations of music, art/pottery, PE, and Personal Safety (Shaolin Kenpo). Students have also participated in the guest artist program which has included creative/integrated dance, Latin drumming, storytelling, movement, mime, etc.

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 were 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 9	By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the ACA Graduate Goals.

An explanation of why the LEA has developed this goal.

ACA has developed a set of student learner outcomes, also known as Graduate Goals. ACA has identified a set of skills that are critical for success in school, career, and life. The staff and parents value teaching and measuring progress towards these graduate goals.

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
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Action #	Title	Description	Total Funds	Contributing
Action #1	Graduate Goal Instruction & Reflection	Provide instruction and practice of the ACA Graduate Goals. Intermediate and Middle school students will 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.

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

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 budgeted expenditures.

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

ACA's overall program is effective in providing instruction and practice of the ACA Graduate Goals. Intermediate and Middle school students self-reflect on progress towards mastering the Graduate Goals at the end of each trimester.

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 were 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.

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)
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\$1,907,652.00	\$139,831.00	\$0.00
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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
7.33%	0%	\$0.00	7.33%

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.

- ACA staff is engaged in ongoing professional development training on the ELD standards.
- EL students will have materials/directions/newsletters translated for them to go home for parents/families.
- Scholastic readers are available in Spanish and English- as well as all of the learning extensions. Lots of opportunities for verbal sharing and interacting with teachers and peers daily on Zoom. Lots of visual prompts and pictures provided with instruction. Students can get extra help or repeated instruction during teacher “office hours”.
- EL students will have the opportunity to have specialized versions of reading (specifically through Scope/Scholastic) that are designed for English Language Learners, as well as the ability to have text read aloud to them.
- EL students will have opportunities for discussion of text and the opportunities to do verbal sharing/discussion daily. Integrated into lessons and assignments, there will be examples of realia shared and examples given.
- The EL standards overlap with Common Core state standards and students will have regular check-ins.
- EL, Foster Youth, and low-income students have priority for extended day offerings (in-person hybrid model), after-school tutoring programs (Math Shack), and Rtl program support.

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

The mission of the Antioch Charter Academies is to facilitate the academic and personal growth of TK 8th grade students of all socio-economic levels and ethnic backgrounds. Our school is a learner-centered school, which means the needs of students are considered first. Foster youth, English learners, and low-income students need individualized instruction. Individualized instruction, a brain-compatible component, can only be done in a small classroom setting with a low adult-to-student ratio.

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

ACA's program requires 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 ACA equals \$110,301.41. We spend an additional \$204,783.27 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 \$135,844.89 on 1.23 FTE certificated teaching staff in order to reduce class sizes in the intermediate and middle school classrooms and to provide individualized instruction in these grade levels.

ACA will receive an estimated \$15,137 increase in supplemental funding generated by the school's low-income population (SED) and English Learner (EL) unduplicated student population in 2022-23 versus the prior year. The school did not qualify for any concentration grant funding. The ACA unduplicated count is 38%. We have determined the most effective use of funds is to provide increased interventions and to maintain a small class size in grades K-8. Due to the nature of our personalized learning program, an intervention

specialist will enhance our ability to individualize the intervention process. These funds will directly support our SED and EL population through ELA and Math Intervention and additional curriculum/material support. We believe that this approach will have the greatest impact on our low income and English learner population as they progress in their learning through grades K-8.

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	\$194,661.00	\$0.00	\$0.00	\$0.00	\$194,661.00	\$194,661.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Highly Effective Teachers	All Subgroups	\$161,815.00	\$0.00	\$0.00	\$0.00	\$161,815.00
2	1	Alignment of Curriculum and Assessments	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	Parent Engagement	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Intervention Services		\$11,580.00	\$0.00	\$0.00	\$0.00	\$11,580.00
5	1	Intervention Services		\$21,266.00	\$0.00	\$0.00	\$0.00	\$21,266.00
6	1	Absenteeism	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	1	Suspension Rates	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	2	School Philosophies	All subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	3	Schoolwide Activities	All subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	1	Course Access	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9	1	Graduate Goal Instruction & Reflection	All Subgroups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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)
\$1,907,652.00	\$139,831.00	7.33%	0.00%	7.33%	\$194,661.00	0.00%	10.20%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$194,661.00	\$194,661.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$194,661.00	\$194,661.00

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	1	Highly Effective Teachers	Yes	Schoolwide	All student groups	Antioch Charter Academy	\$161,815.00	0%
4	1	Intervention Services	Yes	Schoolwide	EL, socioeconomically disadvantaged, and Foster Youth population	Antioch Charter Academy	\$11,580.00	0%
5	1	Intervention Services	Yes	Schoolwide	EL, socioeconomically disadvantaged, and Foster Youth population	Antioch Charter Academy	\$21,266.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$181,294.00	\$182,779.00

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	Highly Effective Teachers	Yes	\$150,454.00	\$151,939.00
2	1	Alignment of Curriculum and Assessments	No	\$0.00	\$0.00
3	1	Parent Engagement	No	\$0.00	\$0.00
4	1	Intervention Services	Yes	\$10,873.00	\$10,873.00
5	1	Intervention Services	Yes	\$19,967.00	\$19,967.00
6	1	Absenteeism	No	\$0.00	\$0.00
7	1	Suspension Rates	No	\$0.00	\$0.00
7	2	School Philosophies	No	\$0.00	\$0.00
7	3	Schoolwide Activities	No	\$0.00	\$0.00
8	1	Course Access	No	\$0.00	\$0.00
9	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	\$129,235.00	\$181,294.00	\$182,779.00	\$-1,485.00	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	Highly Effective Teachers	Yes	\$150,454.00	\$151,939.00	0.00%	0.00%
4	1	Intervention Services	Yes	\$10,873.00	\$10,873.00	0.00%	0.00%
5	1	Intervention Services	Yes	\$19,967.00	\$19,967.00	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	\$1,731,909.00	\$129,235.00	00.00%	7.46%	\$182,779.00	00.00%	10.55%	\$-53,515.99	-3.09%

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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 individual 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).