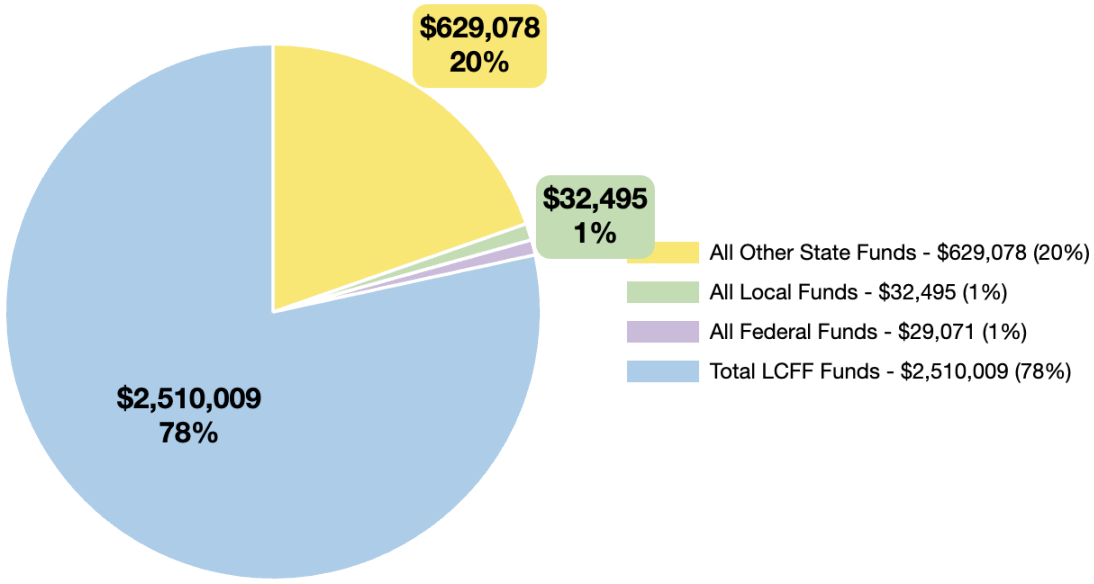
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antioch Charter Academy
CDS Code: 07616486115703
School Year: 2026-27
LEA Contact Information: Kevin Fuller | kevinfuller@antiochcharteracademy.org | 9257557311

School districts receive funding from different sources: state funds under the Local Conmprove services for high needs studentstrol Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

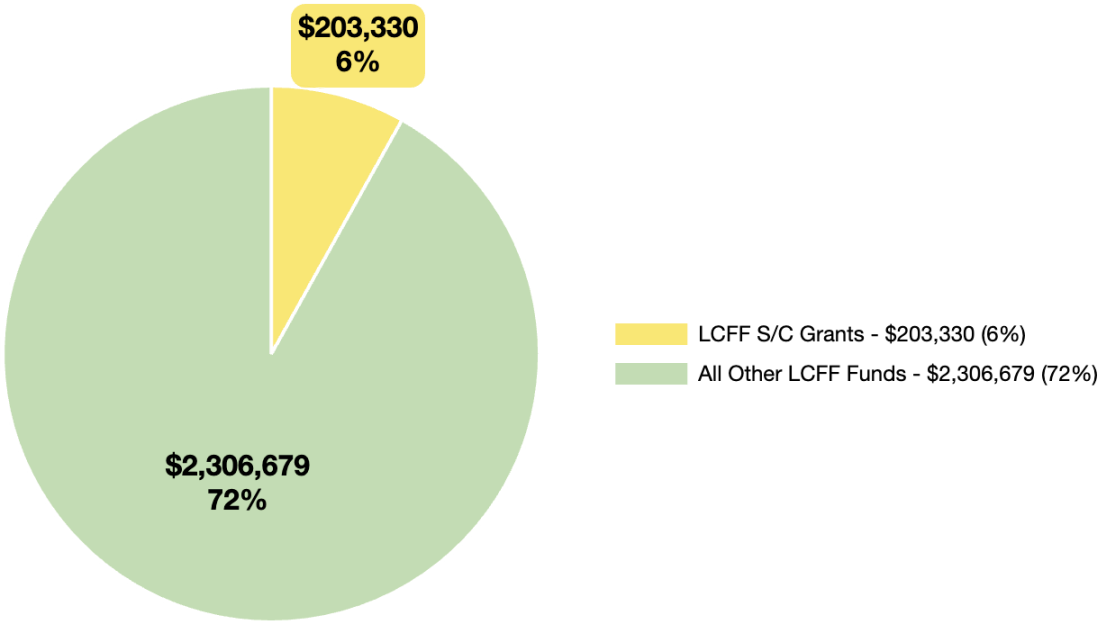
Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$629,078	20%
All Local Funds	$32,495	1%
All Federal Funds	$29,071	1%
Total LCFF Funds	$2,510,009	78%

Breakdown of Total LCFF Funds



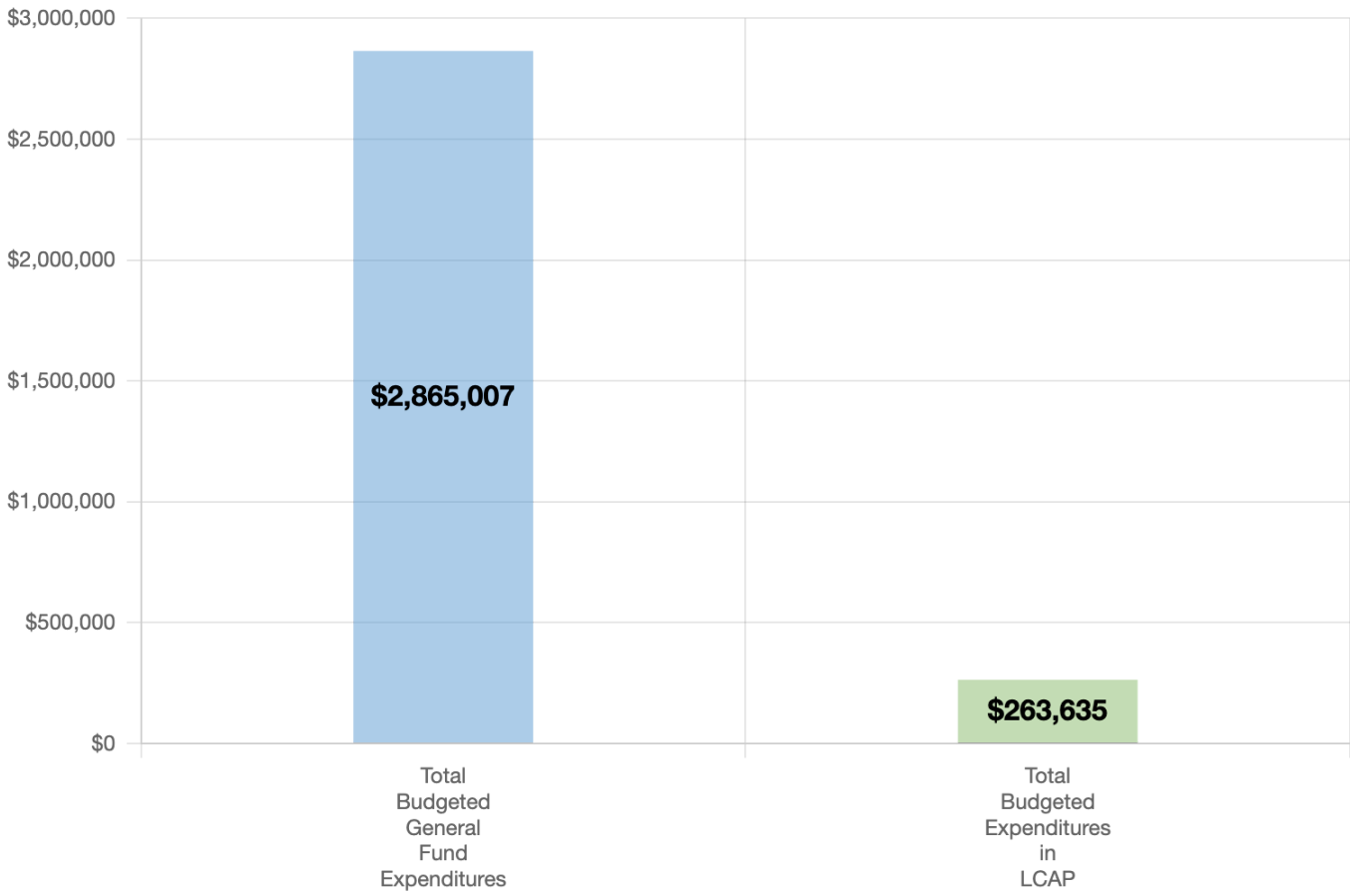
Source	Funds	Percentage
LCFF S/C Grants	$203,330	6%
All Other LCFF Funds	$2,306,679	72%

These charts show the total general purpose revenue Antioch Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Antioch Charter Academy is $3,200,653, of which $2,510,009 is Local Control Funding Formula (LCFF), $629,078 is other state funds, $32,495 is local funds, and $29,071 is federal funds. Of the $2,510,009 in LCFF Funds, $203,330 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Antioch Charter Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Antioch Charter Academy plans to spend $2,865,007 for the 2026-27 school year. Of that amount, $263,635 is tied to actions/services in the LCAP and $2,601,372 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

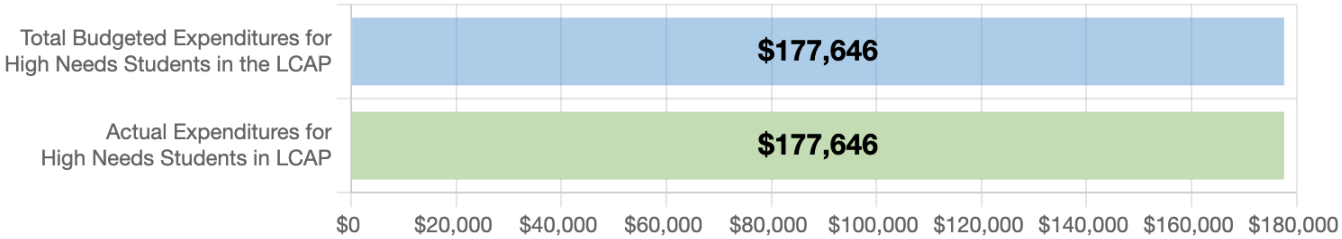
Total budgeted expenditures for 2026-27 not included in the LCAP are $2,062,096 for salaries / benefits,$427,216 for Services & Operations (including utilities, insurance, back office business services, facility maintenance, facility use fees, oversight fees,etc.), $42,825 in depreciation, and $69,235 for books / materials.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Antioch Charter Academy is projecting it will receive $203,330 based on the enrollment of foster youth, English learner, and low-income students. Antioch Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Antioch Charter Academy plans to spend $182,803 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Antioch Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Antioch Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2025-26, Antioch Charter Academy's LCAP budgeted $177,646 for planned actions to increase or improve services for high needs students. Antioch Charter Academy actually spent $177,646 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $0 had the following impact on Antioch Charter Academy's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antioch Charter Academy	Kevin Fuller Co-Administrator	kevinfuller@antiochcharteracademy.org 9257557311

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Antioch Charter Academy (ACA) is one of two charter schools located within the Antioch Unified School District in Antioch, California. ACA, along with its sister institution, Antioch Charter Academy II, is operated by The Learner-Centered, Inc. Currently, ACA is located at 3325 Hacienda Way, Antioch, CA, marking the nineteenth year at this location.

ACA serves elementary school students from Transitional Kindergarten through the 8th grade. While most of the students reside in Antioch, some come from other cities within Contra Costa County. The school has an approximate enrollment of 200 students across these grades. ACA is structured into four levels: Primary, Elementary, Intermediate, and Middle School. Each level follows the school's main educational philosophies but employs unique instructional strategies tailored to the specific needs of the students.

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 and Kindergarten. 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 Brain Compatible Highly Effective Teaching and Multiple Intelligences as its main philosophies. Middle School is comprised of seventh and eighth grades and utilizes Highly Effective Teaching, Experiential Education, Project-Based Learning, and Brain-Compatible Learning as its cornerstones.

All levels implement Positive Discipline strategies to foster an atmosphere of mutual respect between students and staff. Parents play a crucial role in the learner-centered approach at ACA. Teachers communicate weekly with parents to establish constant communication through emails, one-on-one meetings, student-led conferences, and parent education meetings. The involvement of parents significantly contributes to student success at ACA.

ACA is accredited by the Western Association of Schools and Colleges (WASC). The accreditation process involves a thorough review of the school’s programs with input from all stakeholders, leading to the development of a comprehensive action plan. Feedback from stakeholders was collected through staff meetings, student discussions, and family conferences. ACA has held WASC accreditation since 2009, demonstrating that the school's review process and action plan were well thought out and aligned with LCAP goals.

Reflections: Annual Performance

A reflection on annual performance 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 keeping aides who provide additional intervention support for our unduplicated student groups and struggling students. ACA will continue to support all students by instituting new research-based programs, staff professional development and training, and materials based on student needs. ACA has no student group that received the lowest performance level on one or more state indicators on the Dashboard. Standard was met on all local indicators on the Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
1. Teachers	ACA staff meetings included training on what LCAP is and the specific LCAP goals for ACA for the 2025-2026 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 2026-2027 school year. Teachers participate in the WASC full self-study. 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. Teachers were surveyed to gather their input to better set goals, plan actions, and leverage resources to improve student outcomes.
2. Students	Teachers conduct informal and formal surveys of students in the classroom, both in writing and through classroom meeting discussions throughout the school year.
3. Parents	Parents were surveyed to gather their input to better set goals, plan actions, and leverage resources to improve student outcomes. Parents 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. Parent input was gathered through teacher meetings at school, as well as with families at conferences.
4. Co-administrators	Co-administrators serve as both administrators and teachers. ACA staff meetings included training on what LCAP is and the specific LCAP goals for ACA for the 2025-2026 school year, a discussion about how to measure the progress towards the goals, and a discussion about ways to revise the LCAP goals and actions for the 2026-2027 school year. Co-Administrators/teachers participate in the WASC full self-study. 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. Co-administrators were surveyed to gather their input to better set goals, plan actions, and leverage resources to improve student outcomes.
5. Other school personnel	ACA has designated meetings that include all staff (certificated and classified personnel). At these meetings, training on what LCAP is and the specific LCAP goals for ACA for the 2025-2026 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 2026-2027 school year. All staff (certificated and classified personnel) participate in the WASC full self-study. 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. Certificated staff were surveyed to gather their input to better set goals, plan actions, and leverage resources to improve student outcomes.

A description of how the adopted LCAP was influenced by the feedback provided by 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 social-emotional and academic intervention, followed by teacher training and parent education. The LCAP goals also reflect the results of the 2024 Western Association of Schools and Colleges (WASC) full self-study findings. Ultimately, the stakeholder engagement and research confirmed the direction of the school and caused us to embed these goals in our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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).	Maintenance

State Priorities addressed by this goal.

State Priority 1: Basics: Teachers, Instructional Materials, Facilities.

An explanation of why the LEA has developed this goal.

The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, and 7th-8th with approximately 21	Grade levels are organized into multi-grade level groupings of TKK, 1st-3rd, 4th-6th, and 7th-8th with approximately 21	Grade levels are organized into multi-grade level groupings of TKK, 1st-3rd, 4th-6th, and 7th-8th, with approximately 21	Grade levels are organized into multi-grade level groupings of TKK, 1st-3rd, 4th-6th, and 7th-8th, with approximately 21	Grade levels are organized into multi-grade level groupings of TKK, 1st-3rd, 4th-6th, and 7th-8th with approximately 21	There are no substantive differences between planned actions and their actual implementation.

	students per teacher.	students per teacher.	students per teacher.	students per teacher.	students per teacher.	
2	100% of teachers of core academic subjects will hold a valid CA teaching credential.	100% of teachers of core academic subjects will hold a valid CA teaching credential.	100% of teachers of core academic subjects will hold a valid CA teaching credential.	100% of teachers of core academic subjects will hold a valid CA teaching credential.	100% of teachers of core academic subjects will hold a valid CA teaching credential.	There are no substantive differences between planned actions and their actual implementation.
3	Sufficiency of instructional materials	All students have access to standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data).	All students have access to standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data).	All students have access to standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data).	All students have access to standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data).	There are no substantive differences between planned actions and their actual implementation.
4	Safe, Clean Functional School Facilities	ACA facility meets "Good Repair status (aligned with SARC-reported data).	ACA facility meets "Good Repair status (aligned with SARC-reported data).	ACA facility meets "Good Repair status (aligned with SARC-reported data).	ACA facility meets "Good Repair status (aligned with SARC-reported data).	There are no substantive differences between planned actions and their actual implementation.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. The assigning of highly qualified teachers, who partner together in grade-level clusters with approximately 21 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th,7th-8th) ensures differentiated instruction to small groups of students. In addition, this action allows instructional aides to provide additional intervention support for our unduplicated student groups and struggling students.

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

There were no changes to the planned goal, metrics, desired outcomes, or actions 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.

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.	$164,962.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	ACA will develop curriculum and assessments for language arts and math instruction that align with the Common Core Standards.	Maintenance

State Priorities addressed by this goal.

State Priority 2: Conditions of Learning.

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	ACA's curriculum and assessments reflect the Common Core Standards.	Standard met per California State Dashboard (2023) for Priority 2: State Standards (Conditions of Learning).	In 2024-2025, staff will continue to evaluate local assessments in an ongoing process, aligning those assessments to reflect the Common Core Standards and EL Standards. Standard met per California State Dashboard (2024) for Priority 2: State Standards (Conditions of Learning).	In 2025-2026, staff continued to evaluate local assessments in an ongoing process, aligning those assessments to reflect the Common Core Standards and EL Standards. Standard met per California State Dashboard (2025) for Priority 2: State Standards (Conditions of Learning).	Standard met per California State Dashboard for Priority 2: State Standards (Conditions of Learning).	There are no substantive differences between planned actions and their actual implementation.
2	EL Access to CA Standards including ELD standards.	EL Access to CA Standards including ELD standards not reported within the 2023 Dashboard Local Indicator Priority 2 Self-Reflection.	In 2024-2025, staff will continue to evaluate local assessments in an ongoing process, aligning those assessments to reflect the Common Core Standards and EL Standards. Standard met per California State Dashboard (2024) for Priority 2: State Standards (Conditions of Learning).	In 2025-2026, staff continued to evaluate local assessments in an ongoing process, aligning those assessments to reflect the Common Core Standards and EL Standards. Standard met per California State Dashboard (2025) for Priority 2: State Standards (Conditions of Learning).	Report Rating for ELD within the Dashboard Local Indicator Priority 2 Self-Reflection.	There are no substantive differences between planned actions and their actual implementation.

Goal Analysis for 2026-27

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

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

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

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

No budgeted expenditures for this goal.

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

The specific actions were effective. The staff will continue to evaluate local assessments, aligning those assessments to reflect the Common Core Standards and EL Standards to promote student achievement.

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

There were no changes to the planned goal, metrics, desired outcomes, or actions that resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Alignment of Curriculum and Assessments including ELs access to ELD and CORE.	Staff will evaluate and align curriculum and local assessments to reflect Common Core Standards and ELD for each grade level. Staff will complete professional development to increase teacher proficiency in integrating the ELD, Montessori curriculum, Project-Based Learning, and HET philosophies and pedagogies.	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 3	To include parents as a vital part of our school's dynamics and make them partners in their child's education.	Maintenance

State Priorities addressed by this goal.

State Priority 3: Parent and Family Engagement.

An explanation of why the LEA has developed this goal.

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 curricula will be offered through (ex. 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.

Improve communication between parents, students, and staff regarding students' progress towards grade-level expectations and standards. Identify areas of strengths and weaknesses in current communication practices, survey families about communication needs, create and implement a communication improvement plan, implement the plan, and provide ongoing parent education through various channels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Seek parent input in decision-making.	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, and social media. Parent education meetings were held throughout the year. Standard met per California State Dashboard (2023) for State Priority 3: Parent and Family Engagement.	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 and social media. Parent education meetings were held throughout the year. Standard met per California State Dashboard (2024) for State Priority 3: Parent and Family Engagement.	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 and social media. Parent education meetings were held throughout the year. Standard met per California State Dashboard (2025) for State Priority 3: Parent and Family Engagement.	Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	There are no substantive differences between planned actions and their actual implementation.
2	Promote parental participation in programs for unduplicated pupils.	Initial implementation of parental participation in programs for unduplicated pupils. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	In 2024-2025, ACA created an ELAC, elected an ELAC Board from parents of ELL students, and held three meetings during the school year to support the ELL students and families at ACA. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	In 2025-2026, ACA's ELAC Board, comprised of parents of ELL students, held several meetings during the school year to support the ELL students and families at ACA. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	Full implementation of parental participation in programs for unduplicated pupils. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	There are no substantive differences between planned actions and their actual implementation.
3	Promote parental participation in programs for individuals with exceptional needs (IEP/504 Plan students).	Initial implementation of parental participation in programs for individuals with exceptional needs (IEP/504 Plan students). Standard met per California State	Initial implementation of parental participation in programs for individuals with exceptional needs (IEP/504 Plan students). Parents meet with classroom	Parents of individuals with exceptional needs (IEP/504 Plan students) participated in educational meetings, which included translation services. Parents	Full implementation of parental participation in programs for individuals with exceptional needs (IEP/504 Plan students). Standard met per California State	There are no substantive differences between planned actions and their actual implementation.

		Dashboard for State Priority 3: Parent and Family Engagement.	teachers and Education Specialists annually to review IEPs/504s. Parent support meetings have been scheduled. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	met with classroom teachers and Education Specialists annually to review IEPs/504s. Parent support meetings have been scheduled. Standard met per California State Dashboard for State Priority 3: Parent and Family Engagement.	Dashboard for State Priority 3: Parent and Family Engagement.	

Goal Analysis for 2026-27

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

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

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

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

No budgeted expenditures for this goal.

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

The specific actions were effective. 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.

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

No changes to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Engagement	Provides training and opportunities for parents and families to learn about ACA and school plans, programs, and activities. ACA will include parents, students, and families in developing strategies to	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		improve academic achievement and the social, emotional, and physical well-being of all students.		

Goal

Goal #	Description	Type of Goal
Goal 4	Students will show progress towards or meet grade-level standards in math	Focus

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Addressing the significant gap between Math and ELA scores, the goal is to elevate Math proficiency from 36.3 points below standard to meeting or exceeding standards. Math data in STAR and CAASPP indicate a need for improvement. Currently ELA proficiency is 8.4 points above standard. ACA staff is committed to providing a balanced education, ensuring equitable opportunities for all students in both ELA and MATH. The targeted interventions, differentiated instruction, and professional development strategies aim to bridge the Math-ELA achievement disparity and prepare students comprehensively for academic and real-world challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	DASHBOARD STATE INDICATOR: Academic Math	DASHBOARD STATE INDICATOR: Academic Math 2023 ACA is "orange" on the Student Performance Indicator for Mathematics. 128 students were assessed. Overall status is 36.3 points below standard, the score maintained at -0.2 points from the prior year. ACA had two total student groups (Hispanic and White) which were both "orange" * Hispanic subgroup (39 students) is 54.2 points below standard and	ACA 2024 Dashboard performance color is “Orange.” ACA's math score is 43 points below standard compared to the State, which is 47.6 points below standard. ACA had two total student groups (Hispanic and White), which were both "orange" * Hispanic subgroup (43 students) is 64.6 points below standard and declined 10.4 points from the prior year. * White subgroup (32 students) is 58.3 points below standard and declined 10.9	ACA 2025 Dashboard performance color is “Orange.” ACA's math score is 60.6 points below standard compared to the State, which is 42.4 points below standard. ACA had two total student groups (Hispanic and White), which were both "orange." * Hispanic subgroup (51 students) is 72.8 points below standard and declined 8.2 points from the prior year. * White subgroup (31 students) is 68.2 points below standard and	Demonstrate improvement in DFS (Distance from Standard) for DASHBOARD STATE INDICATOR: Academic Math	ACA 2025 DASHBOARD STATE INDICATOR: Academic Math performance declined 24.3 points from the baseline.

		declined 9.1 points from the prior year. * White subgroup (38 students) is 47.4 points below standard and declined 10.4 points from the prior year. * English Learners "No Performance Color" (19 students) are 54.3 points below standard and increased 8.7 points from the prior year. * Socioeconomically Disadvantaged Learners "orange" (32 students) are 45.4 points below standard and maintained -1.2 points from the prior year.	points from the prior year. * English Learners "No Performance Color" (20 students) are 57 points below standard and maintained -2.7 points from the prior year. * Socioeconomically Disadvantaged Learners "orange" (31 students) are 49.8 points below standard and declined 4.3 points from the prior year.	declined 9.9 points from the prior year. * English Learners "No Performance Color" (26 students) are 94.8 points below standard and declined 37.8 points from the prior year. * Socioeconomically Disadvantaged Learners "orange" (38 students) are 99 points below standard and declined 49.2 points from the prior year.		
2	STAR Renaissance Math Student Growth Percentile	The majority of our students consistently score at or above the benchmark standard. The average percentile in Trimester 3 for most classes is over 40 percentile in most of our classes. In our most recent STAR reports, over 50% of students in grades 3, 6, and 8 score above the benchmark in Math. The number of students scoring at or below 10 percentile has decreased, however, students with disabilities are	Current DataTrends: The majority of our students consistently score at or above the benchmark standard. In our most recent STAR reports, 43.5% of students are proficient in Math. The number of students scoring at or below 10 percentile has decreased. The Average Grade Equivalent Student Growth Percentile for all grades is 0.9 years.	Current DataTrends: The majority of our students consistently score at or above the benchmark standard. In our most recent STAR reports, 43.5% of students are proficient in Math. The number of students scoring at or below 10 percentile has decreased. The Average Grade Equivalent Student Growth Percentile for all grades is 0.8 years.	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.	The number of students proficient in the STAR Renaissance Math assessment has increased from 40% to 43.5%.

		overrepresented in this group.				
3	Staff training/ professional development.	ACA has identified this as a need during the 2023-24 WASC full self-study.	ACA has partnered with an outside consultant, WestEd, to evaluate the current math program (to analyze and integrate tools/technology to enhance learning and provide staff training on math curriculum and instructional methods). In addition, strategies to reduce math anxiety and build student confidence will be analyzed.	ACA has partnered with an outside consultant, WestEd, to evaluate the current math program (to analyze and integrate tools/technology to enhance learning and provide staff training on math curriculum and instructional methods). In addition, strategies to reduce math anxiety and build student confidence will be analyzed. ACA will adopt a new math curriculum and begin staff training in the summer of 2026.	Staff will have evaluated current math assessments, integrate tools/technology to enhance learning, and provide staff training on math curriculum and instructional methods. Implement strategies to reduce math anxiety and build student confidence.	ACA has partnered with an outside consultant, WestEd. The evaluation of the current math program (to analyze and integrate tools/technology to enhance learning and provide staff training on math curriculum and instructional methods) has commenced. ACA will adopt a new math curriculum and begin staff training in the summer of 2026.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. Students have demonstrated progress toward or meeting grade-level standards in math.

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

There were no changes to the planned goal, metrics, desired outcomes, or actions that resulted from reflections on prior practice. This goal will be continued for the coming year.

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

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 the 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.	$34,466.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 5	Students will show progress toward or meet grade-level standards in English Language Arts.	Focus

State Priorities addressed by this goal.

State Priority 4: Pupil Achievement

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	STAR Renaissance Reading Student Growth Percentile	The majority of our students consistently score at or above the benchmark standard. The average percentile in Trimester 3 for most classes is over 40 percentile in most of our classes. In our most recent STAR reports, over 50% of students in grades 3, 6, and 8 score above the benchmark in Reading. The number of students scoring at or below 10 percentile has decreased, however, students with disabilities are overrepresented in this group.	The majority of our students consistently score at or above the benchmark standard. The average percentile for most classes is over 40 percentile in most of our classes. In our most recent STAR reports, over 55.1% of students in grades 3 through 8 scored above the benchmark in Reading. The number of students scoring at or below 10 percentile has decreased. The Average Grade Equivalent Student Growth Percentile for all grades is 0.9 years.	The majority of our students consistently score at or above the benchmark standard. The average percentile for most classes is over the 40th percentile in most of our classes. In our most recent STAR reports, over 60.8% of students in grades 3 through 8 scored above the benchmark in Reading. The number of students scoring at or below 10 percentile has decreased. The Average Grade Equivalent Student Growth Percentile for all grades is 0.9 years.	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	The number of students proficient in the STAR Renaissance Math assessment has increased from 50% to 60.8%.
2	DASHBOARD STATE INDICATOR: Academic English Language Arts	DASHBOARD STATE INDICATOR: Academic English Language Arts 2023 ACA is "green" on the Student Performance indicator for English Language Arts. 128 students were assessed. Overall status is 8.4 points above standard, the score increased 12.2 points from the prior year. ACA student groups: * (Orange) Hispanic subgroup (39 students) is 14.5	ACA 2024 Dashboard performance color is "Yellow." ACA ELA score is 2.7 points below standard compared to the State, which is 13.2 points below standard. The score declined 11.1 points from the prior year. ACA student groups: * (Orange) Hispanic subgroup (43 students) is 16.3 points below standard and maintained -1.8 points from the prior year. * (Orange) White	ACA 2025 Dashboard performance color is "Orange." ACA ELA score is 19.2 points below standard compared to the State, which is 8.1 points below standard. The score declined 16.5 points from the prior year. ACA student groups: * (Orange) Hispanic subgroup (51 students) is 36.9 points below standard and declined 20.6 points from the prior year. * (Orange) White	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.	ACA 2025 Dashboard performance color is "Orange" compared to the baseline color "Green." ACA ELA score decreased from 8.4 points above standard to 19.2 points below standard. The score declined by 27.6 points from the baseline.

		points below standard and maintained -1.3 points from the prior year. * (Yellow) White subgroup (38 students) is 1.3 points below standard and maintained 0.7 points from the prior year. * (No Performance Color) English Learners (19 students) are 33.4 points below standard and declined 15.2 points from the prior year. * (Yellow) Socioeconomically Disadvantaged Learners (23 students) are 5.7 points above standard and increased by 26.3 points from the prior year.	subgroup (32 students) is 29.1 points below standard and declined 27.8 points from the prior year. * (No Performance Color) English Learners (20 students) are 39.5 points below standard and declined 6 points from the prior year. * (Orange) Socioeconomically Disadvantaged Learners (31 students) are 9.1 points below standard and declined by 3.4 points from the prior year.	subgroup (31 students) is 16.4 points below standard and increased 12.7 points from the prior year. * (No Performance Color) English Learners (20 students) are 39.5 points below standard and declined 6 points from the prior year. * (Orange) Socioeconomically Disadvantaged Learners (38 students) are 46.1 points below standard and declined by 37 points from the prior year.		
3	DASHBOARD STATE INDICATOR: English Learner Progress Indicator	Dashboard State Indicator (2023) - The English Learner Progress Indicator has "No Performance Color," with 47.1% making progress toward English language proficiency. A total of 17 students were assessed. 47.1% of ELs who progressed at least one ELPI level, 0% of ELs who maintained ELPI level 4, 29.4% of ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H 23.5% of ELs who decreased at	ACA 2024 Dashboard performance color is “No Color.” 43.8% of ACA EL students are making progress towards English language proficiency compared to the State EL Students - 45.7% making progress towards English language proficiency.	ACA 2025 Dashboard performance color is “No Color.” 43.8% of ACA EL students are making progress towards English language proficiency compared to the State EL Students - 45.7% making progress towards English language proficiency.	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.	The English Learner Indicator decreased from the baseline of 47.1% to 9.5%, making progress towards English language proficiency. There was an increase in EL students from 17 to 21.

		least one ELPI level				
4	EL Reclassification Rate	EL Reclassification Rate for 2023-24 school year: 2 (both 6 grade) of 25 students reclassified or 8%	EL Reclassification Rate for 2024-25 school year: 3 out of 28 students reclassified or 11%	EL Reclassification Rate for 2024-25 school year: 3 out of 32 students reclassified or 9.4%	ACA will continue to use the results of Criteria 2–4 to inform areas of focus for reclassified students. ACA will establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing toward those goals. During this monitoring time, ACA will ensure that RFEP students have met the same academic achievement goals set for all students.	The EL reclassification rate increased from 8% (baseline) to 9.4% in the current year.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. Students demonstrated progress toward or meeting grade-level standards in English Language Arts.

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

No changes to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention Services	Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small group support for at-risk, struggling, and unduplicated 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.	$64,206.00	Yes

Goal

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

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance rate	ACA P2 attendance rate for the 2023-24 school year:	ACA P2 attendance rate for the 2024-25 school year:	ACA P2 attendance rate for the 2025-26 school year:	ACA promotes a healthy and positive school culture in that all	The attendance rate improved by 0.2% from the baseline.

		98.5% * Classroom-based attendance was 94.0%. * Non-classroom-based attendance 4.5%	98.8% * Classroom-based attendance was 94.2%. * Non-classroom-based attendance 4.6%	98.7% * Classroom-based attendance was 94.5%. * Non-classroom-based attendance 4.2%	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.	
2	DASHBOARD STATE INDICATOR: Chronic Absentee	For the 2023 Dashboard, ACA is "blue" on the Dashboard State Indicator for Chronic Absenteeism. ACA had 0.5% chronically absent (207 total students). For the State: Overall status is 24.3% Chronically Absent.	The California State Dashboard shows ACA is “orange” for 2024 because the rate was increased to 4.2% of students chronically absent, compared to the State, which is 18.6%.	The California State Dashboard shows ACA is “blue” for 2025 because the rate was decreased by 2.3% of students chronically absent (204 students), compared to the State, which is 17.1%.	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 the California State Dashboard for Chronic Absenteeism	The Chronic Absenteeism rate for ACA increased by 1.8% from the 2023 Dashboard.
3	Middle School dropout rate.	Middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The middle school dropout rate is 0%.	The Middle School dropout rate remained at 0%.	The Middle School dropout rate remained at 0%.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. ACA put procedures in place to encourage student attendance and reduce absences. ACA tailored the curriculum and instruction to meet the needs of individual students. ACA tracked student absences and informed parents when their student approaches or exceeds 10 absences. ACA utilized the ACA SARB board to create a student attendance plan for students who have an excessive number of absences. ACA maintained small class sizes to allow for individualized instruction.

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

No changes to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

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

Goal #	Description	Type of Goal
Goal 7	To create unique learning experiences in all subject areas that are meaningful to all students.	Maintenance

State Priorities addressed by this goal.

State Priority 7: Course Access

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percent participation in a broad course of study.	All students, including all subgroups, and students with exceptional needs (IEP/504 Plan students) have access to mathematics, English Language Arts, social studies, science, music, art, and physical education. Standard Met: Dashboard Local Indicators (2023) - Access to a Broad Course of Study	All students, including all subgroups, and students with exceptional needs (IEP/504 Plan students) have access to mathematics, English Language Arts, social studies, science, music, art, and physical education. Standard Met: Dashboard Local Indicators (2024) - Access to a Broad Course of Study	All students, including all subgroups, and students with exceptional needs (IEP/504 Plan students) have access to mathematics, English Language Arts, social studies, science, music, art, and physical education. Standard Met: Dashboard Local Indicators (2025) - Access to a Broad Course of Study	All students, including all subgroups, and students with exceptional needs (IEP/504 Plan 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.	There were no differences in the actual results and the baseline.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. All academic content areas and all curricular activities were available to all students, including student subgroups, at all grade 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 to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

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 unduplicated students, and students with exceptional needs (IEP/504 Plan students). ACA will maintain an 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

Goal #	Description	Type of Goal
Goal 8	To create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management.	Maintenance

State Priorities addressed by this goal.

State Priority 6: School Climate

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from

						Baseline
1	Student Survey	The student survey reports that 71.9% of students feel safe at school (27% strongly agree, 44.9% agree, and 20.2% neutral).	The student survey reports that 78.7% of students feel safe at school (26.2% strongly agree, 52.5% agree).	The student survey reports that 92.5% of students feel safe at school (50% strongly agree, 42.5% agree).	The student survey reports that 90% or higher of students feel safe at school.	The percentage of students feeling safe at school increased from 71.9% to 92.5%.
2	Pupil expulsion rates	0% of students were expelled in 2023-24.	0% of students were expelled in 2024-25.	0% of students were expelled in 2025-26.	Maintain expulsion rate of 0%.	No difference between baseline and year 2 outcome.
3	DASHBOARD STATE INDICATOR: Suspension Rate	2023 Dashboard, ACA suspensions for the school year were (2) or 1% of students suspended at least once. ACA is "green" on the Student Performance Indicator for Suspensions. ACA had two total student groups: * (No Color) African American subgroup (28 students) 3.6% suspended at least once and increased 3.6% points from the prior year. * White subgroup (61 students) 1.6% suspended at least once and declined 1.3% points from the prior year.	State Dashboard for 2024 shows “Blue” for Suspension Rate because the percentage of students suspended decreased by 0.5% to 0.5%.	State Dashboard for 2025 shows “Orange” for Suspension Rate because the percentage of students suspended increased by 2.5% to 2.9%.	Maintain a 1% or lower suspension rate.	Suspensions increased 1.9% compared to the baseline data.

Goal Analysis for 2026-27

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

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

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

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

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

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

The specific actions were effective. ACA maintained small class sizes of approximately 21 students or fewer. Pupil expulsion rates remain at 0%, suspension rates also remain low, and students report that they feel safe on campus.

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

No changes to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
Action #3	School-wide 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
Action #4	SEL support	Increase SEL support for students by researching evidence-based interventions, assessing the current state of SEL within the school, developing plans for integrating SEL interventions, providing staff training, monitoring the effectiveness of interventions, and adjusting interventions based on feedback and student needs.	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 9	By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the ACA Graduate Goals.	Maintenance

State Priorities addressed by this goal.

State Priority 8: Other Pupil Outcomes

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 toward these graduate goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from

						Baseline
1	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.	Graduate Goal rubric scores are included on report cards for all grades.	Graduate Goal rubric scores will be included on report cards for all grades.	There were no differences in the actual results and the baseline.

Goal Analysis for 2026-27

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

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

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

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

No budgeted expenditures.

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

The specific actions were effective. Graduate Goal rubric scores were included on report cards for all grades. By the end of 8th grade, students demonstrated and applied mastery of the academic content by following the ACA Graduate Goals.

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

No changes to the planned goal, metrics, desired outcomes, or actions resulted from reflections on prior practice. This goal will be continued for the coming year.

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

Actions

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 their progress toward mastering the Graduate Goals at the end of each trimester.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$203,330.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.81%	0.00%	$0.00	8.81%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1, Goal 2 Action 1, Goal 3 Action 1, Goal 4 Action 1, Goal 5 Action 1, Goal 8 Action 1, Goal 8 Action 2, Goal 8 Action 3, Goal 8 Action 4, Goal 7 Action 1, Goal 9 Action 1	English language learners, Foster Youth, and Low-Income students may encounter multiple challenges in the classroom. ACA has identified a need to continue improving and building programs that impact cognitive, physical, and social-emotional development.	The mission of the Antioch Charter Academies is to facilitate the academic and personal growth of TK through 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 approximately 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 about academics, emotional and physical structure, and time management. Additional objectives of our small school and small classroom size include increasing the attendance rates, decreasing dropout rates, better grades, more extracurricular activity participation, and fewer	The Metrics used to measure effectiveness are the required LCAP metrics for the eight state priorities.

		behavior problems. We firmly believe that a smaller class size leads to greater student achievement and helps foster a lifelong love of learning.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited 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, as applicable.

Not applicable

Additional Concentration Grant Funding

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.

Not applicable

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 21	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$2,510,009.00	$203,330.00	8.10%	0.00%	8.10%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$263,634.00	$0.00	$0.00	$0.00	$263,634.00	$263,634.00	$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Highly Effective Teachers	All	Yes	Schoolwide	Foster Youth, English Learners, Low-Income Students	ACA	Annually
2	1	Alignment of Curriculum and Assessments including ELs access to ELD and CORE.	All	No	Schoolwide	All Student Groups, English Learners	ACA	Annually
3	1	Parent Engagement	All	No	Schoolwide	All Student Groups	ACA	Annually
4	1	Intervention Services	All	Yes	Schoolwide	Foster Youth, English Learners, Low-Income Students	ACA	Annually
5	1	Intervention Services	All	Yes	Schoolwide	Foster Youth, English Learners, Low-Income Students	ACA	Annually
6	1	Absenteeism	All	No	Schoolwide	All Student Groups	ACA	Annually
7	1	Course Access	All	No	Schoolwide	All Student Groups	ACA	Annually
8	1	Suspension Rates	All	No	Schoolwide	Foster Youth, English Learners, Low-Income Students	ACA	Annually
8	2	School philosophies	All	No	Schoolwide	All Student Groups	ACA	Annually
8	3	School-wide activities	All	No	Schoolwide	All Student Groups	ACA	Annually
8	4	SEL support	All	No	Schoolwide	All Student Groups	ACA	Annually
9	1	Graduate Goal Instruction & Reflection	All	No	Schoolwide	All Student Groups	ACA	Annually

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$164,962.00	$0.00	$164,962.00	$0.00	$0.00	$0.00	$164,962.00	0.00%
2	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
3	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
4	1	$34,466.00	$0.00	$34,466.00	$0.00	$0.00	$0.00	$34,466.00	0.00%
5	1	$64,206.00	$0.00	$64,206.00	$0.00	$0.00	$0.00	$64,206.00	0.00%
6	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
7	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
8	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
8	2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
8	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
8	4	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
9	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%

2026-27 Contributing Actions Table

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)
$2,510,009.00	$203,330.00	8.10%	0.00%	8.10%	$263,634.00	0.00%	10.50%

Totals by Type	Total LCFF Funds
Total:	$263,634.00
LEA-wide Total:	$0.00
Limited Total:	$0.00
Schoolwide Total:	$263,634.00

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	Foster Youth, English Learners, Low-Income Students	ACA	$164,962.00	0.00%
4	1	Intervention Services	Yes	Schoolwide	Foster Youth, English	ACA	$34,466.00	0.00%

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 (%)
					Learners, Low-Income Students			
5	1	Intervention Services	Yes	Schoolwide	Foster Youth, English Learners, Low-Income Students	ACA	$64,206.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$280,681.00	$261,744.00

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	$164,586.00	$164,962.00
2	1	Alignment of Curriculum and Assessments including ELs access to ELD and CORE.	No	$0.00	$0.00
3	1	Parent Engagement	No	$0.00	$0.00
4	1	Intervention Services	Yes	$41,587.00	$33,835.00
5	1	Intervention Services	Yes	$74,508.00	$62,947.00
6	1	Absenteeism	No	$0.00	$0.00
7	1	Course Access	No	$0.00	$0.00
8	1	Suspension Rates	No	$0.00	$0.00
8	2	School philosophies	No	$0.00	$0.00
8	3	School-wide activities	No	$0.00	$0.00
8	4	SEL support	No	$0.00	$0.00
9	1	Graduate Goal Instruction & Reflection	No	$0.00	$0.00

2025-26 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 7 from 4)	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	$150,792.00	$280,681.00	$261,744.00	$18,937.00	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	$164,586.00	$164,962.00	0.00%	0.00%
4	1	Intervention Services	Yes	$41,587.00	$33,835.00	0.00%	0.00%
5	1	Intervention Services	Yes	$74,508.00	$62,947.00	0.00%	0.00%

2025-26 LCFF Carryover Table

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)
$2,163,857.00	$150,792.00	0.00%	6.97%	$261,744.00	0.00%	12.10%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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 district-level goals. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal

- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        - The reasons for the ineffectiveness, and

        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA

demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 tables are required to be included as part of the LCAP 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 transitional kindergarten through grade five), 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."

- **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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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).