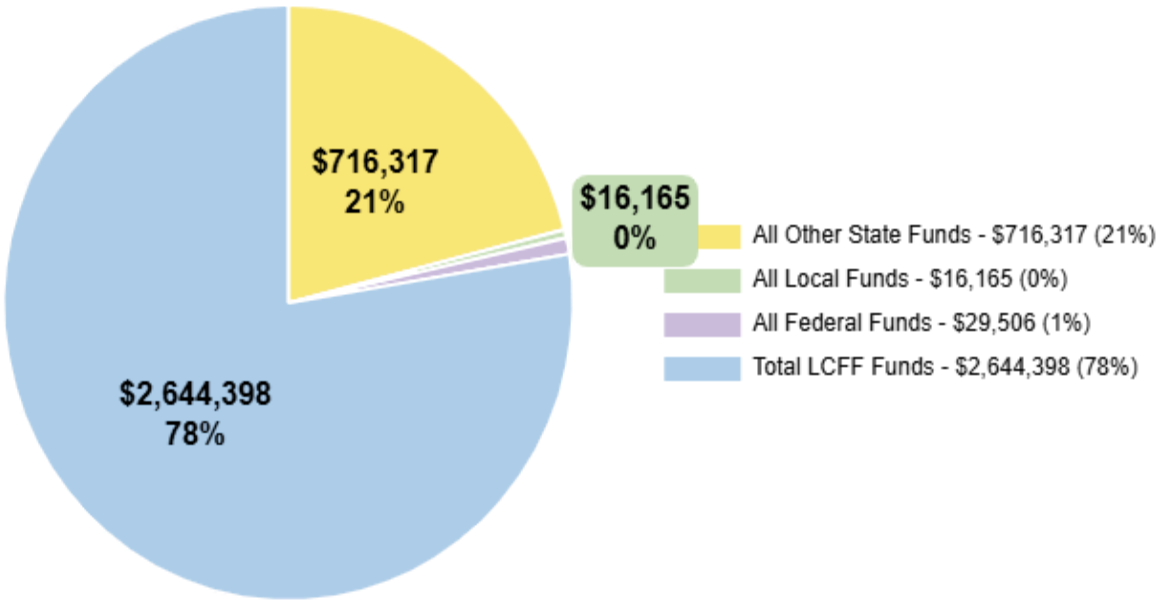
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antioch Charter Academy II
CDS Code: 07616480115063
School Year: 2026-27
LEA Contact Information: McCutcheon Elisa | emccutcheon@antiochcharteracademy.org | 925-755-1252

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).

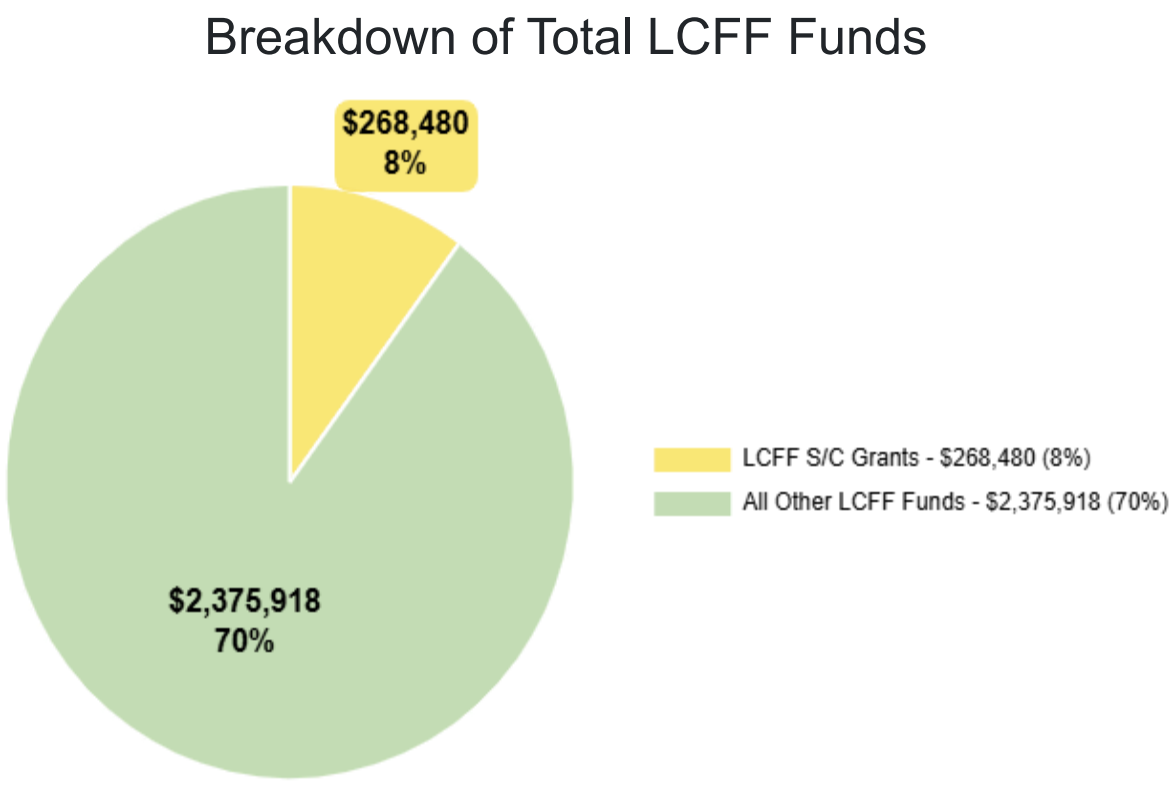
Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$716,317	21%

Source	Funds	Percentage
All Local Funds	$16,165	0%
All Federal Funds	$29,506	1%
Total LCFF Funds	$2,644,398	78%



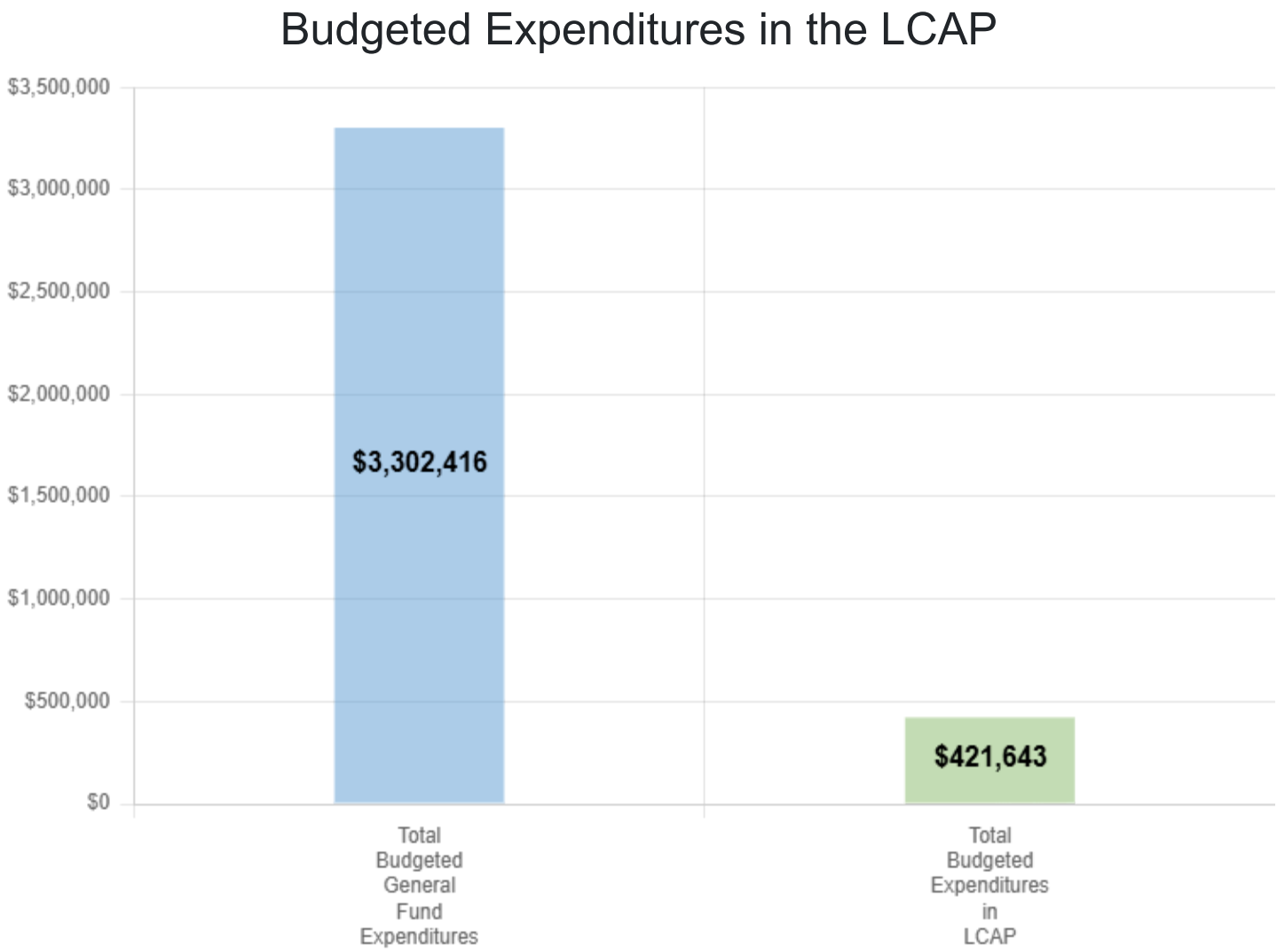
Source	Funds	Percentage
LCFF S/C Grants	$268,480	8%
All Other LCFF Funds	$2,375,918	70%

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

The total revenue projected for Antioch Charter Academy II is $3,406,386, of which $2,644,398 is Local Control Funding Formula (LCFF), $716,317 is other state funds, $16,165 is local funds, and

$29,506 is federal funds. Of the $2,644,398 in LCFF Funds, $268,480 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.



This chart provides a quick summary of how much Antioch Charter Academy II 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 II plans to spend $3,302,416 for the 2026-27 school year. Of that amount, $421,643 is tied to actions/services in the LCAP and $2,880,773 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

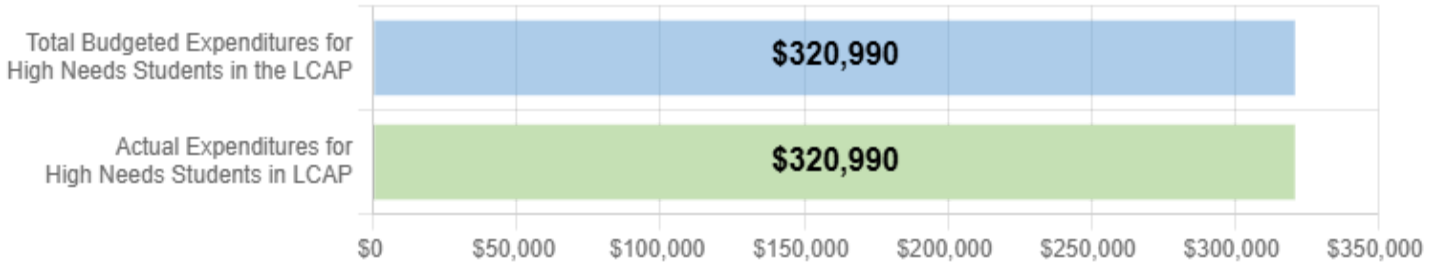
$2,880,773 of General Fund Budget Expenditures is not included in the LCAP, including $2,173,780 for salaries /benefits,$574,335 for Services & Operations (including utilities, insurance, back office business services, facility maintenance, facility use fees, oversight fees,etc.), $17,476 in depreciation, and $115,182 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 II is projecting it will receive $268,480 based on the enrollment of foster youth, English learner, and low-income students. Antioch Charter Academy II must describe how it intends to increase or improve services for high needs students in the LCAP. Antioch Charter Academy II plans to spend $299,850 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 II 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 II 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 II's LCAP budgeted $320,990 for planned actions to increase or improve services for high needs students. Antioch Charter Academy II actually spent $320,990 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 II'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 II	McCutcheon Elisa co-administrator	emccutcheon@antiochcharteracadem 925-755-1252

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 II (ACA II) is one of two Antioch Charter Academies located within the boundaries of the Antioch Unified School District in Antioch, California. ACA II and its sister school, Antioch Charter Academy, are operated by The Learner-Centered, Inc. ACA II is sited on the Contra Costa County Fairgrounds. This is ACA II's seventeenth year.
ACA II is structured with four levels, Primary, Elementary, Intermediate, and Middle School. Each level utilizes the main school philosophies, but does utilize instructional and structural strategies based on the unique needs of the students they serve. Primary is comprised of Transitional Kindergarten 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 Highly Effective Teaching and Multiple Intelligences as its main philosophies. Middle School is comprised of seventh and eighth Grade and utilizes Highly Effective Teaching and Brain Compatible Learning as its cornerstones. All levels incorporate Positive Discipline strategies to develop an atmosphere of mutual respect between students and staff.
The population is now at 205 students in grades transitional kindergarten through eighth. Our school has graduated fourteen classes of eighth grade students. The small school size, with about 21 students per grade level, allows teachers to give students differentiated small group and individual instruction as needed. Parents are an integral part of the learner-centered approach at the ACA II. Teachers communicate weekly with parents and the family establishing a line of constant communication through email, one-on-one student -led conferences, and monthly parent education meetings. Parent involvement is one of the biggest factors in student success at ACA.
ACA II is also accredited by the Western Association of School and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all stakeholders and develop an action plan based on input from these stakeholders. Stakeholder input was gathered through teacher meetings at school as well as with families at conferences. In 2024, ACAII received a six year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was very thorough and well thought out. Some of these action-plan items became LCAP goals.

Reflections: Annual Performance

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

The school continues to maintain key foundational strengths that support student learning and school climate. All teachers hold appropriate California credentials, and the school has sustained its small class size model and multi-age instructional structure, which supports individualized instruction and strong student-teacher relationships. The school also maintained a very strong attendance rate of 98.9%, a 0% middle school

dropout rate, and suspension rates well below state averages, reflecting a positive and supportive school environment.

Academic performance data shows mixed but encouraging results. In English Language Arts, 46% of students met or exceeded standards on the 2025 CAASPP, slightly below the statewide average of 49%; however, the California School Dashboard identified “Exceptional Growth,” with 75% of students improving from the previous year. Writing performance also improved, with an increase in students scoring in the highest performance bands and a reduction in students receiving the lowest scores. In mathematics, 31% of students met or exceeded standards compared to the statewide average of 37%. Although overall proficiency declined slightly from the previous year, the Dashboard identified “Accelerated Growth,” with 81% of students improving their scores. Cohort data also showed meaningful long-term growth from 4th to 8th grade. STAR Renaissance SGP (Student Growth Percentiles) show an increase in students making progress in math and English Language Arts in 2025-2026 compared to the prior year. There are multiple factors that contributed to this success. Small class sizes enable teachers and classroom aides to offer small group and one-on-one support to students. An RtI aide works with students to provide Lindamood Bell ELA interventions in small groups.

The school continues to prioritize supports for English Learners through professional development, targeted interventions, and culturally responsive practices. The implementation of BeGLAD training for teachers demonstrates a commitment to strengthening instructional strategies for English Learners and supporting language development across grade levels. The school’s English Learner Progress Rate of 71.4% significantly exceeded the California state average of 46.4%, indicating strong progress toward English proficiency.

ACAII has a low suspension rate. In both 2025-2026 there was one student suspended, which is 0.5% of the population. We think implementing Positive Discipline and Social Emotional Learning during class meetings help contribute to the lack of suspensions. Teachers have daily class meetings or check ins and incorporate SEL activities at least weekly.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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 and administrators	The school uses a consensus-based model for decision making, in a flat model of governance. There is no principal at our school. Teachers make decisions at weekly faculty meetings. Many decisions are made by levels. Several teachers are designated as co-administrators to take on additional leadership responsibilities, however decisions are made collaboratively. All teachers may add issues and suggestions to the faculty agenda. All faculty are invited to participate annually in the end of the year survey. Multiple faculty meetings and Level Rep meetings included reflection on the 2025-2026 school year and discussions about needs for the 2026-2027 school year. As part of the WASC process in 2024, the faculty analyzed data for trends and chose goals for the school based on this data. These goals were woven into the LCAP goals. Finally, LCAP specific discussion was one topic of a May faculty meeting.
2. Parents and Families	Antioch Charter Academy II engages families in the review and progress monitoring processes by sending out surveys and presenting information at Parent Education Program meetings (on 2nd Cup Fridays). The parent end of the year survey link for 2026 was included in multiple school newsletters, put on the school Facebook page, and shared at a 2nd Cup of Coffee meeting in May. Parents were invited to give input on the Comprehensive School Site Safety Plan. In 2024, during the the WASC self-study, families were invited to give feedback about the growth areas that emerged from the self-study process, which were used to set goals for the school. Teachers meet with parents during bi-annual conferences to discuss student report cards, and during this time ideas for improving the school and feedback for what is going well is sometimes informally gathered. Additionally, the Family Network Board shares ideas and questions with the staff representative. The ELAC committee met several times to offer additional input for the school to better support English Learners.

3. Students	All students in third through eighth grade took the end of the year survey in June, 2026. Students are given chances for input on major decisions that have impacts on them (program offerings, updates to procedures and student expectations) during class meetings which are held regularly.
4. Classified Staff	All staff are invited to participate in the end of the year survey annually to gather feedback. The office manager is part of Faculty meetings and gives input for many decisions. Three classified staff meetings are held each year, in part to address issues brought forward by staff and to gather ideas for improving systems. Additionally, classified staff participate in an annual evaluation process to give them feedback about their job performance and to seek input about how they could be better supported in their role.
5. Charter Council, ACA2's governing board	As part of the WASC self-study, the Charter Council was presented with a draft of the strengths and growth areas of the school and had an opportunity to give feedback. This led to the development of goals for the school action plan aligned to both WASC and the LCAP. A mid-year update of the LCAP was presented to the Charter Council in February, 2026. A draft overview of the goals and changes to action plan for 2026-2027 was brought to Charter Council in May, 2026 for feedback and review. And the local Dashboard indicators are presented to the Charter Council in June, 2026 along with the final version of the LCAP.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Have qualified credentialed teachers partner together in grade level clusters with approximately 20 students per teacher in multi-age settings (TK-K, 1st-3rd, 4th-6th,7th-8th).	Maintenance of Progress Goal

State Priorities addressed by this goal.

State Priority 1: Basic Conditions of Learning

An explanation of why the LEA has developed this goal.

Well-prepared teachers and leaders are essential for providing effective, high-quality instruction so that students learn and thrive.
All stakeholders value small class sizes of 22 students per teacher and consider it one of the strengths of the school program. An abundance of research gives evidence that small class sizes increase student achievement, helps close the achievement gap for underperforming students, improves school climate, and decreases suspension rates.
One of our school philosophies is Montessori. Montessori environments have multi-age groupings of students. These groupings operate very like family environments, providing key learning and development opportunities in two ways. First, multi-age groupings encourage children to aspire to the achievements of older peers. New students enter an established and mature environment with effective models of both work and social interaction. Second, multi-age groupings enable older children to learn to treat younger ones with care and respect, providing them with opportunities to reinforce their own learning and understanding through ‘peer teaching’. In multi-age groupings children are able to work through the curriculum at their own pace without being limited to one year of the curriculum only.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers will hold a valid CA CTC teaching certificate, permit, or other document required for their assignment	100% of teachers hold a valid CA CTC teaching certificate, permit, or other document required for their assignment	100% of teachers hold a valid CA CTC teaching certificate, permit, or other document required for their assignment	100% of teachers hold a valid CA CTC teaching certificate, permit, or other document required for their assignment	100% of teachers hold a valid CA CTC teaching certificate, permit, or other document required for their assignment	There is no difference from baseline.
2	Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th	Grade levels are organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th	Grade levels will be organized into multi-grade level groupings of TK-K, 1st-3rd, 4th-6th, 7th-8th	There is no difference between the outcome 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 actions of keeping class sizes small and in multi-age groupings taught by credentialed teachers met the goal. Data gathered from partner surveys, the WASC self-study process, academic outcomes, and California State Dashboard indicators imply having small class sizes is effective in helping students learn and make progress.

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

No changes were made to the planned goal, metric, desired outcomes, or actions because the current actions are effective.

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	Hire teachers with valid credentials	Hire teachers with the valid CA CTC teaching certificate, permit, or other document required for the teacher's certificated assignment	$0.00	No
Action #2	Small class sizes	Group students into multi-age level groupings. Assign 22 students per teacher.	$160,766.00	Yes
Action #3	Common Planning Time	Provide common planning time for collaboration amongst teachers and across grade levels by implementing Fantastic Friday program	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	Students will show progress towards or meet grade level standards in math.	Broad Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards; State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

ACAII has prioritized this goal to support the diverse needs of our students, and to increase academic achievement for all. In 2023, ACAII was yellow on the Dashboard indicator for Mathematics overall, although the percentage of students who met or exceeded standards on the CAASPP for math was the same as the state percentage. Math achievement is typically lower than ELA achievement.
All stakeholder groups value the support given to students through our RtI intervention program so it is included in action 2.

Measuring and Reporting Results

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

1	Student achievement on the CAASPP math test will match or exceed the CA state achievement.	Spring, 2023 CAASPP math scores meeting or exceeding standards for ACA2 and the state of CA were both 35%	Spring, 2024 CAASPP math scores meeting or exceeding standards for ACA2 was 34% and the state of CA was 36%. (ACA2 decreased from 35% the year prior)	Spring, 2025 CAASPP math scores meeting or exceeding standards for ACA2 was 31% and the state of CA was 37% (ACA2 decreased from 34% the year prior). The percentage of ACA2's students meeting or exceeding math scores decreased. However, California School Dashboard also shows 81% of ACA2 students improved, their score from the prior year, which the state labeled "Accelerated Growth."	Student achievement on the CAASPP math test will match or exceed the CA state achievement.	Although the percentage of ACA2's students meeting or exceeding math scores were close to the state, they were a bit lower. The percentage of students meeting or exceeding standards dropped 1% from baseline levels.
2	Percentage of students in a cohort Meeting Standard or Exceeding Standard in math will increase from 3rd to 8th grade	The percent of 2023 8th grade graduates meeting or exceeding standards increased in math from 26% in 3rd grade to 40% in 8th grade.	The percent of 2024 8th grade graduates meeting or exceeding standards increased in math from 31% in 3rd grade to 64% in 8th grade.	The percent of 2025 8th grade graduates meeting or exceeding standards increased in math from 30% in 4th grade to 47% in 8th grade. (California did not conduct state tests in 2020 when this cohort were 3rd graders).	Percentage of students in a cohort Meeting Standard or Exceeding Standard in math will increase from 3rd to 8th grade	Student cohorts continued to make progress in math.

3	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile	7 out of 8 classes had an SGP (Student Growth Percentile) of at least 35 in Math. 100 out of 167 students (60%) had an SGP of at least 35 in math. STAR Renaissance states typical growth is 35 - 65.	STAR Renaissance data as of June 11, 2025 7 out of 8 classes had an SGP (Student Growth Percentile) of at least 35 in Math. 99 out of 165 students (60%) had an SGP of at least 35 in math. STAR Renaissance states typical growth is 35 - 65.	STAR Renaissance data as of June 10, 2026 6 out of 7 classes had an SGP (Student Growth Percentile) of at least 35 in Math. 115 out of 171 students (67%) had an SGP of at least 35 in math. STAR Renaissance states typical growth is 35 - 65.	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile	There is an increase in the percentage of students with an SGP of at least 35 compared to the prior year and to 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 was no substantive difference 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.

Staff decided to prioritize reading intervention for this school year over math interventions. No students received RTI pullout in math this year.

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

Although the data shows the percentage of ACA2 students meeting or exceeding standard on the Mathematics CAASPP dropped in 2025 and did not match the state of California's average, the California School Dashboard also shows 81% of ACA2 students improved their score from the prior year, which the state labeled "Accelerated Growth." Additionally, this year's STAR Renaissance SGP shows more students made progress in math than last year. In both years, the majority of ACA2 students continue to make progress in math. The actions are effective.

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.

As part of Action 1, aligning to Common Core Standards and research based practices, the school purchased new Bridges Math Curriculum for grades 1 - 5 to incorporate beginning in 2026-2027 school year. The 1st to 3rd grade plan to use the Bridges hand-in-hand with Montessori materials and jobs. Grades 4 and 5 have used Bridges for many years, but are switching to the Third edition of the material, which offers improvements

in design, equity, and research-backed outcomes that can strengthen student learning and teacher effectiveness.

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	ALIGN TO COMMON CORE AND RESEARCH BASED PRACTICES	- Maintain alignment of all math instruction and assessments with Common Core Standards. - Bridge math curriculum between the levels. - Continue to institute research-based math programs, training, and materials based on student needs. -Purchase updated Bridges Math Curriculum for grades 1 - 5 to incorporate beginning in 2026-2027 school year. -Maintain small class sizes to allow for individualized instruction	$0.00	No
Action #2	MTSS & RTI FOR MATH	- Identify all students not performing at Meeting Standard or above on CAASPP/local assessments. - Track progress/ development of each student's math skills over time. - Offer small group support for At-risk and struggling students.	$5,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Extended Learning Opportunity Program	Extend the school day to 9 hours by offering a before school breakfast program and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English Learners, and Foster Youth.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Students will show progress towards or meet grade level standards in English Language Arts	Broad Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards; State Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

ACAII has included this goal to support the diverse needs of our students, and to increase academic achievement for all. In 2023, ACAII was yellow on the Dashboard indicator for English Language Arts overall, and had a slightly higher percentage of students meet or exceed standards compared to the state average. During the WASC self-study process, the school found a need to implement a cohesive writing program across the grade spans that was user-friendly for teachers. This is an action item added for 2024-2025. All stakeholder groups value the support given to students through our RtI intervention program so it is included in action 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student achievement on the CAASPP language arts test will match or exceed the	Spring, 2023 CAASPP ELA the percentage of students at or above grade level for ACA2 was 48% and	Spring, 2024 CAASPP ELA the percentage of students meeting or exceeding standards for ACA2 and the	Spring, 2025 CAASPP ELA the percentage of students at or above grade level for ACA2 was 46% and the state of CA	Student achievement on the CAASPP language arts test will match or exceed the	The percentage of students at ACA2 meeting or exceeding standards dropped 1% from the prior

	CA state average.	the state of CA was 47%.	state of CA was both 47%.	was 49%. However, the California School Dashboard shows that 75% students improved their score from the prior year, which the state labeled "Exceptional Growth".	CA state average.	year, and was 3 percentage points below the CA state average. However, the California School Dashboard shows that 75% students improved their score from the prior year, which the state labeled "Exceptional Growth".
2	Percentage of students in a cohort Meeting Standard or Exceeding Standard in ELA will increase from 3rd to 8th grade	The percent of 2023 8th grade graduates meeting or exceeding standards in ELA increased from 39% in 3rd grade to 53% in 8th grade.	The percent of 2024 8th grade graduates meeting or exceeding standards in ELA increased from 38% in 3rd grade to 64% in 8th grade.	The percent of 2025 8th grade graduates meeting or exceeding standards increased in math from 29% in 4th grade to 58% in 8th grade. (California did not conduct state tests in 2020 when this cohort were 3rd graders).	Percentage of students in a cohort Meeting Standard or Exceeding Standard in ELA will increase from 3rd to 8th grade	The 2024 8th grade cohort increased more than the 2023 8th grade cohort.
3	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile	In 2023, 7 out of 8 classes had an SGP (Student Growth Percentile) of at least 35 in Reading. 107 out of 160 students (67%) had an SGP of at least 35 in Reading STAR Renaissance states typical growth is 35 - 65.	STAR Renaissance data 9 out of 10 classes had an SGP (Student Growth Percentile) of at least 35 in Reading (including Star Early Literacy). This year includes TK and K since Early Literacy was included. 128 out of 197 students (65%)	STAR Renaissance data as of June 10, 2026 6 out of 6 classes had an SGP (Student Growth Percentile) of at least 35 in Math. (Primary and 1st grade students did not complete the STAR Renaissance assessment this year) 104 out of 152	Students will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile	A similar percentage of students showed growth of at least 35 in Reading compared to the baseline year.

			had an SGP of at least 35 in Reading or Early LIteracy. STAR Renaissance states typical growth is 35 - 65.	students (68%) had an SGP of at least 35 in math. STAR Renaissance states typical growth is 35 - 65.		
4	Student scores on the writing Assessment tracker will increase.	None. 2023-2024 was the first year writing assessments were included on a school-wide assessment tracker, so no growth data is available.	In Spring 2024, the score breakdown based on an 8 point rubric on the Writing and Research Performance Area on the CAASPP was as follows: Scoring 6 - 8 - 32% of students Scoring 4 - 5 - 27% of students Scoring 1 - 3 - 26 % of students Scoring 0 - 14 % of students	In Spring 2025, the score breakdown based on an 8 point rubric on the Writing and Research Performance Area on the CAASPP was as follows: Scoring 6 - 8 - 35% of students Scoring 4 - 5 - 31% of students Scoring 1 - 3 - 26 % of students Scoring 0 - 7% of students	Student scores on the writing Assessment tracker will increase.	The percentage of students scoring 6 - 8 increased, and the number of students scoring 0 decreased.

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 are 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 percentage of students at ACA2 meeting or exceeding standards dropped 1% from the prior year, and was below the state average. However, the California School Dashboard shows that 75% students improved their score from the prior year, which the state labeled "Exceptional Growth". STAR Renaissance SGP and cohort data show students continue to make progress, so the actions are effective.

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

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

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	ALIGN TO COMMON CORE AND RESEARCH BASED PRACTICES	-Maintain alignment of all ELA curriculum, instruction, and assessments with Common Core Standards. -Continue to institute research-based ELA programs, training, and materials based on student needs. -Bridge writing curriculum between levels. Implement a cohesive writing program across the grade spans. -Maintain small class sizes to allow for individualized instruction	$0.00	No
Action #2	MTSS & RTI FOR ELA	-Identify all students not performing at Meeting Standard or above on CAASPP/local assessments. -Track progress/ development of each student's ELA skills over time. -Offer RtI intervention and Seeing Stars or Visualizing & Verbalizing small	$86,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		group support for At-risk and struggling students. -Train new teachers in Lindamood Bell Seeing Stars and Visualizing/Verbalizing -Offer ILS (Integrated Listening System) intervention to Primary and 1st grade students to support brain organization and function in the areas of attention, emotional regulation, and reading.		
Action #3	Extended Learning Opportunity Program	Extend the school day to 9 hours by offering a before school breakfast program and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English Learners, and Foster Youth.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 4	English Learners will show progress towards or meet grade level standards in English Language Arts and Math.	Focus Goal

State Priorities addressed by this goal.

State Priority 2: Implementation of State Standards; State Priority 3: Parental Involvement and Family Engagement; State Priority 4: Student Achievement; State Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

During the 2023-2024 WASC self-study, the data revealed an increase in the number of English Learners at ACAII over time. Teachers indicated a need for curriculum and professional development to support English Learners. One of the goals to emerge from the process is for teachers to improve instruction for English Learners so ELs will progress in English Language Arts and Math.

The English Learners subgroup needs to meet ELA and math standards across the grades compared to other student groups at our school. The school needs a cohesive curriculum for English Language Learners and Designated Instruction for ELLs, which must be more consistent across all grade levels. Family members whose primary language is not English tend to be the least involved family group academically and socially. For our students to make progress academically, it is important to have strong family support, a school climate where their culture is valued, and a curriculum that is consistently implemented by teachers with a wide variety of research-based instructional strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	EL student achievement on the CAASPP math test will match or exceed the CA state average for ELs	Spring, 2023 CAASPP math the percentage of EL students at or above grade level for ACA2 was 8% and the state of CA was 11%	Spring, 2024 CAASPP math the number of EL students tested was too small to yield a percentage of students meeting or exceeding standards, for the sake of privacy. The state of CA was 10%.	Spring, 2025 CAASPP math the percentage of EL students at or above grade level for ACA2 is not available, since the number of EL students taking the CAASPP was fewer than 11. The state of CA was 11%.	EL student achievement on the CAASPP math test will match or exceed the CA state average for ELs	The number of EL students tested was too small to yield a percentage of students meeting or exceeding standards, for the sake of privacy.
2	English Learner student achievement on the CAASPP ELA test will match or exceed the CA state average for ELs.	Spring, 2023 CAASPP ELA the percentage of EL students at or above grade level for ACA2 was 8% and the state of CA was 11%	Spring, 2024 CAASPP ELA the number of EL students tested was too small to yield a percentage of students meeting or exceeding standards, for the sake of privacy. The state of CA was 10%	Spring, 2025 CAASPP ELA percentage of EL students at or above grade level for ACA2 is not available, since the number of EL students taking the CAASPP was fewer than 11. The state of CA was 10%	EL student achievement on the CAASPP ELA test will match or exceed the CA state average for ELs.	The number of EL students tested was too small to yield a percentage of students meeting or exceeding standards, for the sake of privacy.
3	ACAII English Learner Progress Rate will match or	Spring, 2023 ACA2 English Learner Progress Rate	Spring, 2024 ACA2 English Learner Progress Rate	Spring, 2025 ACA2 English Learner Progress Rate	ACAII English Learner Progress Rate will match or	A higher percentage of students made progress

	exceed the California state English Learner Progress Rate	was 52.9% making progress towards English Language Proficiency, compared to the state average of 48.7%	was 43.8% making progress towards English Language Proficiency, compared to the state average of 45.7%	was 71.4% making progress towards English Language Proficiency, compared to the state average of 46.4%	exceed the California state English Learner Progress Rate	towards English Language Proficiency than the year prior. The percentage was higher than the CA state average.
4	ELs will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile in reading	Baseline Reading current SGP as of 4/17/24: 57% of ELs have a SGP over 35	As of 6/10/25, 67% of EL's have a SGP over 35 in Early Literacy or Reading..	As of 6/10/26, 67% of EL's have a SGP over 35 in Reading	ELs will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile in reading	A higher percentage of EL's had an SGP of 35 in Reading compared to the baseline.
5	ELs will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile in math	Baseline math current SGP as of 4/17/24: 41% of ELs have a SGP over 35.	As of 6/11/25, 54% of EL's have a SGP over 35 in math.	As of 6/10/25, 50% of EL's have an SGP over 35 in math.	ELs will demonstrate one year's progress in one school year as measured by STAR Renaissance Student Growth Percentile in math	A higher percentage of EL's showed an SGP of at least 35 in math compared to 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.

In 2025-2026, the school trimmed the 0.2 FTE teacher who provided ELD services. Classroom teachers rearranged their schedules to build in Designated Instruction time for ELs.

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.

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

Although the percentage of English Learners is too small to see data on the California Dashboard, local assessment data shows English Learners are making progress in both ELA and math, so the actions are effective.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	ENGLISH LANGUAGE DEVELOPMENT CURRICULUM AND INSTRUCTION	-Adopt and implement an EL curriculum for designated instruction time -Provide Professional Development for teachers in best practices for instructing English Language Learners	$0.00	Yes
Action #2	FAMILY ENGAGEMENT AND CELEBRATION OF CULTURE	-Conduct ELAC (English Language Advisory Committee) meetings at least every trimester to gather parent input - Hold school wide event/celebration highlighting cultures - Create home survey to gather information about cultures and traditions	$0.00	Yes
Action #3	MTSS & RTI FOR ELA	Offer RtI intervention in writing, Seeing Stars or Visualizing & Verbalizing small group support for	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		At-risk and struggling students.		

Goal

Goal #	Description	Type of Goal
Goal 5	Create classroom and school cultures that address needs of the whole child with regards to academic, safety, physical health, and social emotional climate	Focus Goal

State Priorities addressed by this goal.

State Priority 3 Parental Involvement and Family Engagement; State Priority 5 Student Engagement; State Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The school's three main philosophies, Montessori, Brain Compatible Learning and Teaching, and Positive Discipline, all include research that shows educating the whole child is most effective. Students learn best when they feel safe, are physically healthy, and have positive social emotional health. Research shows a link between smaller class sizes and positive school climate.
Our students need to feel safe and a part of our school community. To achieve this, the staff has identified the need for all educational partners to participate in improving our school climate so all students feel included and cared for. Staff has identified the need for further professional development in social-emotional learning support. Every year, Elementary, Intermediate, and Middle School students are surveyed about various topics, including performance expectations on academic and non-academic pursuits. In 2023, only 59% of Elementary students reported feeling safe at school, while 92% of Intermediate and 94% of Middle School students reported feeling safe.

Additionally, more students have a diagnosis of Autism Spectrum Disorder, ADHD, Obsessive Compulsive Disorder, Oppositional Defiance Disorder, anxiety, and depression than ever before. Over the last six years, the social and emotional needs of our students have increased significantly, and more support is needed for mental health. This includes a universal social-emotional curriculum, support for all students, and increased targeted interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain a suspension rate lower than the state average.	For 2022-2023, the state Dashboard indicator was orange because the percentage of students suspended increased from 0% to 1.5% of students. For 2023-2024	As of June 11, 2025, 1.9% of students have been suspended at least once. State Dashboard for 2024 shows orange for Suspension Rate because	As of May 7, currently 0.5% of students have been suspended at least once. State Dashboard for 2025 shows blue for Suspension Rate because	Maintain a suspension rate lower than the state average.	The percentage of students suspended at least once is about the same as the baseline.

		2% of students have been suspended at least once.	the percent of students suspended increased from 1.5% in 2023 to 2% in 2024.	the percent of students suspended decreased from 2% in 2024 to 1% in 2024.		
2	Student survey reports 90% or higher of students feel safe at school	In 2023, 94.6% of middle school students feel safe or very safe at school 92% of intermediate students feel safe or very safe at school 59% of elementary students feel safe or 34% sometimes feel safe at school	In spring 2024, 95.2% of middle school students feel safe or very safe at school 65.1% of intermediate students feel safe or very safe at school 60.7% of elementary students feel safe or very safe at school.		Student survey reports 90% or higher of students feel safe at school	In 2024, the percent of students who feel safe or very safe increased slightly in middle school and elementary, but declined significantly in intermediate.
3	Parent survey reports 90% or higher of parents feel ACAII is a safe school	On a scale of 1 -5, with 5 being the safest, 26.8% of parents report the school is a 4, 58.1% report the school is a 5. Totaling 84.9%	In 2025 On a scale of 1 -5, with 5 being the safest, 32.2% of parents report the school is a 4, 45% report the school is a 5. Totaling 77%.	In 2026 On a scale of 1 -5, with 5 being the safest, 30% of parents report the school is a 4, 50% report the school is a 5. Totaling 80%.	Parent survey reports 90% or higher of parents feel ACAII is a safe school	The percent of parents reporting the school is safe or very safe is not as high as the baseline, but it did increase from the prior year.
4	Staff survey reports 90% or higher of staff feel ACAII is a safe school	On a scale of 1 - 5, with 5 being the safest, in 2024, 34.6% of staff report a 4, 26.9% report a 5, totaling 61.5%.	On a scale of 1 - 5, with 5 being the safest, in 2025, 53.7% of staff report a 4, 24.4% report a 5, totaling 78%	On a scale of 1 - 5, with 5 being the safest, in 2026, 51.9% of staff report a 4, 37% report a 5, totaling 88%	Staff survey reports 90% or higher of staff feel ACAII is a safe school	A significantly higher percentage of staff report the school is safe or very safe compared to the baseline.
5	Number of behavior incidents, including referrals and suspensions will decrease.	Referrals were not tracked school-wide in 2023-2024. 4 students were suspended a total of 9 days in 2023-2024.	There were 57 total referrals in 2024-2025. 4 students were suspended a total of 6 days in 2024-2025.	1 student was suspended a total of 1 day in 2025-2026. There were 72 total referrals in 2025-2026.	Number of behavior incidents, including referrals and suspensions will decrease.	There is a decrease in the number of students suspended from the baseline.
6	Increase in family	Breakdown of parent	Breakdown of parent	Breakdown of parent	Increase in family	There is an increase in

	awareness of Charter Council on end of year survey.	responses on 2024 survey: 0%: I'm on the Charter Council. 2%: I've attended a Charter Council meeting. 30% I know Charter Council is the governing board of ACA1 and ACA2 and are responsible for monitoring the policies… 47%: I've heard of the Charter Council, but I don't really know much about it. 5%: I haven't heard of the Charter Council. 16%: I know Charter Council is the governing board of ACA1 and ACA2.	responses on 2025 survey: 0%: I'm on the Charter Council. 3%: I've attended a Charter Council meeting. 52% I know Charter Council is the governing board of ACA1 and ACA2 and are responsible for monitoring the policies… 39%: I've heard of the Charter Council, but I don't really know much about it. 6%: I haven't heard of the Charter Council.	responses on 2026 survey: 0%: I'm on the Charter Council. 8%: I've attended a Charter Council meeting. 55% I know Charter Council is the governing board of ACA1 and ACA2 and are responsible for monitoring the policies… 37%: I've heard of the Charter Council, but I don't really know much about it. 0%: I haven't heard of the Charter Council.	awareness of Charter Council on end of year survey.	family awareness of Charter Council on the end of the year survey.

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

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The data suggests that the actions are effective. More students, parents, and staff report feeling safer than the year prior. The number of students suspended decreased. More families were aware of Charter Council. There were more schoolwide events than the year prior. All staff, including classified, were offered the opportunity to attend a "Teaching Well" professional development to increase resiliency and socio-emotional skills to communicate and collaborate more effectively.

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 will not be any changes to the planned goal, metrics, or desired outcomes. The overall actions will remain the same, although the content of professional development will be adjusted next 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	SCHOOL PHILOSOPHIES	- Maintain small class sizes of approximately 22 students or less. - Offer empowerment for self and others through Positive Discipline which encourages respect for the individual, peers, and the environment. - Empower learners through Brain Compatible learning to internalize concepts through repetition, absence of threat, immediate feedback, and adequate time. - Work to achieve mastery of basic academic concepts and ownership by designing curriculum based on student strengths, interest, and choice. - Teach and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		demonstrate the use of LifeSkills and Lifelong Guidelines.		
Action #2	SCHOOL WIDE ACTIVITIES	-Implement SEL curriculum in each level. - Encourage cross grade level interactions and community building through the use of School Families - Continue Ability Awareness Week, the Great Kindness Challenge, or similar community building activities	$0.00	No
Action #3	MTSS FOR SOCIAL, EMOTIONAL, BEHAVIORAL NEEDS	Implement a multi-tiered system of support that increases students' social and emotional support and helps them feel safe and connected to the school community	$0.00	No
Action #4	PART TIME SCHOOL COUNSELOR	*Hire a part time school counselor to support students with Tier 2 academic, behavioral, and social-emotional needs *Counselor will investigate and train staff in culturally responsible practices and social-emotional support.	$54,271.00	Yes
Action #5	PROFESSIONAL DEVELOPMENT	*Train all staff who interact with students in student mental health, behavioral	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		support, and culturally responsive practices. *Train caregivers in SEL strategies		
Action #6	EXTENDED LEARNING OPPORTUNITY PROGRAM	Implement ELOP with 30 summer and intersession camp days and extended day before/after school care. Four weeklong camps will be offered in the summer, one week will be offered during the October intersession, and one will be offered during the February intercession. Each weeklong camp will have a different theme. Low-Income, English Learners, and Foster Youth will be able to participate for free. Extend school day to 9 hours by offering a before school breakfast program, a daycare program for half day Primary students, and an afterschool program called "Cheetah Zone". The afterschool program will include academic and enrichment activities as well as a snack. The Cheetah Zone will be free for Low-Income, English	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, and Foster Youth.		
Action #7	Charter Council	Increase school community awareness of Charter Council responsibilities and accessibility of meetings.	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 6	Create unique learning experiences in all subject areas that are meaningful to all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

State Priority 7: Course Access; State Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

ACAII is a learner centered school. Three main research-based philosophies are embedded into the school program: Montessori, Brain Compatible Teaching and Learning, and Positive Discipline. All of these philosophies are 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 and lower dropout rates. 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 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	- All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program. - All students in	- All students, including all student subgroups and students with exceptional needs, have access to and enroll in our academic and educational program. - All students in all grade levels	All students, including all student subgroups and students with exceptional needs, have access to and enroll in our academic and educational program. - All students in all grade levels	- All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program. - All students in	- All students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program. - All students in	None

	all grade levels will participate in and be assessed for mastery of science and social studies content presented that year. - All students in all grade levels will participate in Fantastic Friday enrichment classes. - All students in grades 4th-8th will participate in elective courses offered that year. -All students will take a Health class either 7th or 8th grade year	participate in and are assessed for mastery of science and social studies content presented that year. - All students in all grade levels participate in Fantastic Friday enrichment classes. - All students in grades 4th-8th participate in elective courses offered that year. -All students take a Health class either 7th or 8th grade year	participate in and are assessed for mastery of science and social studies content presented that year. - All students in all grade levels participate in Fantastic Friday enrichment classes. - All students in grades 4th-8th participate in elective courses offered that year. -All students take a Health class either 7th or 8th grade year	all grade levels will participate in and be assessed for mastery of science and social studies content presented that year. - All students in all grade levels will participate in Fantastic Friday enrichment classes. - All students in grades 4th-8th will participate in elective courses offered that year. -All students will take a Health class either 7th or 8th grade year	all grade levels will participate in and be assessed for mastery of science and social studies content presented that year. - All students in all grade levels will participate in Fantastic Friday enrichment classes. - All students in grades 4th-8th will participate in elective courses offered that year. -All students will take a Health class either 7th or 8th grade year	
2	-Maintain green or blue on the California State Dashboard for Chronic Absenteeism	-The California State Dashboard shows ACA2 is orange for 2023 because there was an increase in the number of students chronically absent. (8.3% in 2023 compared to 4.2% in 2022). However, compared to the state average of 24.3% and the AUSD's 37%, ACA2's 8.3% is significantly lower.	The California State Dashboard shows ACA2 is blue for 2024 because there was a decrease in the number of students chronically absent. (8.3% in 2023 compared to 1% in 2024)	-The California State Dashboard shows ACA2 is yellow for 2025 because there was an increase in the number of students chronically absent. (3.4% in 2025 compared to 1% in 2024). However, compared to the state average of 17.1% and the AUSD's 32.7%, ACA2's 3.4% is	-Maintain green or blue on the California State Dashboard for Chronic Absenteeism	There was a decrease in chronic absenteeism in 2023-2024.

				significantly lower.		
3	Maintain 92% or better attendance rate each year.	ATTENDANCE RATE: 98.88%	Attendance rate: 99.36%	ATTENDANCE RATE: 98.9%	Maintain 92% or better attendance rate each year.	Attendance rate is higher than baseline.
4	0% middle school dropout rate	0% middle school dropout rate	0% middle school dropout rate	0% middle school dropout rate	0% middle school dropout rate	none

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

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

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

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

The classroom-based attendance rate increased in 2024- 2025 compared to 2023-2024, but the chronic attendance rate in 2025 was lower than the state, so actions were effective.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	COURSE ACCESS FOR ALL	-Offer all academic content areas and all curricular activities to all students, including student subgroups and students with exceptional needs, at all grade levels.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Maintain instruction of Next Generation Science Standards and California Social Studies standards at all levels. -Offer Health class to 7th and 8th grade students every other year. -Maintain emphasis on enrichment instruction through Fantastic Friday classes, which include art, music, PE, and Personal Safety for all students. -Offer a variety of elective courses to 4th to 8th grade students, including instrumental music and classes based on student interest.		
Action #2	INDIVIDUALIZE INSTRUCTION AND CURRICULUM	- Tailor instruction and curriculum to meet the diverse needs of individual students. -Maintain small class sizes of 21:1 to allow for individualized instruction. -Use a variety of research based instructional strategies and curricular materials building off of the philosophies of Montessori, Brain Compatible Teaching and Learning, and Positive Discipline.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	ATTENDANCE POLICIES AND PROCEDURES	- Track student absences and inform parents as their student approaches or exceeds 10 absences. - Utilize the ACA II SARB board to create a student attendance plan for students who have an excessive amount of absences.	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 7	By the end of 8th grade, students will demonstrate and apply mastery of the academic content by following the ACAII Graduate Goals, the“Code of the CHEETAHS”.	Maintenance of Progress Goal

State Priorities addressed by this goal.

State Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

During the 2018 WASC self-study, a goal was created for students, parents and staff to work together to create the "Code of the CHEETAHS", a set of soft-skills that are critical tools for success in school, career, and life. The staff and parents value teaching and measuring progress towards these graduate goals, so it has been added to the LCAP.

Measuring and Reporting Results

Metric #	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 will be included on report cards for all grades	Graduate Goal rubric scores will be included on report cards for all grades	There is no difference from baseline.
2	Evaluate graduate goals to align with the necessities of 21st century career and college readiness	The "Code of the Cheetahs" was last updated in 2019-2020.	The "Code of the Cheetahs" was not updated in 2024-2025.	The "Code of the Cheetahs" was updated in 2025-2026 to be implemented in 2026-2027.	Graduate goals will be reviewed and revised as necessary to align with the necessities of 21st century career and	The "Code of the Cheetahs" was updated in 2025-2026 to be implemented in 2026-2027.

					college readiness by 2027.	

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

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures 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 action is effective because the goal was met.

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

No changes will be made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice. This coming year the updated Graduate Goals will be rolled out.

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 and Reflection	- Provide direct instruction and practice of the ACA II Graduate Goals. -Have Intermediate and Middle school students self-reflect on progress towards mastering the Graduate Goals at the end of each trimester.	$0.00	No
Action #2	Evaluate and re-align graduate goals	By 2027, evaluate graduate goals to align with the necessities of 21st	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		century career and college readiness		

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
$268,480.00	$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
11.30%	0.00%	$0.00	11.30%

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 2, Goal 2 Action 1, Goal 3 Action 1, Goal 5 Action 1, Goal 6 Action 2	Small Class Size: Our school is a learner-centered school, which means the needs of students are considered first. Ample research gives evidence that children in smaller classes achieve better outcomes, and that class size reduction improves school climate, decreases suspension rates, and can be an effective strategy to closing racially or A key component of Antioch	A key component of Antioch Charter Academy II's educational program is individualized instruction. Our small school size (K-8 of around 200 students) and small classrooms (22:1 student to teacher ratio in each classroom) enable teachers to check for understanding quickly and easily while more closely engaging and monitoring students. We want to create	CAASPP math and ELA results, STAR Renaissance Student Growth Percentile, attendance rates, suspension rates

	Charter Academy II's educational program is individualized instruction. Our small school size (K-8 of around 200 students) and small classrooms (21:1 student to teacher ratio in each classroom) enable teachers to check for understanding quickly and easily while more closely engaging and monitoring CAASPP math and ELA results, STAR Renaissance Student Growth Percentile, attendance rates, suspension rates, socioeconomically based achievement gaps. (Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37.) Foster youth, English learners, and low-income students benefit from small class sizes. https://classsizematters.org/research-links/ All of the educational partners agree that the small class size is a strength of our school and should be continued.	classroom settings that address individual needs of the whole child with regard to academics, emotional and physical health, and safety. Additional objectives of our small school and small classroom size include increased attendance rates, fewer behavior problems, and decreased suspension rates. We firmly believe that smaller class size leads to greater student achievement and helps foster a life-long love of learning for all students, especially foster youth, English learners, and low-income students. Therefore, maintaining small class sizes is incorporated into the actions for LCAP goals 1, 2, 3, 5, and 6. ACAII's program requires 1.81 FTE additional teaching positions in grades K-8 versus the current student to teacher ratio in our surrounding District. The average salary plus benefits of a teacher at ACAII equals $133,198.04. We spend an additional $240,862.43 in grades K-8 compared to our surrounding District in order to reduce class sizes and provide individualized instruction in all grades. A portion of K-3 additional spending is covered by the K-3 CSR funding received from the state. We do not receive any funding from the state for reduced class sizes in grades 4 –8, yet we spend an additional $157,613.66 on 1.18 FTE certificated teaching staff in order to reduce class size in the intermediate and middle school classrooms and to provide individualized instruction in these grade levels.	

Goal 2 Action 2, Goal 3 Action 2, Goal 4 Action 3, Goal 6 Action 2	MTSS/RTI Not all students are meeting grade level standards academically. A Multi-Tiered System of Support is a framework that helps educators provide academic and behavioral strategies for students with various needs. Our current framework includes an academic Response to Intervention (RtI) program which provides targeted support to help students catch up to their peers. English Learners and low income students are given priority for participating in RtI groups, however, all students are considered for additional support when school-wide student assessment data indicates a need.	Students are instructed in whole group, small group, and one-on-one with more support when needed. This allows students who are performing at a higher or lower skill level in each subject to learn at the pace and instructional level that is most appropriate for them. Services are in place for students to receive academic and behavioral accommodations for 504s and IEPs, and resource support so that all students have access to the broad course of study. Services are offered on a schoolwide basis to ensure that all students receive the necessary support based on their individual needs, rather than their specific demographic group.	CAASPP math and ELA results, STAR Renaissance Student Growth Percentile, English Learner Progress rate
Goal 2 Action 1, Goal 3 Action 1, Goal 3 Action 3, Goal 4 Action 2, Goal 5 Action 1, Goal 5 Action 2, Goal 5 Action 3, Goal 5 Action 4, Goal 5 Action 5, Goal 5 Action 6, Goal 6 Action 2	SEL The importance of Social Emotional Learning (SEL) in schools is well-documented through various research studies and reports that highlight its positive impact on students' academic performance, mental health, and overall well-being. SEL programs contribute to improved classroom behavior, better stress management, and higher attendance rates, all of which support better academic outcomes. Research indicates that SEL programs significantly reduce emotional distress and behavioral problems among students. A study published in the Journal of Youth and Adolescence found that students engaged in SEL showed lower levels of depression, anxiety, and social withdrawal. SEL helps in developing skills such as emotional regulation,	All students benefit from SEL and thus it will be provided to all on a school-wide basis. The ELO-P“Cheetah Zone”, the afterschool program and 30 additional days, are offered free to English Learners, foster youth, and socioeconomically disadvantaged students. Other students may participate for a fee. The Cheetah Zone gives students an opportunity to build relationships, increase self-confidence, and practice self-regulation. For students in need of additional support, the school counselor is available for “in the moment” needs as well as longer term needs. Services are offered on a schoolwide basis to ensure that all students receive the necessary support based on their individual needs, rather	CAASPP math and ELA results, STAR Renaissance Student Growth Percentile, English Learner Progress rate, chronic absenteeism rate, suspension rate, local school climate survey data

	empathy, and social skills, which are crucial for mental health and well-being.SEL promotes a more inclusive and equitable school environment by addressing the needs of diverse student populations and fostering a sense of belonging. Research shows that SEL can reduce the achievement gap between different socio-economic groups by providing all students with the skills needed to succeed in school and life. Schools that implement comprehensive SEL programs see a reduction in disciplinary actions and an improvement in school safety and student behavior .	than their specific demographic group.	

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
Goal 2 Action 3, Goal 4 Action 1	The English Learners subgroup needs to meet ELA and math standards across the grades compared to other student groups at our school. The school needs a cohesive curriculum for English Language Learners and Designated Instruction for ELLs, which must be more consistent across all grade levels. Family members whose primary language is not English tend to be the least involved family group academically and socially.	For our students to make progress academically, it is important to have strong family support, a school climate where their culture is valued, and a curriculum that is consistently implemented by teachers with a wide variety of research-based instructional strategies.	CAASPP math and ELA results, STAR Renaissance Student Growth Percentile, English Learner Progress rate

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.

N/A

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:21	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	$2,644,398.00	$268,480.00	10.15%	0.00%	10.15%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$427,045.00	$0.00	$0.00	$0.00	$427,045.00	$425,895.00	$1,150.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Hire teachers with valid credentials	all	No	LEA-Wide	N/A	ACAII	annually
1	2	Small class sizes	all	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Foster Youth	ACAII	annually
1	3	Common Planning Time	all	No	LEA-Wide	N/A	ACAII	annually
2	1	ALIGN TO COMMON CORE AND RESEARCH BASED PRACTICES	all	No	LEA-Wide	N/A	ACAII	annually
2	2	MTSS & RTI FOR MATH	English Learners, Students with Disabilities, Socioeconomically Disadvantaged	Yes	LEA-Wide	English Learners, Students with Disabilities, Socioeconomically Disadvantaged	ACAII	annually
2	3	Extended Learning Opportunity Program	English Learners, Socioeconomically Disadvantaged	Yes	Limited	English Learners, Socioeconomically Disadvantaged	ACAII	annually
3	1	ALIGN TO COMMON CORE AND RESEARCH BASED PRACTICES	all	No	LEA-Wide	N/A	ACAII	annually
3	2	MTSS & RTI FOR ELA	English Learners, Students with Disabilities,	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Students	ACAII	annually

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
			Socioeconomically Disadvantaged			with Disabilities		
3	3	Extended Learning Opportunity Program	English Learners, Socioeconomically Disadvantaged, Foster Youth	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Foster Youth	ACAII	annually
4	1	ENGLISH LANGUAGE DEVELOPMENT CURRICULUM AND INSTRUCTION	English Learners	Yes	Limited	English Learners	ACAII	by 2027
4	2	FAMILY ENGAGEMENT AND CELEBRATION OF CULTURE	English Learners	Yes	LEA-Wide	English Learners	ACAII	annually
4	3	MTSS & RTI FOR ELA	English Learners	Yes	LEA-Wide	English Learners	ACAII	annually
5	1	SCHOOL PHILOSOPHIES	all	No	LEA-Wide	all	ACAII	annually
5	2	SCHOOL WIDE ACTIVITIES	all	No	LEA-Wide	all	ACAII	annually
5	3	MTSS FOR SOCIAL, EMOTIONAL, BEHAVIORAL NEEDS	all	No	LEA-Wide	all	ACAII	annually
5	4	PART TIME SCHOOL COUNSELOR	all	Yes	LEA-Wide	all	ACAII	annually
5	5	PROFESSIONAL DEVELOPMENT	all	No	LEA-Wide	all	ACAII	annually
5	6	EXTENDED LEARNING OPPORTUNITY PROGRAM	English Learners, Socioeconomically Disadvantaged	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged	ACAII	annually

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
5	7	Charter Council	all	No	LEA-Wide	all	ACAII	by 2027
6	1	COURSE ACCESS FOR ALL	all	No	LEA-Wide	all	ACAII	annually
6	2	INDIVIDUALIZE INSTRUCTION AND CURRICULUM	all	No	LEA-Wide	all	ACAII	annually
6	3	ATTENDANCE POLICIES AND PROCEDURES	all	No	LEA-Wide	all	ACAII	annually
7	1	Graduate Goal Instruction and Reflection	all	No	LEA-Wide	all	ACAII	annually
7	2	Evaluate and re-align graduate goals	all	No	LEA-Wide	all	ACAII	by 2027

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
1	2	$160,766.00	$0.00	$160,766.00	$0.00	$0.00	$0.00	$160,766.00	0.00%
1	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
2	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
2	2	$5,402.00	$0.00	$5,402.00	$0.00	$0.00	$0.00	$5,402.00	0.00%
2	3	$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%
3	2	$85,456.00	$1,150.00	$86,606.00	$0.00	$0.00	$0.00	$86,606.00	0.00%
3	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
4	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
4	2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
4	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
5	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentag of Improved Services
5	2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
5	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
5	4	$54,271.00	$0.00	$54,271.00	$0.00	$0.00	$0.00	$54,271.00	0.00%
5	5	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
5	6	$120,000.00	$0.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00	0.00%
5	7	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
6	1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
6	2	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
6	3	$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%
7	2	$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)
$2,644,398.00	$268,480.00	10.15%	0.00%	10.15%	$427,045.00	0.00%	16.15%

Totals by Type	Total LCFF Funds
Total:	$427,045.00
LEA-wide Total:	$427,045.00
Limited Total:	$0.00
Schoolwide Total:	$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 (%)
1	2	Small class sizes	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Foster Youth	ACAII	$160,766.00	0.00%
2	2	MTSS & RTI FOR MATH	Yes	LEA-Wide	English Learners, Students with Disabilities, Socioeconomically Disadvantaged	ACAII	$5,402.00	0.00%
2	3	Extended Learning Opportunity Program	Yes	Limited	English Learners, Socioeconomically Disadvantaged	ACAII	$0.00	0.00%
3	2	MTSS & RTI FOR ELA	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Students with Disabilities	ACAII	$86,606.00	0.00%
3	3	Extended Learning Opportunity Program	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged, Foster Youth	ACAII	$0.00	0.00%
4	1	ENGLISH LANGUAGE DEVELOPMENT CURRICULUM AND INSTRUCTION	Yes	Limited	English Learners	ACAII	$0.00	0.00%
4	2	FAMILY ENGAGEMENT AND CELEBRATION OF CULTURE	Yes	LEA-Wide	English Learners	ACAII	$0.00	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 (%)
4	3	MTSS & RTI FOR ELA	Yes	LEA-Wide	English Learners	ACAII	$0.00	0.00%
5	4	PART TIME SCHOOL COUNSELOR	Yes	LEA-Wide	all	ACAII	$54,271.00	0.00%
5	6	EXTENDED LEARNING OPPORTUNITY PROGRAM	Yes	LEA-Wide	English Learners, Socioeconomically Disadvantaged	ACAII	$120,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$416,397.00	$441,459.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Hire teachers with valid credentials	No	$0.00	$0.00
1	2	Small class sizes	Yes	$143,914.00	$157,614.00
1	3	Common Planning Time	No	$0.00	$0.00
2	1	ALIGN TO COMMON CORE AND RESEARCH BASED PRACTICES	No	$0.00	$0.00
2	2	MTSS & RTI FOR MATH	Yes	$5,402.00	$0.00
2	3	Extended Learning Opportunity Program	Yes	$0.00	$0.00
3	1	ALIGN TO COMMON CORE AND RESEARCH	No	$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 (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		BASED PRACTICES			
3	2	MTSS & RTI FOR ELA	Yes	$81,654.00	$84,931.00
3	3	Extended Learning Opportunity Program	Yes	$0.00	$0.00
4	1	ENGLISH LANGUAGE DEVELOPMENT CURRICULUM AND INSTRUCTION	Yes	$500.00	$14,000.00
4	2	FAMILY ENGAGEMENT AND CELEBRATION OF CULTURE	Yes	$0.00	$0.00
4	3	MTSS & RTI FOR ELA	Yes	$0.00	$0.00
5	1	SCHOOL PHILOSOPHIES	No	$0.00	$0.00
5	2	SCHOOL WIDE ACTIVITIES	No	$0.00	$0.00
5	3	MTSS FOR SOCIAL, EMOTIONAL, BEHAVIORAL NEEDS	No	$0.00	$0.00
5	4	PART TIME SCHOOL COUNSELOR	Yes	$104,927.00	$54,271.00
5	5	PROFESSIONAL DEVELOPMENT	No	$0.00	$0.00
5	6	EXTENDED LEARNING OPPORTUNITY PROGRAM	Yes	$80,000.00	$130,643.00
5	7	Charter Council	No	$0.00	$0.00
6	1	COURSE ACCESS FOR ALL	No	$0.00	$0.00
6	2	INDIVIDUALIZE INSTRUCTION AND CURRICULUM	No	$0.00	$0.00
6	3	ATTENDANCE POLICIES AND	No	$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 (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		PROCEDURES			
7	1	Graduate Goal Instruction and Reflection	No	$0.00	$0.00
7	2	Evaluate and re-align graduate goals	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	$218,850.00	$416,397.00	$441,459.00	($25,062.00)	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	2	Small class sizes	Yes	$143,914.00	$157,614.00	0.00%	0.00%
2	2	MTSS & RTI FOR MATH	Yes	$5,402.00	$0.00	0.00%	0.00%
2	3	Extended Learning Opportunity Program	Yes	$0.00	$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)
3	2	MTSS & RTI FOR ELA	Yes	$81,654.00	$84,931.00	0.00%	0.00%
3	3	Extended Learning Opportunity Program	Yes	$0.00	$0.00	0.00%	0.00%
4	1	ENGLISH LANGUAGE DEVELOPMENT CURRICULUM AND INSTRUCTION	Yes	$500.00	$14,000.00	0.00%	0.00%
4	2	FAMILY ENGAGEMENT AND CELEBRATION OF CULTURE	Yes	$0.00	$0.00	0.00%	0.00%
4	3	MTSS & RTI FOR ELA	Yes	$0.00	$0.00	0.00%	0.00%
5	4	PART TIME SCHOOL COUNSELOR	Yes	$104,927.00	$54,271.00	0.00%	0.00%
5	6	EXTENDED LEARNING OPPORTUNITY PROGRAM	Yes	$80,000.00	$130,643.00	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)
$2,192,817.00	$218,850.00	0.00%	9.98%	$441,459.00	0.00%	20.13%	$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).