

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2023-24]

General Information

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

[Almond Acres Charter Academy (AACCA) is a kindergarten through eighth-grade school serving approximately 487 students located in the northern part of San Luis Obispo County. Students come from seven districts within the surrounding area. The demographics are representative of the entire region.

AACCA’s mission is Growing Great Kids by integrating service/project-based learning with the state academic standards. Moreover, supporting the effort of families to nurture positive and productive citizens is essential to all academic success. AACCA does this by identifying and nurturing the unique and valuable intelligence of every child, their disposition to learn, and developing the whole child (heart, mind, body, and soul).

AACCA moved to a newly constructed facility built with a collaborative teaching model in mind. Teachers are encouraged to co-teach content and share pullout space for small group/individualized instruction and teacher collaboration. Additionally, the facility provides both gym and field space for after-school sports and activities.]

Reflections: Successes

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

[Areas of success and/or progress include:

- Adherence to the school’s mission and vision - Every child, teacher, administrator, parent, and all support personnel understand and work toward the achievement of the mission and vision of the school to Grow Great Kids by affirming, stretching, and celebrating.

- AACA provided systems of support and coaching for new teachers with weekly support meetings that focused on Social Emotional Learning, targeted support with schoolwide systems, and pre-teaching of weekly content for Professional Learning. In response to high levels of turnover within the last year, 50% of certificated staff and 20% of classified staff left.
- Continued Growth in student enrollment from 411 to 487 in 22.23 (18% increase) This continues to be both a success and an area of need. This is a success because the school program and philosophy continue to attract new students and families. This growth created a focus for 22.23 on improving protocols to be both sustainable and scalable. As a result of this focus, AACA was able to implement new systems or leverage existing systems to support family communication, student behavior, and MTSS interventions. Specifically, AACA was able to implement Panorama K-8 to support MTSS interventions and data. AACA was able to leverage the SIS system (Aeries) to provide families with current information about assignments and grades. It also provided the school with an automated grade reporting process for Middle School.
- Implemented a broad spectrum of Professional Development training to improve first teaching and engagement points in response to both teacher feedback and academic data. These trainings included Teacher Clarity Training, English Language Development through the implementation of language-embedded learning intentions and success criteria training, and Feedback Training. Additional training was provided to support all staff's social emotional well-being and the use of restorative practices with students.
- Established a relationship with the Boys and Girls Club to provide an after-school program that includes a combination of enrichment and academic improvement opportunities for students.
- Continued improvement of the Positive Behavior Intervention Systems and the establishment of a PBIS team that meets regularly to review best practices, fidelity, and accountability to the system.
- AACA moved into its new facility in 21.22 and a goal was to be recognized as a community-based facility and that it would encourage a diverse use of the facility. This has been successful and the facility is being utilized by community groups and members on a regular basis.
- AACA focused on meeting the needs of the whole staff, inclusive of food service, custodial, bus supervision, office, and teachers by engaging in social emotional trainings and team building events. Data suggests that by including all staff, AACA has had positive retention for support staff including food services, custodial, transportation, and supervision. These areas show greater than 90% retention. Past data indicated that high turnover rates for teachers and paraeducators were directly related to job dissatisfaction. In 22.23 AACA is experiencing less turnover and when looking at the empathy interview data the employees indicate proximity, competitive pay, and job dissatisfaction. This suggests that a focus on Social Emotional Learning for all staff is having a positive impact.

Reflections: Identified Need

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

[Areas of need include:

- AACA has been identified for Assisted Targeted Support and Assistance in the areas of Chronic Absenteeism and Suspensions.
- Chronic Absenteeism - AACA was experiencing very high chronic absenteeism (34.3%) across all student groups in the 2021.22 school year, and this trend has continued through the 22.23 school year. AACA has focused on analyzing attendance data across all grades monthly, weekly, and daily. AACA has communicated the importance of attendance, shared the attendance data with all educational partners, and has implemented a rewards system for classes who meet the 95% attendance threshold. This continues to be an area of improvement and the next steps include further analysis of the data and the addition of empathy interviews that will reveal root causes and possible solutions.
- Suspension - AACA is experiencing fewer overall suspensions, but sees a higher percentage of English Language Learners (7.7%) and Hispanic students (2.9%) being suspended. AACA has a foundational belief in restorative practices and has implemented this training for all supervision staff. In addition, AACA has developed a PBIS team focused on best practices, fidelity, and accountability to the system.
- Academics - The Dashboard data indicates that Hispanic, low-income, and students with disabilities are performing lower in both English Language Arts and Mathematics when compared with other student groups.
- High Levels of Social Emotional Dysregulation and behavioral issues across all grades.

When considering these needs, three contributing factors are evident. First, post-pandemic mental health and the social-emotional needs of students are continuing to impact attendance, behavior, and academics. Second, AACA has experienced a significant 3-year growth in enrollment (58%) from 283 students in 20.21 to 487 in 22.23 with a projected enrollment of 504 in 23.24. With new students, there is a time delay before AACA is able to ascertain the level of social emotional, behavioral or academic need of each student and apply appropriate interventions. Therefore, a continued focus on the Social Emotional wellbeing of students and staff, instructional and intervention needs of students, and streamlining and systematizing protocols remain a focus in 23.24.]

LCAP Highlights

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

[The 23-24 updates to the LCAP will continue to emphasize the social-emotional well-being of staff and students, academic instruction, curriculum, building equity, and maintaining (and in some cases expanding) the Multi-Tiered Systems of Support. An emphasis will remain on refining systems and protocols to be both sustainable and scalable in each of these areas.

AACA has been identified for Assisted Targeted Support and Improvement for Chronic Absenteeism and Suspension. Therefore, AACA has added all State Indicator Metrics this year and is aligning the actions under Goal 1 to support improved attendance and a reduction in office referrals and suspensions.]

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.

[Almond Acres Charter Academy is not eligible for comprehensive support and improvement.]

Support for Identified Schools

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

[Almond Acres Charter Academy is not eligible for comprehensive support and improvement.]

Monitoring and Evaluating Effectiveness

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

[Almond Acres Charter Academy is not eligible for comprehensive support and improvement.]

Engaging Educational Partners

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

[AACA has a well-established process for securing meaningful engagement from educational partners. The LEA consulted with teachers, principals, administrators, other school personnel, certificated and classified staff, parents, students, the District English Language Advisory Committee (DELAC/ELAC), Parent Advisory Committee(s), including parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities, and Special Education Local Plan Area (SELPA) staff prior to adopting the Local Control Accountability Plan (LCAP).

AACA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. A summary of educational partner engagement and how it informed decisions for the LCAP is outlined below:

Parent Partners:

AACA sought out support and guidance for the LCAP from its parent partners inclusive of parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities through a comprehensive survey covering barriers to engagement, family efficacy, family engagement, family support, grit, learning behaviors, learning recovery, readiness for learning, school climate, school fit, and school safety. In addition to the survey, AACA engaged a focus group of parents to discuss the goals and actions of the LCAP. Both the focus group and the survey sought to determine the academic, behavioral, and social-emotional needs of the students.

The social-emotional needs of students remain a concern for parents. According to the parent survey, 72% of parents indicate a concern for their child's social-emotional well-being, and at the same time 80% indicate they have confidence in how the school is supporting their students. Further, empathy interviews with parents indicate that they need strategies to support students at home both academically and social-emotionally. They would like the school to provide a monthly SEL flyer with strategies and to include quick tips in the Executive Director's weekly parent post. Additionally, parents would like to be able to attend trainings or meetings about the framework and philosophy. This data supports the decision to continue Goal 1 and expand the scope of Action 5 increasing counseling and skills groups. AACA will use the counselor and also the MTSS Coordinator to create monthly SEL flyers. The counselor will continue the Growing Great Families meetings to educate families on how to use the framework and philosophy at home with their children. The format of these meetings will be expanded to be available virtually or in person. When meeting with families of students with disabilities they desired more focused skills groups that address specialized needs. This further informed the addition of the paraeducator to Goal 1, Action 5. This will allow focused skills groups using the SuperFlex Curriculum.

The academic needs of students remain a concern for parents. Parents are also reporting that students are not demonstrating the skills to persist when tasks are difficult (demonstrating grit). 68% of parents feel their children are struggling to persevere and remain motivated when tasks are difficult. Further, 72% of parents report that their children give up on learning activities that are hard, and 82% of parents indicate that their children require additional support to be successful. Empathy interviews with parents indicate field trips and experiential activities promote classroom engagement. Many of the field trips and guest speakers that were an integral component of classroom

instruction pre-pandemic are starting to return to in-person, so AACA will focus Project Based Learning (PBL) planning around ensuring students are experiencing community resources and that community guest speakers are being implemented. Additionally, academic interventions will be continued to support student learning and to mitigate learning loss. This data supports the decisions to continue the actions under Goals 2 and 3. These goals support continued implementation of academic interventions in English Language Arts and Mathematics, professional development to improve first teaching, and systematize the use of data to inform instructional decisions and tier 2 and 3 supports for students.

The cultural diversity of the student population should be celebrated. The parent survey indicates that 83% of families feel the school is a good fit for their child's cultural background. The parent empathy interview indicated that they would like to see the school host cultural diversity events where students and volunteers can showcase their cultural background through shared traditions, food, dancing, and displays. These events can be a focus of the Parent Site Counsel as a way to support cultural diversity on campus. This data supports the decisions to continue and add actions under Goal 4.

Student Partners

AACA sought out support and guidance for the LCAP from its students through a comprehensive survey covering challenging feelings, emotional regulation, grit, growth mindset, positive feelings, social awareness, supportive relationships, classroom effort, learning strategies, self-efficacy, and self-management. In addition, the survey AACA engaged a focus group of students to discuss the goals and actions of the LCAP. Both the focus group and the survey sought to determine the academic, behavioral, and social-emotional needs of the students. The student survey data aligns with parents' concern that students are not demonstrating grit as 61% of students reported they struggle with perseverance. Further, over half of the students surveyed indicate that they are struggling with emotional regulation. In addition, 48% of the students are indicating that they are struggling with feelings of anger, loneliness, sadness, and worry. Student focus groups' data indicates that students are struggling with positive self image both social emotionally and academically. Therefore, AACA will continue and expand Goal 1 Action 5, and the Counselor will continue to implement Pathways, a class focusing on developing positive pro-social behaviors and college and career planning.

The Summative CAASPP assessments show that students are not making the necessary academic growth. On the ELA Summative CAASPP assessments across all student groups on campus, low-income students, Hispanic students, students with disabilities, and English Language learners range from -34.5 to -80.4 when looking at the distance from met. On the Mathematics Summative CAASPP assessments only students who identify as two or more races are showing a positive distance from met. All other student groups show a negative distance from met ranging from -16.6 to -130.9. Survey responses show that 66% of students find it hard to participate in class. Further, 48% of students indicate they do not have strategies when they are stuck and struggle to get schoolwork done. This data suggests students are struggling to be successful in the classroom. This supports the continuation of Goals 2 and 3 and the actions to improve academic achievement by improving first teaching, expanding support for unduplicated populations, and refining the use of data to inform instruction.

Faculty and Staff Partners

AACA does not have a local bargaining unit therefore, it sought out support and guidance from staff and teacher partners inclusive of the Executive Director, certificated, classified, administrative, and other site staff through a comprehensive survey covering belonging, cultural

awareness and action, school climate, and well-being. This information has supported AACA's decision to continue the actions under Goal 1 to support staff and faculty social-emotional well-being. Though the overall survey data was positive with over 60% of teachers reporting a sense of belonging, positive school climate, and personal well-being, two areas showed significant success. First, 83% of teachers reported feeling engaged at work frequently to almost always and 89% reported feeling excited at work compared to 21.22 when teachers were reporting high levels of dysregulation and AACA was experiencing high levels of mid-year teacher turnover. AACA will continue the work under goal 1 to continue to support existing teachers and newly hired staff. Teachers also reported that students are experiencing high levels of social-emotional need. 80% of requests for assistance for students from staff members are for support with social-emotional concerns. When asked what could be added or changed to Goal 1 to support students more effectively, the teachers and staff reported additional social skills groups, materials and training for the Kimochis Curriculum, and additional training on trauma informed practices. This informed the decision to add a paraeducator to support social skills groups under Goal 1 Action 5, the addition of an action to purchase Kimochis curriculum kits, and trauma informed behavioral training.

Teachers identified areas of focus for academic improvement. When asked what would improve academic performance, teachers indicated a focus on more coaching, professional development around the current curriculum, and strategies for supporting all learners. To address this need, AACA will continue the actions for professional development and provide systematic instructional coaching with both new and veteran teachers to improve 1st Tier teaching practices. Based on feedback from the middle school teachers, AACA will expand the academic interventions for mathematics by implementing iXL Mathematics. This program is a technology based intervention for mathematics. It is both student facing and teacher facing. Students receive immediate feedback on mathematics and teachers receive diagnostic information to help refine next instructional steps and interventions. Therefore this program will support both Goal 2 and 3.

Though AACA has worked to improve systems and protocols, the faculty and staff have consistently indicated the growth of the student population and the increase in the number of new teachers make consistent adherence to the systems and protocols difficult. This has impacted communication across all educational partner groups. One area of difficulty has been communication across supervision, teachers and administration regarding behavior issues. AACA implemented Panorama in 21.22 to create a single data source for information about students' social emotional, academic and behavioral well being. Panorama has an application for incident reporting that will integrate communication regarding student behavioral issues across school personnel. This additional application will also enhance reporting throughout SIS as well as the identification of social emotional and behavioral needs. This educational partner feedback has informed the expansion of the action under Goal 2 to implement Panorama to include implementation of the incident report application. This will streamline communication and create opportunities for analyzing behavior trends and create early interventions to support students.

Diversity of staff and students have been identified as a need. Our staff diversity has changed to mirror the local community but they report the need for diversity training. Additionally, in order to be sure that all students have access to programming, AACA expand the actions under Goal 4, and will implement an instructional coach that work to ensure that all unduplicated students are represented in extracurricular activities including student leadership, sports, drama and other on campus activities. This will be accomplished through direct family communication, student counseling and active recruitment of students for participation.

AACA School Board

AACA sought input and feedback from the Board of Directors through the Academic Committee discussions and full board updates on the current goals and actions. The board expressed that student social-emotional, academic and behavioral concerns should continue to be a focus. With an emphasis on middle school students because their age range demonstrates higher social emotional needs. A board member shared strategies that can be used daily to support daily monitoring of social emotional levels for students. This feedback has been used to continue Goal 1 to implement a Multi-tiered System of Support for students and staff, the refinement of the social emotional continuum for both students and staff, and the increase in services of a counselor, psychologist, and paraeducator to support counseling and skills groups. This informed AACA's intervention decisions and AACA will continue the goals and actions to utilize data to inform instruction and the goals and actions to improve first teacher and teacher support.]

A summary of the feedback provided by specific educational partners.

[The main points from the educational partner feedback are as follows:

- Continue to focus on the social emotional well being of students and staff
- Focus on the use of data to inform instruction, academic interventions, and professional development as well as support for teachers
- Continue to refine and improve systems and protocols and leverage technology platforms to be sustainable and scalable]

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

[AACA has always valued the input of its educational partners. As indicated AACA utilized survey data, focus groups and empathy interview data to inform specific actions in the LCAP. For example, educational partner feedback informed the changes to the LCAP for 23.24:

- Increase in the support of a counselor, psychologist, and paraeducator to support social-emotional counseling and social skills groups
- Addition of weekly Social Emotional Tips and Tricks in the Executive Director's Weekly Post
- Addition of a monthly Social Emotional Flyer
- Additional Kimochis Curriculum Kits to support Social Emotional Learning
- Addition of Trauma Informed Behavioral Training
- Continuation of Pathways Social Emotional Learning and College and Career Readiness Class
- Addition of Cultural Events to showcase cultural background through shared traditions, food, dancing, and displays.
- Addition of an Instructional Coach to support access and representation of unduplicated students on student leadership, sports, drama and other on campus activities.
- Addition of structured play activities at K-5 recess

- Addition of iXL for math interventions
- Addition of applications within Panorama to streamline incident reporting and staff communication]

Goals and Actions

Goal

Goal #	Description
[Goal 1]	[Improve the social emotional wellbeing of all students by maintaining the existing Multi-Tiered System of Support and implementing a Multi-Tiered System of Support for staff. (AACA Focus: Heart) (State Priorities 5- Pupil Engagement, 6-School Climate, 8-Other Pupil Outcomes)]

An explanation of why the LEA has developed this goal.

[AACA worked diligently on developing and implementing tiers of support for social emotional learning during the 19.20 school year . School discipline data demonstrated success with the implementation. When the pandemic required AACA to move to virtual instruction, and subsequent hybrid instruction, students and staff showed signs of stress and dysregulation. When planning to return to a more typical school schedule, it became clear both groups require support to return to a more healthy social emotional state.]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Decrease monthly suspensions by 50% when compared to 19-20 levels</p> <p>AACA is adding to the metric for monitoring suspensions with the 23.24 plan the baseline will remain the same but the outcome has changed to align with how the CA Dashboard is reporting the key thresholds]</p>	<p>[For the 19-20 school year, the monthly average for student suspension days was 1.3.]</p>	<p>[The monthly average for student suspension days was 3.]</p>	<p>[The monthly average for student suspension days was 1</p> <p>CA Dashboard Data</p> <p>All students: 2.0%</p> <p>English Learners: 7.7%</p> <p>Homeless/Foster *</p> <p>Socioeconomically Disadvantaged: 1.5%</p> <p>Students with Disabilities: 1.3%</p> <p>African American: *</p> <p>American Indian/ Alaska Native: *</p> <p>Hispanic: 2.9%</p> <p>White: 1.9%</p> <p>Two or More Races: 0.0%]</p>	<p>[Insert outcome here]</p>	<p>[Reduce Annual Suspension rates to between .6 to 1.0% (Low Threshold on CA Dashboard) for all student groups]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Decrease office discipline referrals by 50% when compared to 19-20 levels.]	[For the 19-20 school year, the monthly average for office discipline referrals was 12.]	[The monthly average for office discipline referrals was 12.]	[The monthly average for office discipline referrals was 11.]	[Insert outcome here]	[Office discipline referrals will fall to less than 6 per month as measured by assertive discipline records. This will indicate a strong tiered system of support for behavior and social emotional needs.]
[Maintain a low Middle School Dropout rate This metric is being added with the 23.24 plan and will include the Middle School Dropout rate for 2022 as the baseline]	[Middle School Dropout rate for 2022: 0%]	N/A	[Middle School Dropout rate for 2022: 0%]		[Maintain a low Middle School Dropout rate]
[Maintain a low Pupil Expulsion rate This metric is being added with the 23.24 plan and will include the Expulsion rate for 2022 as the baseline]	[Pupil Expulsion rate for 2022: 0%]	N/A	[Pupil Expulsion Rate for 2022: 0%]		[Maintain a low pupil expulsion rate.]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Maintain a positive school climate by ensuring a safe and functioning facility as measured by scoring good or better on the Facilities Inspection Tool (FIT) each year</p> <p>This metric is being added with the 23.24 plan and will include the FIT score beginning in 2022 as the baseline]</p>	[2022 FIT Score 93.96 - GOOD]	[N/A - New Metric added 23.24]	[2022 FIT Score 93.96 - GOOD]		[Maintain a positive school climate by ensuring a safe and functioning facility.]
<p>[Maintain a positive school climate as determined by the School Climate Met on the California Dashboard Metric</p> <p>This metric is being added with the 23.24 plan and will include survey data beginning in 2023 as the baseline]</p>	[School Climate - Met on the California Dashboard]	[N/A - New metric added 23.24.]	[School Climate - Met on the California Dashboard]		[Reduce Chronic Absenteeism to between 5.1% and 10% across all student groups]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Maintain an overall ADA of 90% when measured at the school and classroom level</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>[2022 baseline</p> <p>K-90.97%</p> <p>1-90.03%</p> <p>2-89.96%</p> <p>3-92.32%</p> <p>4-92.27%</p> <p>5-92.73%</p> <p>K-5 ADA 91.42%</p> <p>6-89.70%</p> <p>7-92.16%</p> <p>8-89.79%</p> <p>6-8 ADA 90.40%]</p>	<p>N/A - New metric added 23.24.</p>	<p>[2023 Data</p> <p>K-91.29%</p> <p>1-94.49%</p> <p>2-92.80%</p> <p>3-94.47%</p> <p>4-93.58%</p> <p>5-93.01%</p> <p>K-5 ADA 93.27%</p> <p>6-93.37%</p> <p>7-91.85%</p> <p>8-91.20%</p> <p>6-8 ADA 92.30%]</p>		<p>[Improve ADA % for all grades by 2% to decrease chronic absenteeism]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Reduce Chronic Absenteeism across all student groups when compared to the 2021.22 levels</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>All Students:34.3%</p> <p>English Learners:38.5%</p> <p>Homeless*</p> <p>Low Income: 39.4%</p> <p>Special Education: 38.2%</p> <p>African American*</p> <p>American Indian*</p> <p>Asian*</p> <p>Hispanic: 33.8%</p> <p>Pacific Islander*</p> <p>Two or More Races: 35.1%</p> <p>White: 34.2%</p> <p>*Group is not a reportable size</p>	<p>N/A - New metric added 23.24.</p>	<p>All Students:34.3%</p> <p>English Learners:38.5%</p> <p>Homeless*</p> <p>Low Income: 39.4%</p> <p>Special Education: 38.2%</p> <p>African American*</p> <p>American Indian*</p> <p>Asian*</p> <p>Hispanic: 33.8%</p> <p>Pacific Islander*</p> <p>Two or More Races: 35.1%</p> <p>White: 34.2%</p> <p>*Group is not a reportable size</p>		<p>Reduce Chronic Absenteeism to between 5.1% and 10% across all student groups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[80% of staff participate in social emotional activities provided by the school.]	[The school provides verbal praise and celebrations for staff successes. On select occasions, (Organizational Health meetings, return from summer break, etc.) food is provided to thank the staff as a whole for the work being completed.]	[60% of teachers are attending the Rotunda Roundup, a brief update and social event each Thursday. This is not an optional event, but 40% of teachers are often attending after school required meetings or are part of the after school program or athletics. 86% of the staff are attending Organizational Health Meetings (all staff meetings) each month. This is primarily because these meetings are protected so staff has no other meeting or work responsibilities that conflict.]	[95% of our staff are attending Organizational Health Meetings (all staff meetings) each month. This is primarily because these meetings are protected so staff has no other meeting or work responsibilities that conflict]	[Insert outcome here]	[Monthly social emotional wellness offerings will be a systematic approach to support staff as they emerge from the pandemic cycle of fatigue and stress]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Multi-Tiered System of Support]	[Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support.]	[\$99,513.00]	[Y]

Action #	Title	Description	Total Funds	Contributing
[Action #2]	[Professional Development]	[Provide professional development on social skills and Social Emotional Learning and Teamwork]	[\$22,500.00]	[N]
[Action #3]	[Staff SEL]	[Develop and implement an MTSS continuum for staff social emotional well being]	[\$5,000.00]	[N]
[Action #4]	[Goal]	[Develop a school-wide social emotional learning goal to be monitored by site staff]	[\$ 0.00]	[N]
[Action #5]	[Counseling/Skills Instruction]	[Utilize school psychologist, therapist, counselor and paraeducator to implement social skills groups, individual counseling, Growing Great Families meetings, and Pathways classes for students. Cost calculated for one day per week for the psychologist, 2 days per week for the counselor and 5 days per week for 2 support staff members.]	[\$123,680.00]	[Y]
[Action #6]	[Positive Behavior Interventions and Supports]	[Continue and expand PBIS school-wide behavior expectation matrix with a reinforcement system and clear instructional plan]	[\$3,000.00]	[N]
[Action #7]	[Therapeutic Art Groups]	[Add Therapeutic Art to the MTSS Social Emotional Learning Continuum. Employ an Art Teacher to provide Tier 2 Therapeutic Art groups 5 hours a week]	[9,250.00]	[N]
[Action #8]	[Structured Play Activities]	[Structured play activities at recesses to create opportunities for students to practice social skills necessary for cooperative play]	[0.00]	[N]
[Action #9]	[SEL Flyer for Parents]	[Add a monthly Social Emotional Learning Flyer to help families understand how to implement strategies at home]	[0.00]	[N]
[Action #10]	[Trauma Informed Practices Training]	[Trauma Informed Practices professional development for teachers and paraeducators]	[1,500.00]	[N]
[Action #11]	[Kimochis Curriculum Kits]	[Kimochis Social Emotional Curriculum Kits]	[5,000.00]	[N]

Goal Analysis for [2022-23]

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.

[AACA fully implemented actions 1-6 in the 22.23 school year. An implementation success has been the increase in the supervision staff, Restorative Practices training for supervision and support staff, MTSS tiers of support and PBIS training and support. A challenge in reducing suspensions and office referrals has been effective communication across the supervision staff, teachers, administrators and parents. Therefore, we have determined that we will implement a office referral system through panorama to streamline communication and effectively inform student social-emotional, academic and behavioral interventions.]

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.

[AACA shows no material difference between budgeted expenditures and the estimated actual expenditures]

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

[AACA has been working on reducing suspension rates for two LCAP cycles and realized amazing reductions in suspensions and office referrals through the 19.20 school year. AACAs baseline data is the pre-COVID baseline because the desired result is to return to the pre-pandemic suspension rate. The baseline data indicated the monthly average for student suspension days was 1.3 days. The current suspension rate is now below the baseline data at a monthly average for student suspension days to 1 day. This represents an overall improvement considering that the enrollment has increased from the baseline enrollment of 270 students to 487 students. This can be attributed to a refocus on restorative discipline practiced. AACA focused on professional development in restorative discipline and all supervision staff was provided with training. In addition, staff refocused on teaching PBIS expectations on campus and implementing a reinforcement system school-wide.

AACA has focused on reducing office referrals for two LCAP cycles and, similar to suspension, has had great success. This year, AACAs experienced a drop in the average monthly discipline referrals from 12 to 11. This also represents an overall improvement considering the continued growth in the student enrollment from the baseline enrollment of 270 students to 487 students. This success can be attributed to working within the Multi-Tiered System of Support to provide more social and emotional support for students.

The data does show slight movement toward the desired outcomes for 23-24, though based on the increase in student enrollment it may be necessary to reevaluate the 23-24 desired outcome to be more inline with the size of the student body.]

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.

[AACA does not plan to make any substantive changes to the overall goal, but has added additional metrics to monitor Chronic Absenteeism because it is indicative of social emotional needs of students. Further, based on educational partner feedback AACA will add 5 additional actions and expand Action 5. Action 5 will be expanded to increase the counseling hours and to add a paraeducator to support the implementation of social skills groups. AACA will also add Action 7 Therapeutic Art Groups as a 3rd tier social emotional intervention. Though the average number of monthly office referrals has gone down, AACA has determined many of the referrals occur during unstructured time. Therefore, AACA has added Action 8 structured play activities at recess. This will provide more structured activities and will support students to develop prosocial play behaviors. Parents have requested additional information to support the social emotional needs of students at home, so AACA will implement Action 9, a monthly Social Emotional Learning flyer with key topics and tips and tricks. AACA has identified that 80% of Requests for Assistance are for Social Emotional Needs, to support teachers and staff AACA will implement Action 10 Trauma Informed Practices Training. Lastly, AACA will purchase additional Social Emotional Kits through the Kimochis Social Emotional Curriculum under Action 9 which will allow each classroom in K-5 to have a full kit.

AACA implemented Panorama in 22.23 to support the early identification and intervention for students in the areas of social emotional learning, academics, and behavior. Panorama offers an expanded service through an office referral/incident reporting application that will seamlessly integrate and improve communication regarding student behavioral incidents, and expedite information on social emotional and behavioral needs of students. This will support the tracking of office referrals/incident reports. AACA has elected to implement this application through Panorama which will be embedded in Goal 3 Action 3.

AACA has implemented additional metrics for 23.24 to support robust monitoring of state priorities under Assisted Targeted Support and Improvement. Additionally, AACA has added to the metrics for monitoring suspension by providing the CA Dashboard Suspension rates by student group. The school has also changed the desired outcome to align with the CA Dashboard Thresholds for all student groups.]

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

Goal

Goal #	Description
[Goal 2]	[AACA will improve the academic performance across all subgroups by increasing focus on teacher clarity of standards and use of clear instructional objectives. (Priority 1, Priority 2, Priority 4, Priority 7)]

An explanation of why the LEA has developed this goal.

[When examining data from the California Dashboard (data from 2018-19 school year), trimester benchmark assessments, and interim assessment blocks, academic achievement continues to be a need across all subgroups. In particular, English Language Learners, Students with Disabilities, and Low Income students are lower performing than other groups.]

Measuring and Reporting Results

[100% of teachers will have specific instructional objectives (Learning Intentions) posted and will refer to them explicitly during lessons.]	[Based on classroom walkthroughs, 20% of teachers are currently posting objectives and making them explicit during instruction.]	[Based on classroom walkthroughs, 76% of teachers are currently posting objectives and making them explicit during instruction.]	[Based on classroom walkthroughs, 93% of teachers are currently posting objectives and making them explicit during instruction.]	[Insert outcome here]	[When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math. Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]
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<p>[All students will have access to standards-aligned instructional materials as measured by Met on the California Dashboard Metric</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>[2022 Dashboard Metric is Met]</p>	<p>[N/A - New metric added 23.24.]</p>	<p>[2023 Dashboard Metric is Met]</p>		<p>[When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math. Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]</p>
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<p>[All students will have access to state board adopted academic content and performance standards for all students, including how the programs and services will enable English Learners to access the common core academic content knowledge, and English language proficiency. As measured by Met on the California Dashboard Metric</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>[2022 Dashboard Metric is Met]</p>	<p>[N/A - New metric added 23.24.]</p>	<p>[2023 Dashboard Metric is Met]</p>		<p>[When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math. Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]</p>
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<p>[AACA will seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs. As measured by Met on the California Dashboard Metric</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>[2022 Dashboard Metric is Met]</p>	<p>[N/A - New metric added 23.24.]</p>	<p>[2023 Dashboard Metric is Met]</p>		<p>[When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math. Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]</p>
<p>[All students will have access to a Broad Course of Study as noted as Met on the California Dashboard Metric</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>[2022 Dashboard Metric is Met]</p>	<p>[N/A - New metric added 23.24.]</p>	<p>[2023 Dashboard Metric is Met]</p>		<p>[When looking at individual subgroups, student academic performance in the areas of English Language Arts and Math. Unduplicated students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]</p>

<p>[Unduplicated student subgroups (English Language Learners, Low Income and Foster youth) will increase their academic performance in ELA and Mathematics by As measured by improvement in CAASPP ELA/Mathematics Distance from Met, English Language Proficiency (ELPI), and English Language Learner Reclassification</p> <p>*21.22 This metric will use the new Dashboards Distance From Met for CAASPP ELA/Math, ELPI for English Language Learner Progress, and English Language Learner Reclassification Measurement.]</p>	<p>[English Language Learners did not have a level on the dashboard due to the small number of students in the subgroup in the 2018-2019]</p>	<p>[California Dashboard Data not available.]</p>	<p>[The California Dashboard Metrics for Academic Performance Include English Language Arts, Mathematics and English Language Learner Progress:</p> <p>ELA DFM ELL: -80.4 Low Income: -34.5 Homeless/Foster *</p> <p>Mathematics DFM ELL: -130.9 Low Income: -55.7 Homeless/Foster *</p> <p>*Population is to small to report</p> <p>English Language Learner Progress Indicator: 52.2% are making progress</p> <p>EL Reclassification Rate: 8.3%]</p>	<p>[Insert outcome here]</p>	<p>[Unduplicated Students will perform on par with other subgroups on assessment measures as well as on the dashboard should the group grow to a level where they are considered a significant subgroup.]</p>
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<p>[AACA will support State Priority 1: Basic Services and improve student access by having no more than 1 teacher serving students noted as teaching out-of-field</p> <p>This metric is being added with the 23.24 plan and will include dashboard data beginning in 2022 as the baseline]</p>	<p>SARC Data for 2021.22</p> <p>0 - Credential Teachers Authorized on Permit or Waiver</p> <p>0 - Local Assignment Options</p> <p>3 - Total Out -of-Field Teachers</p>	<p>N/A - New metric added 23.24.</p>	<p>SARC Data 2022.23 is not available until Fall 2023.</p> <p>Local Data:</p> <p>0 - Credential Teachers Authorized on Permit or Waiver</p> <p>0 - Local Assignment Options</p> <p>2 - Total Out -of-Field Teachers</p>		<p>[AACA will support State Priority 1: Basic Services and improve student access by having no more than 1 teachers serving students will be notes as teaching out-of-field]</p>
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Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Intervention Teachers]	[Employ 1 intervention teacher and support staff to address the needs of unduplicated students]	[\$142,000.00]	[Y]
[Action #2]	[Professional Development]	[Provide ongoing training during early release days and time for grade levels to refine SPBL units and instruction (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[N]
[Action #3]	[English Language Development]	[Provide additional professional development for ELD and ongoing language embedded learning intentions (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[Y]
[Action #4]	[Goal]	[Develop a school-wide achievement goal to be monitored by site staff (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[N]
[Action #5]	[Reading Intervention]	[Continue to implement Read Naturally and SIPPS reading intervention programs for unduplicated students and students with disabilities.]	[\$1,150.00]	[Y]

Action #	Title	Description	Total Funds	Contributing
[Action #6]	[Step up to Writing]	[Implement cross-curricular integration of Step up to Writing visual supports school-wide to support unduplicated students]	[\$0.00]	[Y]
[Action #7]	[STMath and iXL Math]	[Continue to implement STMath for unduplicated students K-5 and iXL Math for Middle School]	[\$8,400.00]	[Y]
[Action #8]	[Orton Gillingham]	[Implement Orton Gillingham Phonics intervention for unduplicated students in K-2]	[\$4,200.00]	[Y]
[Action #9]	[Teacher Clarity]	[Teachers will post and state a clear instructional objective during instruction. (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[N]

Goal Analysis for [2022-23]

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.

[AACA fully implemented all actions under Goal 2. A success has been the implementation of school-wide professional development and the implementation of a Community of Practice approach to improving student outcomes. A struggle has been fidelity to the use of the interventions implemented under actions 5 and 7. This shows a need for additional staffing for implementation and monitoring.]

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.

[AACA shows no material differences between budgeted expenditures and the estimated actual expenditures]

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

[The purpose of this goal is to improve the Academic Performance of unduplicated students. Through an equity gap study ACCA has determined that Academic Performance of English Language Learners, Low Income and Students with Disabilities show a growing achievement gap. This is inclusive of the academic data for 2022. Through the actions for Goal 2 AACA has implemented School-Wide

Professional Development to improve 1st teaching (Action 2). Additionally, AACA has implemented two Community of Practices to support direct explicit improvements to identified problems of practice in both early phonics development and upper elementary and middle school writing (Actions 6 and 8). These focuses within Actions 2, 6 and 8 are intended to support improvement in student achievement in 2023.

Further, additional professional development around the integration of these interventions into their daily instructional schedule.]

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.

[AACA has not made substantive changes to the goal, outcomes, or actions but will focus in the coming year on fidelity to the implementation and data tracking (embedded in goal #3). AACA has also implemented additional metrics for 23.24 to support robust monitoring of state priorities under Assisted Targeted Support and Improvement.

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

Goal

Goal #	Description
[Goal 3]	[AACA will utilize data analysis to inform instructional practices to evaluate effectiveness of Tier 1 instruction and to determine appropriate student interventions. (Priority 1, Priority 2, and Priority 4)]

An explanation of why the LEA has developed this goal.

[Across the COVID-19 Pandemic and associated instructional models, data analysis was challenging due to inconsistent student data instructional decisions need to be based on data analysis and this needs to be systematic with the school.]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[A data analysis process will be utilized at a minimum of two times per month by all faculty as documented on the PLC calendar]	[Administration engages in data analysis weekly and faculty engaged in data analysis each trimester]	[Administration has completed data analysis weekly to inform implementation of MTSS 2nd and 3rd Tier Interventions. The faculty engaged in data analysis each trimester to inform instructional groupings]	[Administration has completed data analysis weekly to inform implementation of MTSS 2nd and 3rd Tier Interventions. The faculty engaged in data analysis each trimester to inform instructional groupings]	[Insert outcome here]	[An efficient and systematic data analysis process that leads to targeted instruction will be in place across all grade levels. Students increased academic achievement data will demonstrate targeted instruction]
[Data-based instructional action plans will be submitted by the faculty to the administration two times per month Discontinued for the 22.23 school year new metric added below for 23.24]	[Each trimester, faculty submit intervention plans for instruction based on trimester benchmark data.]	[Each trimester, faculty completed instructional groupings based on trimester benchmark data. The MTSS Coordinator and Curriculum Director facilitated the development of intervention plans and coordinated instruction based on trimester benchmark data, as well as additional data]	[Discontinued for the 22.23 school year new metric added below for 23.24 see new metric below]	[Insert outcome here]	[An efficient and systematic data analysis process that leads to targeted interventions will be in place across all grade levels]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Community of Practice action plans will be implemented by the faculty and the Community of Practice will collect baseline data for the identified problem of practice and analyze data to determine improvement in student outcomes</p> <p>This metric is being added with the 23.24 plan and the baseline will be the 22.23 data]</p>	<p>[Writing CoP</p> <p>Baseline Data:</p> <p>Introduction: 26%</p> <p>No Key Ideas: 52%</p> <p>1 Key Idea: 37%</p> <p>2 Key Ideas: 10%</p> <p>3 Key Ideas: 0%</p> <p>Conclusion: 5%</p> <p>Orton Gillingham baseline reading data:</p> <p>Below: 45%</p> <p>Approaching: 10%</p> <p>Meeting: 29%</p> <p>Exceeding: 16%</p>	<p>N/A - New metric added 23.24.</p>	<p>[Writing CoP</p> <p>2023 Outcome Data</p> <p>Introduction: 72%</p> <p>No Key Ideas: 11%</p> <p>1 Key Idea: 22%</p> <p>2 Key Ideas: 17%</p> <p>3 Key Ideas: 50%</p> <p>Conclusion: 50%</p> <p>Orton Gillingham CoP - Tri 3 Data will be available in June</p> <p>Below: 15%</p> <p>Approaching: 20%</p> <p>Meeting: 24%</p> <p>Exceeding: 40%</p>		<p>[An efficient and systematic data analysis process that leads to targeted interventions will be in place across all grade levels]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[AACA’s metric for Other Pupil outcomes is the use of the Panorama System (which uses individual student data to generate indicators of “on-track”, “at-risk” or “critical” status) to enable staff to identify, implement supports, and monitor progress of students falling into the at- risk or critical category in academics</p> <p>AACA will decrease the % of students “at risk” or “critical” in the area of academics.</p> <p>This is a new metric being added with the 23.24 plan. The 2023 data will be used as the baseline.]</p>	<p>[2023 Panorama Academic indicators:</p> <p>6-8 At-risk: 17% Critical: 35%</p> <p>K-5 At-risk: 19% Critical: 21%]</p>	<p>N/A - New metric added 23.24.</p>	<p>[2023 Panorama Academic indicators:</p> <p>6-8 At-risk: 17% Critical: 35%</p> <p>K-5 At-risk: 19% Critical: 21%]</p>		<p>[Reduce the number of students identified in Panorama as “at-risk” or “critical” in academics by 5%]</p>

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Program Director & Curriculum Director]	[Implement and employ a Program Director and Curriculum Director to oversee the implementation of best first teaching and intervention practices.]	[\$ 179,608.00]	[N]
[Action #2]	[Data Review]	[Implement and adhere to a schedule of data review to inform systematic decision making in all areas. (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[N]
[Action #3]	[Data Tracking]	[Maintain a school-wide data tracking tool for student academic interventions and supports]	[\$18,365]	[Y]
[Action #4]	[Goal]	[Develop a school-wide data analysis goal to be monitored by site staff (Embedded in Goal 3, Action 1)]	[\$ 0.00]	[N]
[Action #5]	[Conferring Notebook]	[Purchase, train staff, and consistently use the Conferring Notebook to track student achievement in reading.]	[\$880.00]	[N]

Goal Analysis for [2022-23]

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.

[AACA fully implemented all planned actions, but has modified the data analysis frequency and process for all grades. AACA has implemented a Community of Practice (CoP) system to identify problems of practice impacting student achievement. This is done through a comprehensive data analysis process. Then, the CoP members are analyzing data for their identified problem of practice. During the 22.23 school year, two CoPs have been working to improve student outcomes using data to drive instructional practices. The Orton Gillingham CoP is focusing on the early reading development through the use of the Orton Gillingham phonics instructional routine. The writing CoP is implementing differentiated writing graphic organizers to support organizational structure of student writing. This data analysis process has been identified as having a more direct relationship to improving student outcomes. This has also led to more target interventions, so to accurately reflect the process, the metric for twice monthly intervention plans is being discontinued and the CoP metrics will be used to show that AACA has implemented a systematic data analysis process. Therefore, AACA will maintain the overall outcome but will modify how the metric is measured. The success of the CoP process on student growth and progress, as well as the teacher engagement in the instructional

improvement process, has informed the process AACA will use to identify and implement instructional change moving forward. A challenge has been the after-school time commitment required of teachers and administrators to fully implement the Community of Practice process.

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.

[AACA shows no material differences between budgeted expenditures and the estimated actual expenditures]

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

[AACA has implemented a Community of Practice (CoP) system to identify problems of practice impacting student achievement. During the 22.23 school year, two CoPs have been working to improve student outcomes using data to drive instructional practices. The Orton Gillingham CoP is focusing on the early reading development through the use of the Orton Gillingham phonics instructional routine. The writing CoP is implementing differentiated writing graphic organizers to support organizational structure of student writing. The Orton Gillingham CoP is reporting baseline data showing 55% of students were not reading on grade level. Data following the implementation of Orton Gillingham shows only 35% reading below reading level. Though implemented to improve reading, the team is seeing improvement across all English Language Arts domains (reading, writing, and spelling) in the primary grades. The writing CoP shows significant improvement in the number of students who have all elements of a written paragraph response. The success of the CoP process on student growth and progress, as well as the teacher engagement in the instructional improvement process, has informed the process AACA will use to identify and implement instructional change moving forward.]

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.

[AACA did not make a change to the planned goal or the desired outcomes, but discontinued the original metric and replaced it with a metric that more accurately reflects the current practices. Therefore, metric 2 - Data-based instructional action plans will be submitted by the faculty to the administration two times per month have been discontinued. It has been replaced with metric 3 - Community of Practice action plans will be implemented by the faculty and the Community of Practice will collect baseline data for the identified problem of practice and analyze data to determine improvement in student outcomes. AACA has implemented additional metrics for 23.24 to support robust monitoring of state priorities under Assisted Targeted Support and Improvement.]

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

Goal

Goal #	Description
[Goal 4]	[AACA will expand cultural diversity across the scope of the school community]

An explanation of why the LEA has developed this goal.

[AACA is moving to a different location and would like to work towards matching the demographics of the new community and celebrating that cultural diversity.]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>[Enrollment demographics will align with the demographic breakdown of the school district in which AACA resides]</p>	<p>[Current AACA Demographic breakdown is as follows: Hispanic or Latino: 24.84% White: 69.35% American Indian: .65% Multi-ethnic/Non Hispanic: 5.16% English Language Learners: 5.48% Current Paso Robles Joint Unified School District demographic breakdown is as follows: (CA Dashboard) African American 1.2% American Indian: .3% Asian: .7% Filipino: .3% Hispanic: 54.4% 1% Two or More Races: 2% Pacific Islander: .2% White: 39.7%]</p>	<p>[American Indian: 1.25% Black/African American: .25% Chinese: .75% Filipino: .25% Hmong: .25% Korean: .25% Other Asian: .50% Blank: 1.50% White: 64.91% Hispanic: 30.08%]</p>	<p>[American Indian .5% Black/African American: 0% Asian: .2% Filipino: 0% Hispanic: 30.1% Pacific Islander: 0% White: 61.2% 2 or More: 6.5% Not Reported 1.5%]</p>	<p>[Insert outcome here]</p>	<p>[By the end of the 23.24 school year. AACA will have a population submitting requests for enrollment that aligns with the surrounding neighborhood demographic.]</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[The new AACCA facility will be utilized by culturally diverse community groups for a minimum of 2 events per year]	[The current AACCA facility is not under the jurisdiction of AACCA and can not be offered for community group use.]	[Due to continued COVID-19 restrictions, AACCA has not been able to provide community use of the new facility]	[AACCA has been able to implement community use by culturally diverse groups: Single Use: 3 Long Term Use: 3]	[Insert outcome here]	[AACCA will be known as an option for culturally diverse groups to use as an event venue]
[80% of service/project based learning (S/PBL) units will have cultural awareness components.]	[Currently the S/PBL units do not have cultural awareness components that align to the demographics of the local community.]	[All Social Studies based S/PBL units have a cultural awareness component.]	[All Social Studies based S/PBL units have a cultural awareness component. Additionally, each grade level has 1 or more units that have cultural awareness or diversity components]	[Insert outcome here]	[100% of service/project based learning (S/PBL) units will have cultural awareness components.]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>[Improve English Learner, Low Income, and Homeless and Foster Youth participation in Extracurricular Activities</p> <p>This is a new metric being added with the 23.24 plan. The 2023 data will be used as the baseline.]</p>	<p>[Current Participation:</p> <p>Athletics EL: 0% LI: 0% FY: 20%</p> <p>Drama Production EL: 14% LI: 9% FY: 0%</p> <p>Leadership EL: 0% LI: 0% FY: 0%</p>	N/A - New metric added 23.24	<p>Current Participation:</p> <p>Athletics EL: 0% LI: 0% FY: 20%</p> <p>Drama Production EL: 14% LI: 9% FY: 0%</p> <p>Leadership EL: 0% LI: 0% FY: 0%</p>		Improve school connectedness through increased participation in extracurricular activities.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	[Student Demographics]	[Use community outreach to encourage culturally diverse enrollment reflective of the Paso Robles Joint Unified School District’s demographic makeup.]	[\$ 0.00]	[N]
[Action #2]	[Community Engagement]	[Implement options for culturally diverse groups to be involved with AACA (ie. guest speakers, elective offerings, facility use for community groups, etc.)]	[\$ 0.00]	[N]

Action #	Title	Description	Total Funds	Contributing
[Action #3]	[SPBL Cultural Elements]	[Examine S/PBL units for opportunities to incorporate multicultural and diverse perspectives within the units. (Embedded in Goal 3, Action1)]	[\$ 0.00]	[N]
[Action #4]	[Goal]	[Develop a school-wide goal to be monitored by the Administrative Team and the Board]	[\$ 0.00]	[N]
[Action #5]	[Equity for Extra Curricular Activities]	[Analyze and support equity of participation in extra curricular activities.]	[\$6,980]	[Y]

Goal Analysis for [2022-23]

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 all actions under goal 4 were implemented. A success through implementation has been AACA has improved the diversity of both the student body and the staff. The student groups have changed. We see an increased percentage of Hispanic students from 24.6% to 30.1% and students identified as two or more races from 5.16% to 6.5%. The current demographics of the staff are more reflective of the student population. With 56% of the staff identifying as Hispanic, 4% as Black, 58% as White and 2% as Filipino. A new challenge is we are fully enrolled so each year we must hold a random public drawing for open spots in all grades. The criteria for the random public drawing requires that we give priority to siblings of enrolled students and students who live within the boundary of Winifred Pifer Elementary. Therefore, in order to prioritize diversity we need to ensure that we market the school to families that are either siblings or live within the boundary of Winifred Pifer Elementary.]

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 planned expenses for the 2022-23.]

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

[AACA desires a diverse student body more representative of the broader community. AACA has made strides in diversifying the student body and has increased the percentage of Hispanic students from 24.6% to 30.1% and students identified as two or more races have increased as well, from 5.16% to 6.5%. AACA is continuing to foster outreach into the community through parents and educational organizations to invite all families to enroll. During open enrollment, signage was printed in both English and Spanish and translation services are available at meetings and upon request. A key success has been the improved diversity of the AACA staff. The current demographics are more reflective of the student population. With 56% of the staff identifying as Hispanic, 4% as Black, 58% as White and 2% as Filipino. AACA sees that in order to improve the student body, it also needs to address the staff diversity. Families and students need to see themselves represented in the staff.

AACA wants to be a facility of choice and has opened its doors to the community. The facility has now been used by 7 different entities and requests for facility use are received regularly. Through the open use of the facility, AACA hopes to attract more families to the school.

To ensure that 1 or more Service/Project Based Learning units include cultural and diversity elements, the Curriculum Director met with each team to revise and expand the Service/Project Based Learning units. This is to ensure that multiple cultural perspectives are taken throughout the units.

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.

[AACA has not made any changes to the planned goal, metrics, or desired outcomes, but has added an action to ensure equity of access to extracurricular activities. AACA determined that not all student groups were participating in extracurricular activities equally. Participation in extra curricular activities like drama productions, sports, and school leadership impact students' sense of belonging and school connectedness. Therefore, AACA wants to ensure that all students have equal access to extracurricular activities. AACA will implement an outreach and monitoring process to ensure that all student groups are participating in sports, leadership, drama, and other after-school activities.]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
[\$337,305]	[\$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
[7]%	[0]%	[\$0.00]	[7]%

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

Required Descriptions

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

[The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s) and effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs.

The contributing “wide” actions in this plan are:

Goal 1

Action 1

MTSS Coordinator - Implement and employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support.

Through both educational partner engagement with parents, staff, and teachers and a review of office referral and suspension data AACA determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning through the distance learning and hybrid learning models. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster Youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement, and issues with connectivity as a result of the rural area. To address these needs AACA will employ an MTSS Coordinator to implement and further develop the Multi-Tiered System of Support. This position provides direct oversight and evaluation of the systems of support for all social emotional, behavioral, and academic interventions. The coordinator analyzes student data and determines that students receive the appropriate interventions. Additionally, the coordinator provides the resources to support instruction for academic, social emotional and behavioral interventions in all tiers. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Foster Youth, more students will feel connected to school, suspension rates will decrease and reading and math scores will improve. The coordinator supports implementation of academic, social and emotional and behavior supports in all three tiers. The supports are designed to meet the needs most associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states, SEL instruction increases a student's "ability to increase their ability to integrate thinking, emotions, and behavior in ways that lead to positive school outcomes." Jones, Stephanie M., and Emily J. Doolittle. "Social and Emotional Learning: Introducing the Issue." *The Future of Children*, vol. 27, no. 1, 2017, pp. 3-11. JSTOR, www.jstor.org/stable/44219018. Accessed 20 May 2021. AACA considered continuing with the current job assignment model with multiple individuals addressing this responsibility but determined it was less efficient and therefore less effective for students. By consolidating the roles into one oversight position provides both continuity and fidelity to the interventions and therefore is more effective for students. MCA expects that educational partners will report improvement in academics and engagement in school. In addition, suspension rates will decrease.

Action 5

Counseling and Skills Groups

Through both educational partner engagement with parents, staff, and teachers and a review of office referral, suspension, and attendance data AACA determined that students are demonstrating high levels of emotional dysregulation. This can be attributed to the trauma, social isolation, depression and anxiety. Though all students are experiencing this need in some ways, the need is exaggerated for English Language Learners, Homeless and Foster Youth and Low Income students as a result of additional systemic issues such as food, housing, and financial insecurity, lack of home support, and language barriers. To address these needs AACA will employ a Counselor, School Psychologist and a Paraeducator to implement social skills groups and provide individual and group counseling. These positions will provide direct support to students demonstrating social-emotional and behavioral dysregulation and provide prosocial strategies to improve student wellbeing. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Foster Youth, more students will feel connected to school, suspension rates will decrease and school attendance will improve. The supports are designed to meet the needs most associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states, school counselors can use small groups

as an effective way to help ESL students gain extra practice in learning English as well as a greater understanding of classroom behavior expectations in the U.S. School counselors have the awareness, knowledge, and skills to reach this under-served population and foster their success and achievement at school. (Shi & Steen, 2010) Further, As interveners, school counselors utilize their distinctive counseling, coordinating, advocacy, and data analysis skill set to assist students in the RTI process (Ockerman et al., 2012). AACA considered continuing with the current job assignment model with multiple administrators addressing the social emotional needs of students but determined that some of the root causes required trained counselors or psychologists so having school administrators provide support was less efficient and less effective for students. By providing services through a counselor, psychologist and trained paraeducator students will be provided with appropriate support and intervention and if needed appropriate referrals to community resources. AACA expects that educational partners will report improvement in attendance and engagement in school along with a reduction in suspension and office referrals.

Goal 2

Action 1

Intervention Teacher-Employ an intervention teacher to address the needs of unduplicated students

Through feedback from the teachers and administration, broad learning loss has been observed in some of the most needy populations, in particular English Language Learners, Low Income students, and students with disabilities. Throughout distance learning and hybrid learning these populations struggled with low engagement and participation in comparison to the broader school body. To address these needs, AACA will implement and employ 2 intervention teachers to address the needs of unduplicated students. These positions will provide direct, targeted small group instruction that will benefit unduplicated students by providing systematic program implementation and progress monitoring. As a result of providing this support directed toward meeting the needs of English Learners, Low Income and Foster Youth, more students will be receiving target small group instruction; therefore, academic test scores will improve. The Intervention Teacher will use academic data and work in conjunction with the MTSS Coordinator to ensure that the identified students are receiving Tier 2 and Tier 3 academic interventions. The interventions are designed to meet the learning loss observed in the English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. John Hattie's research proves that response to intervention has a high effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs. Historically, AACA has relied on Special Education staff to implement the majority of intervention programming. This practice has not proven to increase student achievement rates and a more comprehensive approach from the general education staff is necessary. The school is moving from having only Tier 1 and Tier 3 supports available to having a more complete Multi-Tiered System of Support available for unduplicated students. AACA expects that educational partners will report improvement in academics and engagement in school. In addition, AACA expects to see an improvement in ELPAC Summative Scores and other academic measures.

Action 3

English Language Development - Provide additional professional development for ELD and ongoing language embedded learning intentions

Through feedback from teachers, staff and administration, focused and intentional embedded learning intentions and clear success criteria are needed to support English Language Development. Further, Teachers need professional development to support learning strategies that will improve learning outcomes for English language learners. Through a detailed review of data for English Language Learners AACA is seeing lower Academic Progress for English Language Learners. To address these needs, AACA will provide professional development for K-8 teachers on developing language embedded learning objectives, success criteria and learning strategies. As a result of Increasing instructional clarity with Language Embedded Learning intentions and success criteria and improving instructional strategies the school will improve academic outcomes for English Language Learners. This will provide teachers with additional tools to support the specific needs of English Learners. However, because AACA expects that all students will benefit from instructional clarity and additional strategies and all teachers will participate in the professional development the action provided is on an LEA wide basis. John Hattie summarizes the influences on achievement that impact English Learners, in Visible Learning Guide to Student Achievement, stating common correlates of achievement include demographic variables (e.g., socioeconomic status, age, or gender), noncognitive variables (e.g. motivation and engagement), school related variables (e.g., school size, school grade configuration, ect.) and instructional practices (e.g. grouping practices, technology, usage, etc.). Further, Hattie states, "Teacher Clarity has an overall effect size of 0.84" which is in the zone of desired effect. AACA considered providing instructional coaching as a stand alone strategy to improve instructional clarity and use of instructional strategies to support English Language Learners, but determined that a combined approach of both whole staff professional development and instructional coaching will provide the best implementation support.

Action 5

Reading Intervention - Continue to implement Read Naturally SIPPS reading intervention programs for unduplicated students and students with disabilities.

Our unduplicated students are demonstrating low performance on standardized tests. Educational Partner feedback shows that a focus on strong academic instruction is needed to address the learning loss experienced by English Learners, Low Income and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on standardized tests. To address these needs, AACA will purchase and implement Read Naturally and SIPPS reading intervention for unduplicated students. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading scores will improve. The interventions are designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading.

(<http://www.ascd.org/publications/educationalladership/mar04/vol61/num06/Creating-FluentReaders.aspx>) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement. The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components. AACA expects that educational partners will report improvement in both school wide reading assessments as well as on standardized assessments.

Action 6

Step up to Writing - Implement cross-curricular integration of Step Up to Writing visual supports school-wide to support English Learners and Students with Disabilities.

Through feedback from Teachers and Administration, it has been noted that English Learners and students with disabilities have a discrepancy in writing skills in cross curricular subjects when compared to their grade level peers. AACA has determined the cross-curricular integration of Step up to Writing's visual supports school-wide will support English Learners and students with disabilities. By providing cross curricular integration of Step up to Writing's visual supports English Learners and students with disabilities will be provided consistent and systematic support for writing. As a result of the cross curricular integration of Step up to writing's visual supports in the general education classrooms English Learners and students with disabilities will receive additional support with writing. The support provided is designed to meet the needs of the English Learners and students with disabilities because it provides the consistent use of a multi-modal organizational system for writing. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. Research states that students benefit from a multimodal approach, concrete strategies to clarify abstract content, and a focus on academic language development

(www.voyagersporis.com) AACA considered using other visual supports from its various adoptions but determined consistency would be a stronger model for English Learners and students with disabilities. AACA expects that educational partners will report improvement in schoolwide writing benchmark assessments.

Action 7

STMath - Continue to implement STMath for unduplicated students school-wide.

AACA's unduplicated students are demonstrating low performance on math benchmarks and standardized tests; therefore, it was determined that they need a supplement to their core math instruction. To address this need, AACA will purchase and Implement ST Math for unduplicated students. STMath provides standards aligned math content alongside the adopted curriculum to support and remediate student acquisition of grade level content. It is designed to support student acquisition of mathematical concepts using visual spatial strategies and purposely presents information without a focus on the use of language. This design allows an alternate method to provide students access to grade level content without the added burden of the language and reading demands that may impact English Learners, Low Income, and Homeless/Foster Youth. The data suggests that in addition to struggling with math the unduplicated populations are struggling with reading as well, so this support meets the needs of the English Learners, Low Income, and Homeless/Foster Youth because it is not language focused and rather focuses on visual spatial techniques to improve student acquisition of mathematical concepts. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, more students will have improved understanding of core math concepts. However, because AACA expects that all students will benefit, the action provided is on an LEA wide basis. ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math

(www.stmath.com). The district has considered and implemented Khan Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math was chosen to serve the students'

needs based on the following criteria: it is technologically based, it is not text driven, it has a strong visual component, and it fits with the school's instructional model. AACA expects that educational partners will report improvement in both math benchmark assessments as well as on math standardized assessments

Action 8

Orton - Gillingham - Implement Orton-Gillingham Phonics intervention for unduplicated students in K-2.

AACA's unduplicated students in K-2 are demonstrating low performance on both reading and phonics benchmark assessments. Educational Partner feedback shows that academic instruction in the area of phonics is needed to address the reading performance of English Learners, Low Income, and Homeless/Foster Youth. AACA has determined that a supplement to their core reading instruction will provide the additional instructional support that will improve overall reading ability and also improve performance on benchmark assessments for phonics. To address these needs, AACA will purchase the Orton-Gillingham training and materials for 3 teachers and implement the program for unduplicated students in K-2. Orton Gillingham utilizes a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. This systematic approach will provide additional support to all struggling readers in K-2, but will specifically address the language acquisition needs of the English Learners, Low Income, and Homeless/Foster Youth Learners. As a result of providing this support directed

toward meeting the needs of English Learners, Low Income, and Homeless/Foster Youth, student reading and phonics scores will improve. This program is designed to meet the needs associated with the stresses and experiences of English Learners, Low Income, and Homeless/Foster Youth. However, because AACA expects that all students in K-2 will benefit, the action is provided on a limited basis to grades K-2. Research:

AACA considered the implementation of SIPPS across K-2 students but determined that the multisensory approach utilized in the OrtonGillingham approach would be more developmentally appropriate for these students. AACA expects its educational partners to report improvement in student performance on K-2 reading and phonics benchmark assessments.

Goal 3

Action 3

Panorama - Implement Panorama a school-wide data tracking tool for student social emotional, academic, and behavioral interventions and supports.

Through the educational partner engagement with parents, faculty, staff and administration AACA determined that students are demonstrating high levels of Social and Emotional, Behavior and Academic need. This can be attributed to the isolation, lack of routines, and variability of learning through the distance learning and hybrid learning models. Though all students are experiencing this need, the need is exaggerated for English Language Learners, Homeless and Foster youth and Low Income students as a result of additional systemic issues such as lack of home support, low engagement. Additionally, AACA has determined that in order to provide timely, consistent and effective interventions to improve the SEL, Academic and behavioral outcomes for these students an integrated holistic view of the student is needed. To address these needs AACA will implement Panorama, a data tracking tool. The Panorama system will integrate parent, student, and

teacher surveys with assertive discipline data, report card data, and state assessment data to provide a complete picture of the students' academic, social emotional and behavioral needs. As a result of providing this support directed toward meeting the needs of English Learners, Low Income, and

Homeless/Foster Youth, the students most at risk will be provided with early intervention to support academic, behavioral and social emotional growth. This program is designed to meet the needs associated with the stresses and experiences of low-income, foster, and English learners. However, because AACA expects that all students will benefit, the action is provided on a LEA wide basis. The successful development and delivery of MTSS is the result of collaboration and consensus among educators across grade levels, content areas, and educational specialty (e.g., special educator, interventionist, counselor, English language development teacher). With proper structures and resources in place, a multilayered support system for diverse learners, including EIs, holds promise for improving learning outcomes and reducing special education misplacements and disproportionality (Hoover et al., 2016). AACA considered using Illuminate Fastbridge Universal Screener but Panorama presented a more holistic approach that aligns with the AACA Philosophy to affirm, stretch and celebrate the whole child (heart, mind, body, and soul). AACA expects that educational partners will report improvement in student academic achievement, behavior, and social emotional well being when comparing data in Panorama from the beginning of 22.23 to the end of 22.23.

]

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

[AACA has demonstrated it has at least met the 7.0% proportionality percentage, as required, by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 7.0% proportionality percentage based on the contributing actions/services in this plan, *which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables*. It is important to note we are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and also explained and justified in detail in each contributing limited action described below. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 4

Action 5

Equity for Extracurricular Activities - Dedicated outreach towards unduplicated student groups to support equity of participation in extracurricular activities. This will include ongoing data collection and analysis of participation rates.

Through feedback from Teachers and Administration, it has been noted that English Learners, Low Income Students, Homeless and Foster Youth and students with disabilities are underrepresented in Extracurricular activities like athletics, cheer, drama, and student leadership. AACA has determined focused outreach is needed to be sure that unduplicated youth and students with disabilities are proportionally represented in extracurricular activities. This outreach will be limited to unduplicated students and students with disabilities within the LEA. In addition to outreach, a staff member will collect and analyze participation rates to show progress. By providing direct outreach to unduplicated students to improve participation in extracurricular activities, the staff member will be able mitigate the barriers to participation including, but not limited to transportation needs, fee waivers, and afterschool support. As a result of the outreach to unduplicated students to encourage participation in extracurricular activities, unduplicated students will be provided with equitable access to extracurricular activities creating engagement and connectedness to the school community. The outreach and support to address barriers to participation are designed to meet the needs of unduplicated and students with disabilities because they may not see themselves as part of the school community because they are not able to participate. Research states, students from lower SES backgrounds often experience beneficial correlates of extracurricular participation that are equal to or greater than those experienced by their higher SES peers, participation by immigrant youth is associated with positive academic and psychosocial outcomes (Extracurricular Activities and Disadvantaged Youth: A Complicated—But Promising—Story by Heath, Anderson, and Payne <https://journals.sagepub.com/doi/abs/10.1177/0042085918805797?journalCode=uexa>). Additionally, Kannapel, Clements, Taylor, & Hibpshman, 2005; Parrett & Budge, 2011 found strategic assignment of staff, dedication to equity and diversity, and regular communication with families improved student outcomes. AACA considered using direct written communication with families with information on available support with transportation, fee assistance, and afterschool support but determined that personal outreach would create a welcoming effect and provide individualized support to ensure the school is addressing the barriers to participation. AACA expects that educational partners will report improvement in participation in extracurricular activities like athletics, cheer, drama, and student leadership.

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.

[AACA does not receive additional concentration 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.

[AACA does not receive additional concentration funding.]

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	[1:23]	[N/A]
Staff-to-student ratio of certificated staff providing direct services to students	[1:16]	[N/A]

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 (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

The following 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- o 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)
 - o 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)
 - o 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)
 - o 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).