LCFF Budget Overview for Parents

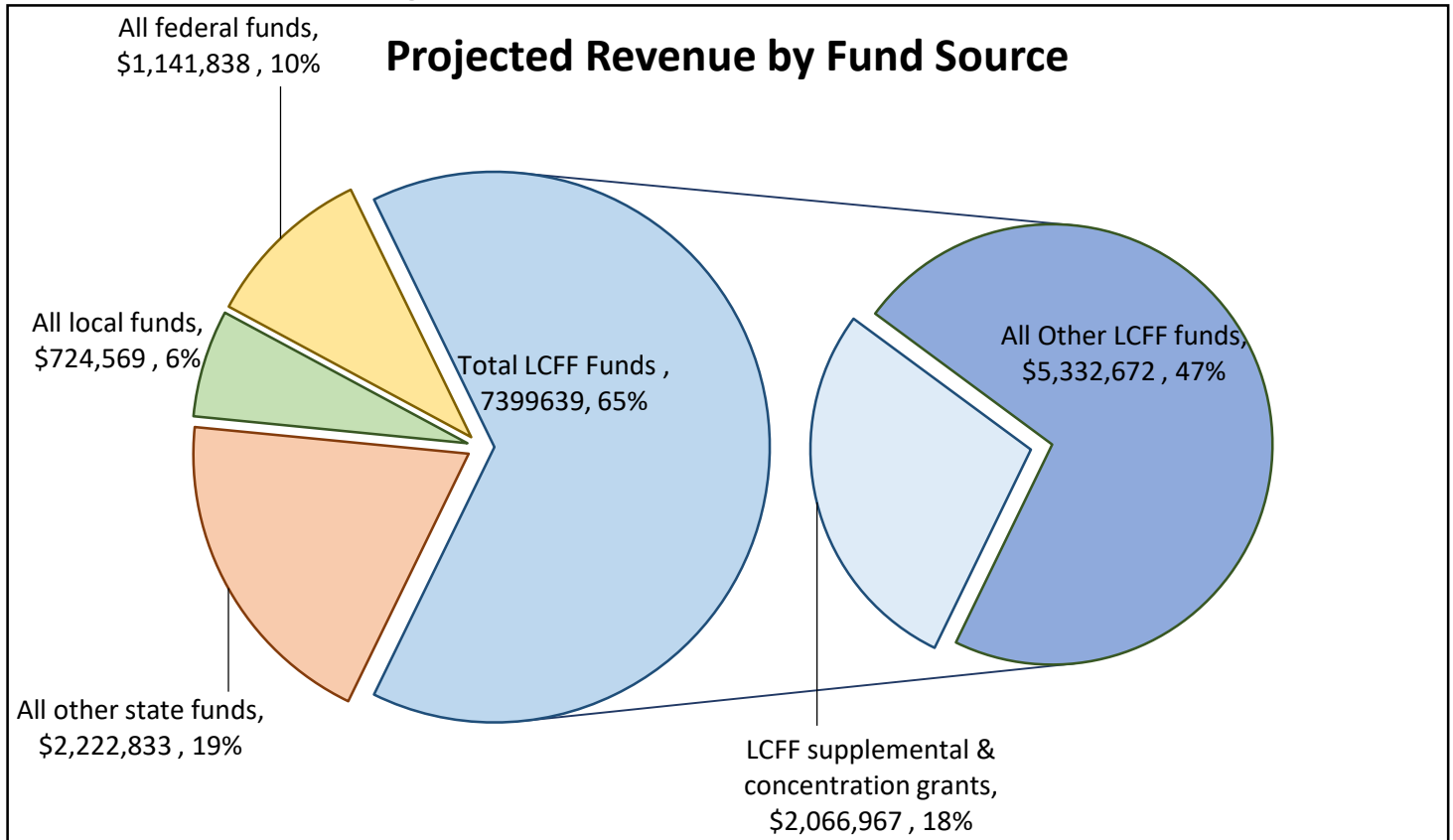Local Educational Agency (LEA) Name: Accelerated Charter Elementary School

CDS Code: 19-64733-0100743

School Year: 2024-25

LEA contact information: Debbie Kukta, CBO, 323-235-6343, dkukta@accelerated.org

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $1,141,838 , 10%

All local funds, $724,569 , 6%

All other state funds, $2,222,833 , 19%

Total LCFF Funds , 7399639, 65%

All Other LCFF funds, $5,332,672 , 47%

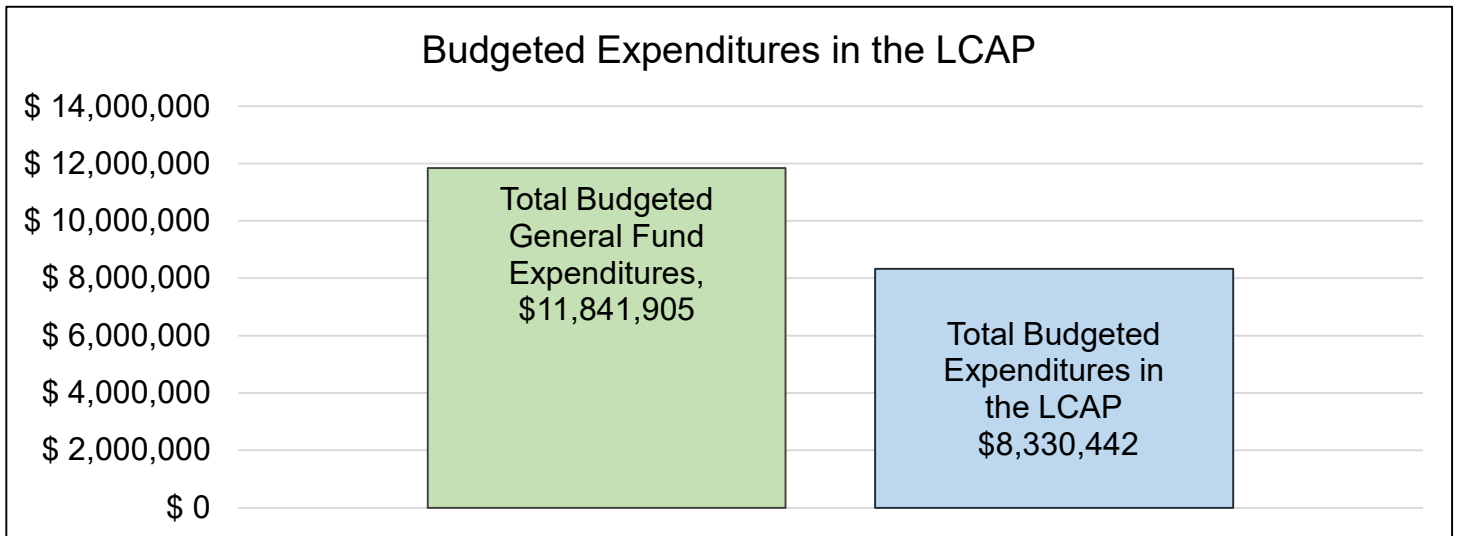LCFF supplemental & concentration grants, $2,066,967 , 18%

This chart shows the total general purpose revenue Accelerated Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter Elementary School is $11,488,879.00, of which $7,399,639.00 is Local Control Funding Formula (LCFF), $2,222,833.00 is other state funds, $724,569.00 is local funds, and $1,141,838.00 is federal funds. Of the $7,399,639.00 in LCFF Funds, $2,066,967.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 14,000,000	
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $11,841,905
$ 6,000,000	Total Budgeted Expenditures in the LCAP $8,330,442
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Accelerated Charter Elementary School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Accelerated Charter Elementary School plans to spend $11,841,905.00 for the 2024-25 school year. Of that amount, $8,330,442.00 is tied to actions/services in the LCAP and $3,511,463.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
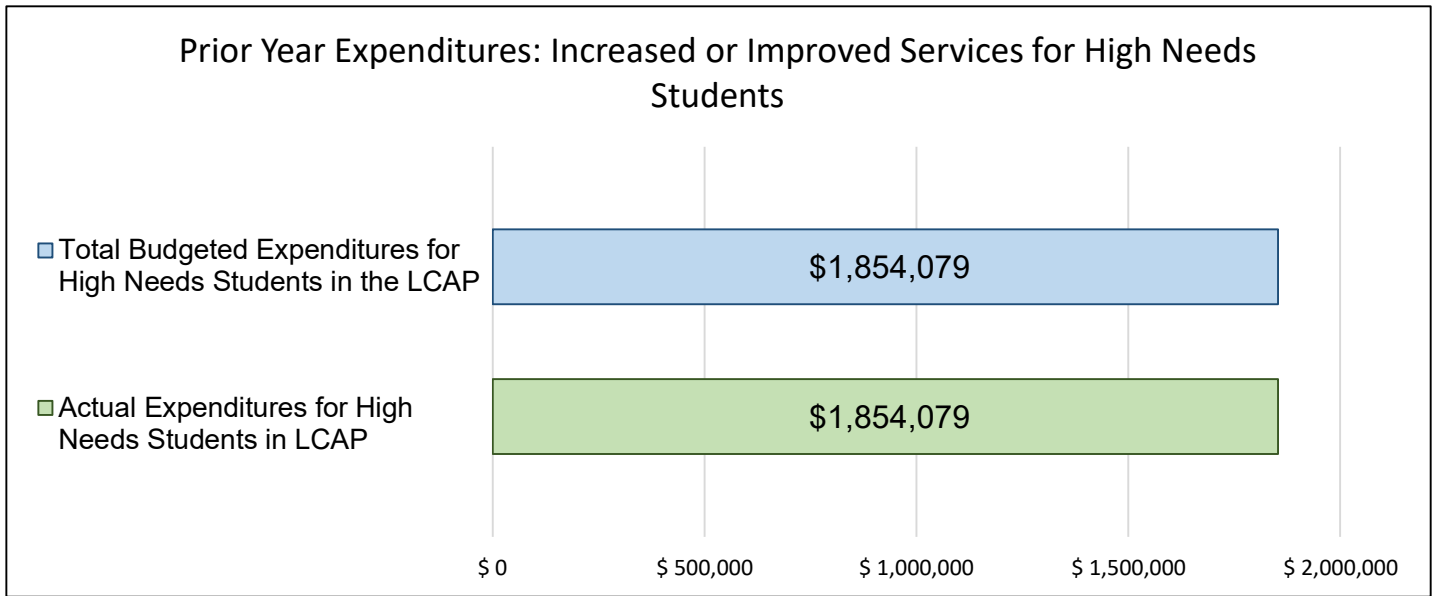
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programatic expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Accelerated Charter Elementary School is projecting it will receive $2,066,967.00 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter Elementary School plans to spend $2,066,967.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,854,079
☐ Actual Expenditures for High Needs Students in LCAP	$1,854,079

$0 $500,000 $1,000,000 $1,500,000 $2,000,000

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

The text description of the above chart is as follows: In 2023-24, Accelerated Charter Elementary School's LCAP budgeted $1,854,079.00 for planned actions to increase or improve services for high needs students. Accelerated Charter Elementary School actually spent $1,854,079.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Accelerated Charter Elementary School	Karin Figueroa, Principal	kfigueroa@accelerated.org 323.846.6694

Goals and Actions

Goal

Goal #	Description
1	Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 46.95% met or exceeded standard	2020-21: not administered	2021-22: 47.06% met or exceeded standard	2022-23: 43.72% met or exceeded standard	50%
CAASPP Math Source: CDE	2018-19: 37.02% met or exceeded standard	2020-21: not administered	2021-22: 33.38% met or exceeded standard	2022-23: 32.05% met or exceeded standard	40%
CA Science Test: Gr 5 Source: CDE	2018-19: 27.69% met or exceeded standard	2020-21: not administered	2021-22: 29.45% met or exceeded standard	2022-23: 26.87% met or exceeded standard	30%
Attendance Rate Source: CALPADS	2019-20: 88.4%	2020-21: 88%	2021-22: 87.42%	2022-23: 93.9%	95%

	2018-19 Chronic Absenteeism			2020-21 Chronic Absenteeism			2021-22 CHRONIC ABSENTEEISM			2022-23 CHRONIC ABSENTEEISM			
		Count	Rate		Count	Rate		Number	Rate		Number	Rate	
Chronic absenteeism Rate Source: Dataquest	Schoolwide	68	14.0%	Schoolwide	165	33.3%	Schoolwide	65	12.5%	Schoolwide	96	19.0%	10%
	Hispanic	67	13.9%	Hispanic	160	32.7%	Hispanic	62	12.1%	Hispanic	94	18.9%	
	EL	18	8.1%	EL	61	34.3%	EL	21	10.9%	EL	30	15.6%	
	SWD	13	22.8%	SWD	24	40.0%	SWD	10	15.4%	SWD	16	23.2%	
	SED	62	13.2%	SED	159	32.7%	SED	62	12.3%	SED	91	18.5%	

Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2021-22: 100%	2022-23: 100%	100%

Goal Analysis

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.

ACES has fully implemented all six actions for Goal 1:

- **Action 1**: Despite numerous outreach efforts not all teachers are appropriately credentialed and assigned as reported on CalSAAS. We were not able to fill one classroom (5th grade) teaching position; and utilized substitute teachers throughout the year. However, we continue to improve annually to ensure all teachers are appropriately credentialed and assigned. Instructional coaches and administrators conducted classroom visits and coaching on a regular basis. Overall, this action has been successful because we provide all teachers with extensive professional learning including 5 days in the summer, 5 non-instructional days during the academic year and weekly professional development. Teachers new to the profession and/or new to ACES participate in an additional 5 days of professional learning prior to the start of the school year.

- **Action 2**: ACES has administered NWEA MAP assessments for Reading and mathematics, three times per year to all students in grades K-6. Assessments are collected, disaggregated, analyzed, and used by the leadership, data analyst, and teachers to modify instruction and address

student academic needs/learning gaps. This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments. Our goal at ACES is to support students towards grade level proficiency in both English Language Arts, Math, and Spanish Language Arts. Successes including administering NWEA MAP assessment with fidelity and participation rates that exceeded 95%. We will shift to iReady assessments in the 2024-25 school year

- **Action 3:** This year, we're providing Tier 2 Small group instruction and tutoring during the instructional day; all teachers embed Tier 1 support during their lesson, in addition to tutoring as part of the ELOP programming. We identify students for academic tutoring and monitor their progress and set annual goals, using iReady assessments. This year we hired four instructional aides, contracted 6 tutors provided winter intersession (academic support during winter break), and trained our staff on Orton-Gillingham to provide targeted support in reading foundational skills. In addition, we revised the master schedule to provide an additional learning block for grades 3-6, for reteaching of standards, administering performance tasks, and interim assessments.

- **Action 4**: ACES received a BLUE Performance level for the Suspension Rate Indicator for all student groups since there were no suspensions in the 2023-24 school year. ACES is in its fourth year of implementing Second Step SEL curriculum which focuses on students social and emotional growth. Second Step works as building blocks to help students set goals, empathize with one another, problem-solve individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units on self-esteem, anti-bullying, conflict resolution to name a few. Our students also participate in monthly mindfulness/yoga sessions, in partnership with People's Yoga. The primary focus of mindfulness/yoga is on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma ACES also provides Tier 2 Individual & Small Group Counseling led by the Social Worker and Social Emotional Learning Specialist, to address the social-emotional and mental health needs of our students through individual and group counseling. Our team implemented an MTSS referral process, where counselors and teachers identify students for tiered SEL support. This year we've implemented a girl's empowerment group for 6th grade students, using evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede their ability to learn. In addition, they provide student and parent education on topics including mental health, trauma, grief, and SEL focus areas. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

ACES received a RED Performance level for the Chronic Absenteeism Indicator for all student's category and all student groups. This is our third year of our attendance committee made up of administrators, dean of culture, and parent engagement coordinator to set goals and actions to address the chronic absenteeism rates. Our goal is to improve student attendance by improving communication with families on the impact of absenteeism on student academic performance. This year communication has taken place in the following methods/venues: - Back to school night opportunity: A targeted group of parents whose students demonstrated high levels of absenteeism participated in an educational presentation where they learned about good attendance practice and good health habits to prevent illness and other related health issues. - Discussion through classroom presentations - Discussion took place during Parent Conference for at-risk students.

- Parent Celebrations, Attendance ceremonies - Monday Videos

- good attendance practices videos are sent every month day using Class Dojo to family on strategies/tips to support good attendance habits.

- Communicating with families using various digital platforms: Class Dojo, ParentSquare, letters, calls, and one-on-one check ins

- Parent Workshops: including iReady, math and literacy workshops/Nights, Dance performance.

- Action 5: No substantive differences in planned actions and actual implementation of this action.

- Action 6: This year filling the RST position due to a resignation prior to the start of the school year, and another on maternity leave was an ongoing challenge. To fill this gap, ACES contracted RST services in addition to other services for our Special Education Program.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Successes include maintaining 95% teacher retention rate from the prior academic school year. We also provide one week of intensive summer professional development for all teachers prior to the start of the school year; and an additional 5-days of PD for teachers new to the profession and/or new to ACES.

Challenges: Despite numerous teacher recruitment efforts, we were unable to fill our open positions: 5th grade, RST and intervention teaching positions.

Action 2: School-wide assessment calendar that outlines the testing windows across the year. ACES typically has 95-100% of students participate in all assessments. Parent workshops to support parents with optimizing the use of iReady at home. Student celebrations recognizing the efforts of students and growth per iReady.

Challenges: This past academic school-year ACES had a decline in both ELA and Math CAASPP. ACES leadership conducted an in-depth analysis to identify the root causes. Many of our students typically end up being designated close to the standard and close to meeting the standard. We believe that many of our team's efforts in intervention have been on filling in gaps for students. This year our approach has shifted by focusing on the teaching and reteaching of standards for students to show mastery.

- Action 3: This year at ACES we are being intentional about ensuring that we have common grade level assessments that match the rigor of how standards will be assessed in SBAC. We understand that while students are obtaining differentiated instruction through iReady and small groups, our students need to be exposed to the rigor of the assessment as part of daily instruction. Therefore, we are utilizing our tier 1 assessments to guide unit and lesson planning. In addition, we are collaborating during grade level planning to analyze student assessment data for misconceptions. Our grade level teams work together to share practices with one another and re-teaching strategies to ensure that all students are working towards mastery of standards.

Challenges: This past academic school-year ACES had a decline in both ELA and Math CAASPP. ACES leadership conducted an in-depth analysis to identify the root causes. Many of our students typically end up being designated close to the standard and close to meeting the standard. We believe that many of our team's efforts in intervention have been on filling in gaps for students. This year our approach has shifted by focusing on the teaching and reteaching of standards for students to show mastery and tracking that data to monitor student progress.

- Action 4: ACES has hired and retained a dean of culture, and a social worker. In addition, we have had an additional emotional counselor that has provided additional support for the past two years. Because of the consistency of this team, we have been able to successfully implement Second Step this year. We have also been able to revamp systems outlined in our PBIS such as the Scholar Store, an incentive that rewards positive choices in our school. The team has also been able to experience success with communicating to parents the importance of student attendance through parent meetings and parent letters that are sent home. Towards the end of December communication was sent home to share how many days students were present, absences and tardiness.

Challenges: Currently ACES continues to have two positions for intervention teachers open. With the shortage of teachers across the state it has been challenging to fill these positions. Challenges in school-wide attendance- ACES Attendance Committee has identified challenges and setbacks that impacted the team's ability to reach attendance goals for the 22-23 school year. These root causes are the following: 1.) Health and illness; and 2.) Parent-school involvement. Health and illness factors: According to our monthly data analysis and our end of the year data collection, between the months of November 2022 and March 2023, our daily attendance rate was impacted by many absences of students who were reported ill with flu symptoms and related issues. Additionally, to the flu season disruptions, many of our younger students in Kindergarten and TK were affected by hand, foot, and mouth disease. Some of our youngest students were exposed to both the flu and hand foot and mouth disease–after not having had exposure to many of these illnesses in the past. As a result, this caused some of our youngest students to miss more than 18 days of school. Parent-School Involvement: As the 2022-2023 school year began there were still a lot of factors that impacted some parents' commitment to a student's consistent school attendance. These factors include but are not limited to elevated concerns about illness, a restriction on unvaccinated school volunteers, and lack of communication on behalf of the school regarding student attendance patterns. While restrictions prevented some parents from being physically involved in school, our greatest setback was a lack of communication to parents regarding student attendance, as this would have provided Attendance Committee members opportunities to proactively check, monitor, and address concerning attendance patterns. Overall, even though we encouraged the families to get involved in school-attendance matters, the connection between parents and school needed to be strengthened and maintained.

- Action 5: Providing students with access to Dance and Public School Science enrichment courses has been effective in improving student engagement;

Challenges: No identified challenges.

- Action 6: Over the past three years, our school has seen significant improvements in academic outcomes, evidenced by enhanced dashboard indicators and state testing results. Key to this success has been the implementation of a unified IEP/Meetings/Events calendar, improving our ability to monitor IEP meetings, due dates, and service delivery efficiently. This systematization has directly contributed to better compliance and timely support for students with Individualized Education Programs (IEPs), reflected in our improved dashboard metrics. Regular meetings involving Resource Specialist Teachers (RSTs), the Program Specialist, and related services staff have also played a crucial role. These sessions focused on compliance and collaborative strategy, have ensured high standards in educational delivery. BIIs and SpEd IAs are now participating in quarterly coaching sessions with the program specialist and participating in specific training related to their areas of expertise. Professional development for teachers has been another cornerstone, equipping them with tools and strategies to make the core curriculum accessible to all. Special Education Teachers are provided opportunities to attend conferences and trainings in collaborative grade-level teams. They are also regularly encouraged to participate in webinars focused on instruction, behavior, and other aspects of special education. They also receive information about upcoming COP trainings. Special education teachers participate in some grade-level collaboration and planning meetings to ensure the needs of students with disabilities are considered in lesson design and implementation. The provision of updated IEP Snapshots to General Education teachers has enabled tailored instruction to meet diverse student needs. Additionally, our commitment to Collaborative

Learning Rounds (CLRs) has strengthened our reflective and data-driven teaching approach. These combined efforts have not only elevated the quality of education but also fostered a more inclusive and supportive learning environment, as demonstrated by our academic achievements. The program specialist provides communication regularly through the weekly staff newsletter on issues relevant to the needs of students with disabilities. The program specialist also contributes to supporting the parent community by providing home strategies to enhance home-school connections through the "Eagle Call" newsletter.

Challenges: In the 2021-2022 post-pandemic school year the school struggled to meet the demands of IEPs and assessments delayed by the pandemic and staffing shortages. Systems of monitoring and compliance were weakened by pandemic-period practices. The program specialist worked with school and organization administrators to update systems and ensure that compliance demands were met. 2022-23 school year, for example, we grappled with filling LAS (SLP & SLPA), IA, BII, and school psychologist positions. These staffing issues, while significant, did not deter our commitment to improving student outcomes. The resilience and adaptability of our staff, coupled with effective interim solutions, have been instrumental in maintaining the quality and consistency of support for our students. The improvement in our school's performance, despite these barriers, is a testament to the dedication and effort of our educators and support staff. It underscores the importance of teamwork and adaptability in the face of adversity and highlights our school's capacity to overcome challenges to achieve educational excellence.

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

For the 2024-25 LCAP, Goal 1 was revised since our school has shifted to the next phase of implementing MTSS. Through discussions with our educational partners, we identified that State Priorities 4-8, were closely aligned to this goal, and revised the LCAP metrics used to measure it. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard, distance from standard metrics for the ELA and Math Academic Indicators will be reported on the 2024-25 LCAP which is a more accurate measure of student performance. For the 2024-25 LCAP, metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard.

For the 2024-25 LCAP, ACES will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2022-23: 100%	100%
Implementation of the Academic content & performance Standards – measured using CDE's Self-Reflection Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards: ELA 4, ELD 4, Math 4, NGSS 2, History 2, Health 2, PE 4, World Language 3	2021-22: Implementation Academic Standards: ELA 5, ELD 4, Math 4, NGSS 3, History 3, Health 4, PE 4, World Language 4	2022-23 Implementation Academic Standards: ELA 5, ELD 5, Math 5, NGSS 3, History 3, Health 4, PE 4, VAPA 4, World Language 4	2023-24 Implementation Academic Standards: ELA 4, ELD 4, Math 4, NGSS 3, History 2, Health 4, PE 4, World Language 4	2023-24: Implementation Academic Standards: ELA 4, ELD 4, Math 4, NGSS 3, History 3, Health 4, PE 4, World Language 4
% Of Fully credentialed & Appropriately assigned Teachers Source: Local Data	2020-21: 100%	2021-22: 95%	2022-23: 93%	2023-24: 95%	100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 6.94%	2020-21: 6.94%	2021-22: 9.78% Proficient	2022-23: 16.84% Proficient	15%

Reclassification Rate Source: Dataquest	2019-20: 5.6%	2020-21: 16.4%	2021-22: 7%	2022-23: 19%	10%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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.

ACES has fully implemented all four actions for Goal 2:

- Action 1: ACES provides its teachers and leadership with robust professional development designed to address student and teacher needs, schoolwide priorities, in addition to build teacher capacity. We provide our teachers with instructional coaching, observations, and feedback cycle, and monitoring of student progress towards mastery of standards.

- Action 2: ACES received a GREEN Performance level for the ELPI Indicator; and an ORANGE Performance Level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. ACES provides its ELs with designated and integrated ELD. One teacher per grade level is assigned to provide designated ELD. Our reclassification rate for the 2022-23 school year was 19%. We provide our teachers with coaching and feedback for designated ELD led by the Assistant Principal.

- Action 3: ACES provides all students with access to standards-aligned curriculum and instructional materials including supplemental online applications. ACES makes annual purchases to ensure adequate inventory of curriculum and consumables.

- Action 4: ACES provides all students with access to technology devices to access curricular, instructional and supplemental instructional platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: ACES has been consistent with developing a professional development yearlong scope and sequence that is focused on targeting the area of mathematics, reading and data analysis. We have consistently held data dialogues with teachers to monitor student progress and develop action steps. Professional development that has focused on coherence in ACES math instruction, specifically around content vocabulary.

Challenges: A challenge that has presented is not enough time within the pupil free days to engage in deep learning. Our pd scope and sequence has time built in for teachers to prep and for parent conferences which takes away from the momentum in learning.

- Action 2: ACES is on its sixth year of implementing Systematic ELD instruction during designated ELD. Established yearlong pacing plan for designated ELD aligned to standards. ACES has been consistent in assessing in ELD to include listening, speaking and writing standards.

Challenges: We were unable to fill the ELD teacher position due to staffing shortage, so it remained vacant. Classroom teachers provided both designated and integrated ELD for all EL students.

- Action 3: Standards based scope and sequence across all grades that are aligned to our core curriculum. This is being consistently implemented in all Tier 1 instruction.

Challenges: We are nearing a curriculum adoption, and this may require teachers to pivot and must learn something new. We would like to keep as much consistency as possible.

- Action 4: ACES continues to provide all students with access to a technology device to access curricular, instructional materials and supplemental online platforms including testing. We were able to provide 100 students with devices to use at home.

Challenges: A few of our families still need devices and hotspots at home. We work with these families to provide resources.

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

For the 2024-25 LCAP - Goal 2 was revised since our school has shifted to a comprehensive Professional development model using John Hattie's Visible Learning and Evidence-based strategies. Through discussions with our educational partners, we identified that State Priorities 1-2, were closely aligned to this goal, and revised the LCAP metrics used to measure it. Per CDE newly revised guidance, our school will be reporting CDE's TAMO reports to address Priority 1 (Teacher assignment) since this data is pre-populated by the CDE for Priority 1 on the Local Indicators report. This decision was made for purposes consistency and transparency. For the 2024-25 LCAP, ACES will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary	2022-23: Good	2023-24: Good	Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 74% Sense of safety 74% School connectedness	2021-22: 55% Sense of safety 68% School connectedness	2022-23: 75% Sense of safety 92% School Connectedness	2023-24: 78% Sense of Safety 73% School connectedness	>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 83% School connectedness	2021-22: 78% Sense of safety 82% School connectedness	2022-23: 97% Sense of safety 66% School Connectedness	2023-24: 92% Sense of Safety 94% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 96% School connectedness	2021-22: 40% Sense of safety 69% School connectedness	2022-23: 100% Sense of safety 100% School Connectedness	2023-24: 95% Sense of Safety 89% School connectedness	>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 2 6. 3 7. 3 8. 2	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	Rating 4+

Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 2 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	Rating 4+

Goal Analysis

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.

ACES has fully implemented all four actions for Goal 3:

- Action 1: ACES has fully implemented this Action We provide its students with a learning environment that is inclusive, builds community, sense of belonging, culture identity, with schoolwide expectations, and PBIS. We've implemented PBIS Rewards to recognize students for exuding positive behavior, perfect attendance. We also host schoolwide events - Literacy Night, Honor Roll Ceremony, iReady All-Stars Ceremony, and Math Night to name a few. ACES will administer the Panorama school climate survey to students, staff and parents in the Spring 2024. ACES has reviewed and revised its Comprehensive School Safety Plan in conjunction with the safety plan of the organization which has been presented staffwide.

- Action 2: ACES solicits input in decision-making with the following parent committees: PAC, and ELAC.

- Action 3: Our Parent Engagement Coordinator collaborates with the Principal to develop a year-long calendar of parent workshops that empowers parents with strategies to support their child at home. ACES has established a Parent Center a welcoming environment where parents can go for support, volunteer and to access resources.

Math Workshop: This year we had a total of 13 parents attend a 10-week workshop series. This in person workshop provided parents with the tools know and understand the Math Common Core Standards from TK-Pre-Algebra to better support their child at home with their math goals.

ACES has partnered with Abriendo Puertas facilitated by the Parent Engagement Coordinator to provide parents with a 10-week course to build parent leadership skills and knowledge. This course teaches parents to gain the capacity and confidence to advocate and support their children prepare to enter school ready to learn and be able to succeed in life. These workshops have been well attended and we have received positive feedback from participants. We have a full calendar for spring and look forward to continuing to support our parents at ACES.

- Action 4: ACES administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report.

This year, we updated and added additional security cameras, added monitors for communication as part of the school's campus wide security; updated parking protocols. We hired a new facilities manager to supervise the nighttime custodial crew. Our campus was painted, and we replaced/updated the surface of the quad playground.

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

- Action 1: Consistency with student/parent celebrations. Monthly perfect attendance assemblies highlighting a celebrating Latino Heritage Month. Consistency with staffing. ACES has had three successful family nights: back to school night, literacy night, math night and literacy parade. We have had all grades except for second, and fourth grade attend a school field trip.

Challenges: Challenges in school-wide attendance- ACES Attendance Committee has identified challenges and setbacks that impacted the team's ability to reach attendance goals for the 22-23 school year. These root causes are the following:

1.) Health and illness; and,

2.) Parent-school involvement.

Health and illness factors: According to our monthly data analysis and our end of the year data collection, between the months of November 2022 and March 2023, our daily attendance rate was impacted by many absences of students who were reported ill with flu symptoms and related issues. Additionally, to the flu season disruptions, many of our younger students in Kindergarten and TK were affected by hand, foot and mouth disease. Some of our youngest students were exposed to both the flu and hand foot and mouth disease–after not having had exposure to many of these illnesses in the past. As a result, this caused some of our youngest students to miss more than 18 days of school.

Parent-School Involvement: As the 2022-2023 school year began there were still a lot of factors that impacted some parents' commitment to a student's consistent school attendance. These factors include but are not limited to elevated concerns about illness, a restriction on unvaccinated school volunteers, and lack of communication on behalf of the school regarding student attendance patterns. While restrictions prevented some parents from being physically involved in school, our greatest setback was a lack of communication to parents regarding student attendance, as this would have provided Attendance Committee members opportunities to proactively check, monitor, and address concerning attendance patterns. Overall, even though we encouraged the families to get involved in school-attendance matters, the connection between parents and school needed to be strengthened and maintained.

- Action 2: We have combined the PAC with Coffee with the Leadership Team as requested by our educational partners.

Challenges: One of the challenges we have faced is increasing parent participation. We have consistent ELAC/DELAC members, however our parent participation in PAC/Coffee with the Leadership team has not increased significantly. We are also trying to meet the needs of parents and hold these meetings via zoom to increase participation.

- Action 3: Over the past three years we have gotten more parent input and have been able to offer workshops that meet their needs. Due to the parent engagement coordinator, we have grown our parent program and have improved with communication.

Challenges: To support all parents, our team has tried to balance offering workshops in the morning and evening. We have yet to strike a balance. We continue to get input from parents on their preference but find it challenging to make it work for everyone. We continue to seek feedback from parents on their preference for in-person or via zoom to accommodate and ensure to This year we made a conscious effort to provide workshops to help support our families with strategies to help their child at home. This continues to be an area that we will continue to focus on and expand on.

- Action 4: Ensuring a clean and safe environment for students and all staff. Providing vaccination clinics for students and families. Created and executing all aspects of COVID facilities plan including reconfiguring classrooms, including anti-virus air quality measures and equipment.

Challenges: Continuing to pivot as mandates and changes occurred for COVID protocols and practices based on California Department of Public Health, Los Angeles County Department of Public Health and Los Angeles Unified School District. Continuing to test every student and employee to ensure a healthy environment to learn.

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

For the 2024-25 LCAP, Goal 3 was revised based on input and feedback from our educational partners, and we identified that State Priorities 1,3, and 6, were closely aligned to this goal, and the metrics remained the same. We made a minor modification to Priority 3, the metric that measures parent input in decision-making was changed from questions #5-8 of the CDE's Local Indicators Priority 3 to instead reflect the responses to questions #9-12 which is a more accurate indicator for addressing this state priority.

For the 2024-25 LCAP, ACES will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as instructed in CDE approved LCAP template instructions

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

   o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- o 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.

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

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

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

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

    - ▪ The reasons for the ineffectiveness, and

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

California Department of Education
November 2023

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
Accelerated Charter Elementary School	Karin Figueroa, Principal	kfigueroa@accelerated.org 323.846.6694

Plan Summary 2024-25

General Information

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

Accelerated Charter Elementary School (ACES) is a dual-language (Spanish/English) immersion Program serving 517 students in grades TK-6 with the following demographics: 99% Hispanic, 1% African American, 36% English Learners (EL), 12% Students with Disabilities (SWD), and 99% Socioeconomically Disadvantaged (SED).

One key feature of Accelerated Charter Elementary's educational program is our distinctive Gomez & Gomez dual language immersion program. For over ten years, ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural, and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish.

The Gomez & Gomez Dual Language Enrichment Model creates the conditions for educators to honor and build on a student's primary language, to develop a second language and gain access to content in literacy and mathematics. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation. This provides a strong foundation for all our students and prepares them to transfer these skills to L2 as they begin second grade. In addition, we are closely monitoring student progress in literacy in the primary grades with the Developmental Reading Assessment (DRA) for English and Evaluación del Desarrollo de Lecto-escritura (EDL) for Spanish. In grades 2-6 we utilize our curriculum Wonders & Maravillas to monitor and assess student's literacy skills. A unique feature of our program is that beginning with Transitional Kindergarten (TK) all students receive content knowledge in their L2. For example, mathematics is taught in English and science is taught in Spanish. To support Emergent Bilinguals, our classroom teachers work to provide the necessary scaffolds such as visuals, sentence frames, etc. ACES continues to implement a dual language program that honors students and supports their brilliance and bilingualism.

In the 2019-2020 school year, The Accelerated Schools launched organization-wide initiatives based on John Hattie's research in Visible Learning. Hattie focuses and identifies ten mind frames and evidenced-based strategies as having the greatest impact on student learning. Utilizing this research, ACES has identified the following priorities to guide our instructional program: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

- The '**Assessment as Feedback to Me'** mind frame continues to be an ongoing priority at ACES. This is an evidenced-based practice highlighted by John Hattie as having a 1.09 impact on learning, which indicates that students are making more than one year's growth in one year's time. The Accelerated Schools has developed and instituted board goals to ensure that our students are making necessary academic progress, and that progress is measured systematically, throughout the academic year–ultimately supporting our work with Assessment as Feedback to Me. To support these goals, ACES continues to implement a robust school-wide assessment calendar that allows our team to monitor, analyze, and plan for student achievement in both reading and mathematics at least three times a year. We continue to be intentional about designating protected time for teachers to engage in a deep analysis of the assessment results to identify next steps for classroom instruction and focus students during small group instruction.

ACES' Data Dialogues are one critical component to leveraging assessment as feedback, because these discussions drive instruction, cycles of observation and feedback, and collaborative learning school wide. Our leadership team has developed data protocols that support purposeful discussion during Data Dialogues, where teachers are provided space to reflect about instructional practices, engage in research-based learning, and collaborate with an administrator to plan units and lessons in math and literacy. This work creates the conditions for our team of teachers to take next steps, celebrate the growth that students have made, and continue implementing the best teaching practices that contributed to the growth. This year, Data Dialogues have supported our team in planning Tier II instruction in math and literacy, through small group and whole group planning and instruction.

The ACES team continues using assessment results to co-develop students' academic goals with students and families in the areas of reading and mathematics. The academic goals are established early in the academic year and monitored throughout the year, specifically during parent conferences. This has resulted in a high level of student investment in their academic goals and is a key motivator for ACES students, families, and staff. Grade level teams collaboratively use shared assessments, both formative and summative, to monitor student progress toward their individual goals. Each ACES teacher meets with administrators during bi-weekly instructional coaching meetings that are focused on student socio-emotional wellness and academic achievement. During these meetings, teachers and administrators discuss, analyze, and plan for next steps that have resulted from the data analysis, observational feedback, or teacher and family input to ensure that we are regularly monitoring student progress.

High Student Expectations that are Standards Based - ACES is committed to providing students high quality instruction that is student-centered and standards aligned. Over the past few years, we have worked to prioritize essential learning by identifying priority standards in mathematics, and this has led to each grade team of teachers determining clusters of mathematics standards that students should master by the end of the academic year. To this end, teachers have unpacked units in math by determining the units that target the most essential standards and prioritizing the teaching of units that cover priority standards over those that do not. This has led to teachers naming the essential learning for each grade level, planning daily lessons, and co-crafting Number Talks lessons that will cover students' most essential learning. At ACES, standards and assessment continue to guide planning, teaching, and reflection.

Math performance tasks have served as drivers of high-quality instruction and planning. Teachers have collaborated with grade team members to select and implement performance tasks that are not only complex but also, and to a greater degree of importance, require literacy skills and a

mastery of multiple priority standards to solve. We prioritize the utmost important standards for our grade levels, and this is evident in teachers' pacing plans, unit assessments, daily lessons, and performance tasks. At ACES' professional development meetings, teachers have collaborated with colleagues to read research about performance tasks, identify high leverage math tasks, and create a plan for implementing them with students in their classrooms. Teachers have used grade team meetings to analyze student performance on math tasks, identify student groups for re-teaching, and set future dates for re-assessing students.

Learning Outcomes & Success Criteria (.75 of influence on student learning), as we name the Learning Outcomes, Success Criteria, and academic standards work for students. We continue to ensure that, again, these Learning Outcomes are standards based. Student Goal Setting, so that students are aware of the standards work they are working toward and have next steps they are pursuing daily. Our team is committed to ensure that all our students have access to grade level standards and that there is clarity on what they are learning and trying to achieve.

Leveraging a Collaborative Culture (1.75 of influence on student learning) - According to Michael Fullan, author of Coherence, a collaborative culture at schools builds knowledge and skill amongst teams while reinforcing a culture of growth and collaborative improvement. Collaborative practices between staff, students, and families lead to optimal outcomes for students; specifically, a collaborative culture can be leveraged to improve the collective agency and performance of a team. For this academic school year, we have been intentional about creating spaces for our grade level teams to engage in collaboration around the study of priority standards, math content and pedagogy. Our teachers get an opportunity to meet with grade level teams at least 3 times a week. Our teams are utilizing this time to engage in planning and designing clear learning outcomes and success criteria for lesson plans, analysis of student work to identify next steps and sharing best practices amongst each other. In addition, ACES is now in its fifth year of implementation of Collaborative Learning Rounds. During these rounds, school leaders, directors and teachers get an opportunity to visit all classrooms with a specific focus. The goal of the collaborative learning rounds is to be able to learn from each other, highlight best practices and identify next steps for the school to move towards positive student outcomes. A school-wide coaching model is one way that ACES continues to leverage a collaborative culture. Beyond instructional strategies that support our best learning, Accelerated Charter Elementary School believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. Additionally, Accelerated Charter Elementary School continues to support teachers through ongoing instructional coaching.

Accelerated Charter Elementary School (ACES) is not eligible for Equity Multiplier funds.

Accelerated Charter Elementary School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Accelerated Charter Elementary's 2023 CA School Dashboard performance by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Blue	N/A	Orange	Orange
English Learners	Green	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A

English Learner Progress Indicator: We attribute the GREEN Performance Level (52.7% on the ELPI to our commitment to the Gomez & Gomez Dual Language Enrichment Program that we've implemented, ensuring all students are biliterate, and effective designated ELD program. According to the 2023 Dashboard 52.7% of English Learners made progress towards English Language Proficiency, an increase of 6.3% from the prior year. See Goal 1, Action 1 for additional details on our EL program for the 2024-25 school year.

Chronic Absenteeism Rate: ACES received a RED Performance level for Chronic Absenteeism rates for all students and the following student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. Post-pandemic improving daily student attendance has been both a priority and a challenge. We have implemented numerous schoolwide initiatives to address attendance including ensuring a safe, welcoming, and positive learning environment for our scholars. The ACES Attendance Committee has set attendance goals and systems are in place to recognize students for improved and perfect attendance including monthly perfect attendance assemblies/celebrations, addressing scholar SEL needs that impact learning. This

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	96	19.0%
Hispanic	94	18.9%
EL	30	15.6%
SED	91	18.5%
SWD	16	23.2%

year, it has resulted in improved daily attendance, student-led rallies, increased student leadership, and a stronger sense of community and belonging, further evidenced from student surveys.

The ACES Attendance Committee conducted a root-cause analysis which resulted in the following findings:

- Health & Illness – from flu, hand/foot, and mouth disease, are issues that resulted in absences especially among our youngest scholars who previously had not been exposed to these illnesses.

- Need for Parent Education on the impacts of daily student attendance including its direct connection to learning. We have implemented Family Engagement opportunities to inform families of the benefits of daily attendance, provided educational resources, increased schoolwide events where staff including classroom teacher continuously discuss the importance and impact of daily student attendance. We designed videos which are distributed via Class Dojo every Monday providing families tips and strategies to improve student attendance. We utilize Class Dojo, ParentSquare, phone calls to communicate with families including one-on-one check-ins. In-Person Parent Workshops have been held focusing on iReady assessment results, literacy night, including attendance.

The Attendance Committee has also implemented a multi-tiered system of accountability and monitoring of student attendance that was formalized and implemented this year.

- Tier 1: Build positive attitude towards attendance among the students and parents by creating dynamics and engaging school wide events that promote students' participation and parent engagement. Additionally, continue celebrating and honoring students and family's attendance improvements by providing certificates, notes, and positive reinforcement such as incentives.

- Tier 2: Continue monitoring, analyzing, and utilizing data to create targeted-specific plans to support individual students or small groups of students who have demonstrated poor attendance performance in the past.

- Tier 3: Conduct home visits for families with difficulties in sending students to the school; provide support, and information regarding school district attendance policies.

Other schoolwide strategies that have been and will continue to be implemented include promoting good health habits and prevent seasonal illness that impact the students' attendance. To prevent or reduce the abscess caused by common flu, our attendance committee has begun a proactive health campaign that includes:

- Educating the parents regarding good health habits at home such as, washing hands properly, and eating more vegetables.

- Informing parents about the school's policies regarding health protocol and procedures, -describing specific characteristics that permits students to stay home. when they are sick.

- Practicing and maintaining proactive health routines inside the classroom. Teachers and students collaborate to create a clean and healthy environment by washing their hands and using hand sanitizer each time they enter the classroom. Additionally, to avoid spreading germs and contiguous illness, teachers and students are encouraged to wipe and deterge their working space twice a week.

- Partnering with the Los Angeles Public Health Department to provide flu vaccines to students and parents.

This is our third year of our Attendance Committee made up of administrators, Dean of Culture, and Parent Engagement Coordinator that annually set goals and implement actions to address attendance and chronic absenteeism rates. We continue to work toward improving student attendance by improving communication with families on the impact of absenteeism on student academic performance. This year communication has taken place in the following methods/venues:

- Back to school night opportunity: A targeted group of parents whose students demonstrated high levels of absenteeism participated in an educational presentation where they learned about good attendance practice and good health habits to prevent illness and other related health issues.

- Discussion through classroom presentations

- Discussion took place during Parent Conference for at-risk students.

- Parent Celebrations, Attendance ceremonies

- Monday Videos - good attendance practices videos are sent every month day using Class Dojo to family on strategies/tips to support good attendance habits.

- Communicating with families using various digital platforms: Class Dojo, ParentSquare, letters, calls, and one-on-one check ins

- Parent Workshops: including iReady, math and literacy workshops/Nights, Dance performance.

Suspension Rate: We attribute the Blue performance level for the Suspension Rate indicator (0%) on the 2023 Dashboard to our commitment of MTSS with the implementation of Second Step SEL Curriculum which focuses on students social and emotional growth. Second Step works as building blocks to help students set goals, empathize with one another, problem-solve individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units on self-esteem, anti-bullying, conflict resolution to name a few. Our students also participate in monthly mindfulness/yoga sessions, in partnership with People's Yoga. The primary focus of mindfulness/yoga is on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma

ACES also provides Tier 2 Individual & Small Group Counseling led by the Social Worker and Social Emotional Learning Specialist, to address the social-emotional and mental health needs of our students through individual and group counseling. Our team implemented an MTSS referral process, where counselors and teachers identify students for tiered SEL support. This year we've implemented a girl's empowerment group for 6th grade students, using evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede their ability to learn. In addition, they provide student and parent education on topics including mental health, trauma, grief, and SEL focus areas. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

ELA & Math Academic Indicators:

This year, we're providing Tier 2 Small group instruction and tutoring during the instructional day; all teachers embed Tier 1 support during their lesson, in addition to tutoring as part of the ELOP programming. We identify students for academic tutoring and monitor their progress and set annual goals, using iReady assessments. This year we hired four instructional aides, contracted 6 tutors provided winter intersession (academic support during winter break), and trained our staff on Orton-Gillingham to provide targeted support in reading foundational skills.

In addition, we revised the master schedule to provide an additional learning block for grades 3-6, for reteaching of standards, administering performance tasks, and interim assessments.

2022-23 ELA CAASPP		2022-23 Math CAASPP	
Student Group	**DFS**	**Student Group**	**DFS**
All Students	-11.6	All Students	-40.2
Hispanic	-12.3	Hispanic	-41.1
EL	-29.6	EL	-45.7
SED	-11.9	SED	-40.4

Our dual language program strongly emphasizes supporting and developing students' literacy in their primary language. Research has shown that when a student's L1 has a strong foundation it is easier for students to transfer those skills to L2. ACES continues to use Wonders and Maravillas, a standards-based curriculum as our reading program. In addition, our teachers closely monitor student literacy progress in tier 1 using early literacy assessments such as CORE Phonics, HFW and fluency. In addition, we use the Developmental Reading Assessment (DRA) to monitor student's reading comprehension in English and Evaluacion de Lecto-Escritura (EDL) for Spanish. Another school-wide assessment is the iReady Diagnostic that is administered twice a year, at the beginning and middle of the school year. Grade level teams get an opportunity to engage in planning through dedicated common planning time at least twice a week. This ensures that all reading units have clear learning outcomes and success criteria in the daily lessons implemented.

When reviewing our school data in English Language Arts, we spent a significant amount of time teaching the foundational skills that our students were demonstrating a need for. In reflection, we spent a significant amount of our time attempting to remediate instruction for our students versus monitoring their progress towards mastery of grade level standards. This year, leaders and teachers are collaborating to address both needs–grade level standards mastery as well as remedial needs that might have resulted from the pandemic. ACES has done this by leveraging both tier I and tier II systems, where classroom teachers are teaching and reteaching based on students' priority standards needs and a team of tutors is providing targeted instruction to students who might be more than one grade level behind, respectively.

Teaching & re-teaching towards mastery - One of the shifts for this year is to continuously respond to the student data that we are gathering from our tier 1 standards-based assessments and to closely monitor student progress towards mastery continually. In these efforts we are working on creating a standards-based tracker that will allow us to monitor how each student is doing on each of the standards that have been taught. In addition, this school year we are optimizing other times of the school day to re-teach standards taught in small groups. Our teachers in grades 3-6 have intentionally planned for a block in their day to re-teach standards. Our upper grade has also been strategic about including opportunities for students to work on their individualized learning pathway set forth by iReady and use this time to be able to work with small groups of students and address misconceptions that students may have around concepts previously taught. Our team is also being intentional about spiraling content within lessons.

Small Group Instruction-

- ELA: Our students who are reading 2-3 levels below grade level are receiving small group instruction in reading with our instructional aides. With the support of the principal, the instructional aide team meets bi-weekly to identify students who are struggling in reading, analyze data and plan instruction to support students. The principal with the instructional aide lead, supports in building their capacity around the teaching of reading. In addition, our teachers have been intentional about providing small group instruction in the classroom to support students with reading foundational skills.

- Math: Our team is leveraging small group instruction in math to support students with foundational skills in math such as developing a strong foundation in number sense and targeting priority standards. ACES continues to use small group instruction as a space to utilize performance tasks. This continues to support students in engaging in dialogue with one another and engaging in critical thinking when problem solving. This year, our team has also been intentional about utilizing small group instruction to re-teach standards and monitor student progress towards mastery.

Orton-Gillingham Reading Training- The aftermath of the pandemic has impacted students that are currently in grades three and four, specifically with foundational reading skills such as phonemic awareness, phonics, and high frequency words. The ACES instructional aide team continues to support our students that are struggling in reading in these areas through small group instruction. This year our instructional aide team attended a reading training that focused on a structure in teaching reading phonics as well as new research surrounding the Science of Reading. As such our instructional aide team with the support of the principal and teachers has identified students with this need as is currently offering targeted small group instruction before and during the school day. In addition, progress monitoring is done using early literacy assessments such as the CORE Phonics and fluency.

Mathematics: 21ˢᵗ Century learning is at the core of all instruction at ACES, and we are fully committed to preparing our students for success. Through our dual language program our students are acquiring the 21st century skills they will need to be successful. A key feature of our program is teaching language through content, which is why mathematics is taught in English and science in Spanish. These two content areas are of utmost importance for our school community because according to a new Pew Research Center report, *"Latino workers remain underrepresented in science, technology, engineering and math (STEM) workforces, and found that more visible representation of successful Latinos in STEM would make those workforces more attractive to other Latinos."* At ACES we want to be able to prepare our students for success in these fields. That is why over the last few years, ACES teachers have been thinking critically around the Standards for Mathematical Practices and ensure that our daily math lessons have a strong real-world connection. As the California Math Framework states, "Creating, supporting, and sustaining a culture of access and equity requires being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Accelerated Charter Elementary is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

Administrators, Principals	• Weekly Leadership meetings took place during the months of **February 2024- May 2024** where discussion took place on the LCAP Goals, metrics, actions, 2023 CA School Dashboard data, and local data.
	  o The Feedback provided as part of the consultation process includes – Need to continue to provide instructional coaching for all teachers to improve Tier 2 support in the classroom; and the use of effective teaching strategies (System of Best Practices); and implementing Release Days for planning based on student achievement data.
	• Monthly Instructional Leadership Team Meetings took place during the months of **January – May 2024**, to discuss student and staff needs from an analysis of multiple types of data including classroom observations, and surveys.
	  o Feedback provided: There is a need to continue to strengthen collection and analysis of data (Performance Matters) to inform and measure the effectiveness of our MTSS Program; Attendance Committee to monitor daily attendance, conduct home visits, reconnect with disengaged students/families.

Teachers	• Monthly staff development meetings **(January – April 2024).** Discussion included the 2023-24 LCAP Midyear report, local and state data, and the 2023 CA School Dashboard.
	  o The feedback provided by teachers include the need to expand the use of Orton Gillingham to include grades TK-1, provide training for teachers and support staff, continue to provide instructional coaching and a robust professional learning opportunities including conferences (NCTM, CABE, etc.)
	  o Strengthen attendance policies to reduce chronic absenteeism.

Other School Personnel	• Support staff meeting took place onsite on **4/29/24** with discussions on schoolwide and staff needs after reviewing the dashboard, local/state data, and LCAP. ○ Feedback provided: Would like instructional coaching on content area being covered to support students with ELA and Math.
Students	• Students were surveyed in **April 2024** ○ Feedback provided includes – students requested expansion of the sports program that takes place through after-school program, change in food selection, and felt the school administered too many tests.

Parent Advisory Committee (PAC)	• Solicited input during **4/22/24** onsite meeting. Discussed LCAP goals, actions, dashboard findings and local data.
	    ○ Feedback provided by the PAC identified the need to continue with enrichment and academic programming afterschool and intersession (ELOP); afterschool sports, field trips, expand parent workshops and expand communication with families to include social media (ex. Instagram).
	• **5/2024**: The completed LCAP was presented to the PAC for their review, discussion, and approval.
	    ○ Feedback provided by the PAC: The PAC approved the 2024-25 LCAP for submission to the Accelerated Governing Board. No additional feedback was provided by the PAC.

ELAC, DELAC & EL-PAC	• **3/23/24**: Discussion on LCAP goals and actions take place at each ELAC meeting but this meeting included the solicitation of feedback.
	    ○ Feedback provided: ELAC members would like ESL classes for parents, parent workshops on mindfulness, EL Academic support, change in food selection (menu), and continue with after-school and intersession academic and social enrichment programming.
	• **5/2024**: The completed LCAP was presented to the EL-PAC for their review, discussion, and approval.
	    ○ Feedback provided by the EL-PAC: The EL-PAC approved the 2024-25 LCAP for submission to the Accelerated Governing Board. No additional feedback was provided by the EL-PAC.

Parents including those representing Unduplicated Pupils & Students with Disabilities	• **4/15/24:** Onsite meeting with Families to discuss LCAP goals, actions, 2023 Dashboard and schoolwide needs, Parents were also surveyed on April 2024. Feedback provided by families include:
	    ○ Provide parent workshops on strategies to support Students with Disabilities at home
	    ○ Continue with robust ELOP Programming: Afterschool, intersession and summer that includes academic support and social enrichment activities.

SELPA Administrator	Consulted SELPA via Zoom meetings on the following dates:
	• **2/29/24:** Discussion on LCAP Action (SWD), Community of Practice (CoP) supports for in-person workshops and training for paraprofessionals to support SWD.
	• **3/7/24:** Discussion on how to increase parent understanding of the parent counseling and training. What strategies are shared in these meetings.
	• **4/23/24:** Consulted with SELPA on LCAP Goal 1, Action 6 (SWD Action). No additional feedback was provided.

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

The development of the 2024-25 LCAP Goals, actions and metrics were influenced by the input and feedback provided by our educational partners which includes:

- Goal 1, Action 1: ELD Instructional Coaching, & EL Support

- Goal 1, Action 2: Data collection and use of Performance Matters

- Goal 1, Action 3: Orton Gillingham; academic intervention/Tier 2 support; tutoring afterschool; ELOP programming.

- Goal 1, Action 4: Attendance Committee, home visits – to reduce chronic absenteeism rates.

- Goal 1, Action 6: Strategies to support SWD; SPED Program

- Goal 2, Action 2: Professional Development to support EL & SWD; Release days for PD, conferences, & Instructional Coaching.

- Goal 3, Action 1: Afterschool sports program

- Goal 3, Action 3: Parent Workshops to support SWD; ESL classes for parents.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, and/or mental health needs of our students to improve student mastery of ELA, SLA, and Mathematics, and measure program effectiveness, schoolwide and among all student groups.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Post-pandemic ACES students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge and effort resulting in the development an Attendance Committee.

There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** Student Group / DFS All Students -11.6 Hispanic -12.3 EL -29.6 SED -11.9			**2023-24 ELA CAASPP** Student Group / DFS All Students -18 Hispanic -18 EL -60 SED -18	
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** Student Group / DFS All Students -40.2 Hispanic -41.1 EL -45.7 SED -40.4			**2023-24 Math CAASPP** Student Group / DFS All Students -15 Hispanic -15 EL -74 SED -15	
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** Student Group / % All Students 26.87% Hispanic 25.76% EL 0.00% SED 25.76%			**2023-24 CAST % Proficient** Student Group / % All Students 35.0% Hispanic 35.0% EL 0.0% SED 35.0%	
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	52.7% Source: 2023 Dashboard			2023-24: 54% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC	2022-23: 16.84%			2023-24: 18%	

	Source: ELPAC website				
6	Reclassification Rate Source: CALPADS	2022-23: 19%			2023-24: 10%	
7	Attendance Rate Source: CALPADS	2022-23: 93.9%			2023-24: 94%	
8	Chronic Absenteeism Rates Source: Dataquest	**2022-23: Chronic Absenteeism** | Student Group	Rate | |---|---| | All Students | 19.0% | | Hispanic | 18.9% | | EL | 15.6% | | SED | 18.5% | | SWD | 23.2% |			**2023-24: Chronic Absenteeism** | Student Group	Rate | |---|---| | All Students | 15% | | Hispanic | 15% | | EL | 13% | | SED | 15% | | SWD | 18% |	
9	Suspension Rate Source: Dataquest	2022-23: 0%			2023-24: 0%	
10	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%	
11	% students participating in an enrichment course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%	
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5	2023-24: 100%			2024-25: 100%	

	Source: [SARC]				

NOTE: Accelerated Charter Elementary School (ACES) currently serves grades TK-6, therefore the following CDE required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	STRENGTHENING EL PROGRAM & SERVICES	ACES received a GREEN Performance level for the English Learner Progress Indicator (ELPI) on the 2023 CA School Dashboard. To further strengthen the delivery of integrated and designated English language Development (ELD), accelerate EL language acquisition and proficiency of English Language, the ELD Instructional Coach will provide all teachers with coaching and training on the ELD standards, and evidence-based pedagogical strategies to address the language and learning needs of ELs. ACES will continue to provide designated ELD instruction to all students using Systematic EL Achieve. Teachers will follow a scope and sequence that includes assessment to monitor student progress. In addition, teachers will meet with the assistant principal twice a year to review student data and make any necessary adjustments to instruction. ACES will implement Rosetta Stone online intervention to further support English Learners with language acquisitions and English Language proficiency.	$14,900	N
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	ACES will continue to administer the following assessment to measure student academic performance, monitor student progress and measure program effectiveness, in alignment with MTSS: • iReady Reading and Math: Grades K-6 (3 times per year) • Curriculum based assessments for ELA and SLA • EDL reading assessments (Spanish) – determine reading level • State-mandated assessments: CAASPP, CAST, ELPAC, & PFT	$28,000	N

		Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments. Teachers and leadership will engage in three data dialogues throughout the year to review student data captured in iReady and CAASPP Interims and develop action plans.		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	To further address learning loss and achievement gaps, teachers will continue to strengthen Tier 2 supports through small group instruction and tutoring during the instructional day, in addition to tier 1 instruction which will be embedded in daily lessons. Students will utilize evidence-based intervention instructional online tools for reading and mathematics, including Raz Kids, Brain Pop, Learning A-Z, to drive reading engagement, fluency, and comprehension. The Reading and Math Intervention teachers will provide small group intensive tiered support during the school day for students performing two or more years below grade level. Instructional Aides will provide targeted support with Orton Gillingham reading program during the instructional day and before school as part of the ELOP program. Orton Gillingham approach is a direct, explicit, structured, sequential, and multisensory phonics technique for remedial reading instruction. To further support students academically and accelerate learning all students have access to onsite ASES and/or the expanded learning opportunities program (ELOP) through afterschool programming, intersession (winter & spring); and Summer programming offering academic and social enrichment.	$1,588,885	Y
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	ACES received a RED Performance level for the Chronic Absenteeism indicator on the 2023 CA School Dashboard for the 'all students,' and English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and Hispanic student groups. Members of the ACES Attendance Committee comprised of the Assistant Principal, Dean of Culture, Parent Engagement Coordinator, Data & Intervention Coordinator, and Attendance Clerk, will review, and analyze attendance reports on a daily and weekly basis. To further reduce chronic absenteeism and improve daily attendance, the committee will serve as liaisons to community resources, conduct home visits, identify at-risk students and connect with families to develop individualized plans to address barriers	$596,645	Y

		to learning and attendance, and schoolwide will implement celebrations and recognitions for positive and improved student attendance. The Social Worker and Social-emotional Counselor will continue to collaborate with the Principal and Dean of Culture to support implementation of Second Step SEL curriculum and practices schoolwide. This team will design and plan units of study using the social justice standards to promote sense of belonging for all students. The Social Worker and SEL Counselor will facilitate student groups on social skills and other identified student needs. The Dean of Culture will continue to lead implementation of Restorative Practices and build staff capacity, through additional training. Students will also participate in monthly mindfulness sessions with the Yoga instructor focusing on themes of self and community in alignment with our SEL practices.		
5	BROAD COURSE OF STUDY	ACES provides all students with access to a broad course of study that includes our core program - ELA, Math, SLA, Science, Social Studies, & PE); and Dance (grades TK-3) and Public School Science Grades 1, 3-6.	$95,120	N
6	SERVICES TO SUPPORT SWD	To monitor IEP compliance related to IEP timelines, services, accommodations, and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, highlights and challenges are discussed, tiers 1-6 are reviewed, pending IEPs are reviewed, and the 200 and 300 Welligent reports are reviewed to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership, and our Student Services Coordinator to ensure IEPs are scheduled and held before the IEP due date. In addition, the special education administrator and the 3 program specialists across our schools meet weekly. These meetings serve as an opportunity for collaboration across our schools. During these meetings,	$1,329,046	N

we review the implementation of our Instructional Program with a focus on supporting our students with disabilities. We review, discuss, and analyze caseload data, including but not limited to student services/tracking of services, attendance, grades, IEP goal progress, etc. We also identify professional development opportunities for both staff and parents.

Accelerated Charter Elementary School site administration also participates in weekly meetings with either the Program Specialist and RSTs or with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities. During these meetings, we review RST push-in schedules and analyze, and discuss caseload data and potential professional development opportunities.

Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.

Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds CLRs) for all staff at The Accelerated School. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.

Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, different educational partners lead professional development, including our Instructional Coaches, School Site/District Administrators, Special Education administrators, Program Specialists, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities.

Goal

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with our dual language immersion educational program, CA academic content standards, and differentiation, to address the diverse learning needs all students, to build capacity, and strengthen teacher retention rates, and improve student academic outcomes.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Continue to implement robust professional learning opportunities for teachers and support staff on Hattie's Visible learning evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) with Literacy and Mathematics. In addition, there is a need to continue to improve student engagement and train staff on addressing student behavior challenges.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 68.2%			2022-23: 96%	
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	

| 15 | Implementation of the State Academic content & performance standards for all students & enable ELs access.

Rating Scale:
1 - Exploration & Research Phase;
2 – Beginning Development;
3 – Initial Implementation;
4 – Full Implementation;
5 -Full Implementation & Sustainability

Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard) | 2023-24:

ELA: 4
ELD: 4
Math: 4
Social Science: 2
Science: 3
CTE: NA
Health: 3
PE: 4
VAPA: N/A
World Language: 4 | | | 2024-25:

ELA: 4
ELD: 4
Math: 4
Social Science: 3
Science: 4
CTE: NA
Health: 4
PE: 4
VAPA: N/A
World Language: 4 | |

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the core educational program. ACES will engage in rigorous and extensive teacher recruitment efforts to increase the percentage of appropriately credentialed teachers schoolwide. ACES's academic calendar includes 180 instructional days, exceeding the CA state requirement for charter schools of 175 instructional days. ACES will employ Substitute Teachers to maintain continuity of instruction and prevent further interruptions to learning. All teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. Our PLC will include a teacher from each grade level. In addition, newly hired teachers will participate in 5 additional days of training during the summer. All educators will also participate in weekly	$2,866,532	N

		professional learning during the year, in addition to five non-instructional days.		
2	PROFESSIONAL DEVELOPMENT	Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff. In preparation for the 2024-25 school year, all teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. Our PLC will include a teacher from each grade level. For Professional Development – the Organization-wide focus areas include: • Assessment as feedback • Goal setting • C3 Coaching: Teacher Effectiveness Framework • Student Dialogue The principal will provide instructional coaching to teachers in grades 3-6); Literacy Coach (K-6) and the Assistant Principal to grades TK-2. The schoolwide professional learning areas of focus include: • Conceptual mathematics • Math Standards & Domain Specific PD • Leveraging & Collaborative Culture • Assessment as feedback: analyzing student work and use of iReady & interim assessments • Gomez & Gomez Dual Language • PBIS • English Language Development (ELD) • Literacy	$1,082,455	Y

		• Special Education PD (strategies)		
		To support teacher effectiveness, credential clearance, and teacher retention, ACES will reimburse teacher induction expenses. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers focusing on student discipline and classroom management.		
3	CORE CURRICULAR PROGRAM NEEDS	ACES ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. We anticipate purchasing the following: • Engage NY: Grades TK-6 • Science Inspire consumables • EL Achieve Units	$63,017	N
4	CLOSING THE DIGITAL DIVIDE	Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional & supplemental online materials, including testing; and will continue to utilize Zoom for virtual meetings. Annually purchases are made to ensure adequate supply for all students.	$131,830	N

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning	2023-24: 9. 4 10.4 11.3 12.4			2024-25: 9. 4 10.4 11.4 12.4	

	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool]().					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool]()	<u>2023-24:</u> 1. 4 2. 4 3. 4 4. 4			<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 4	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 78% Sense of Safety 73% School connectedness			<u>2024-25:</u> 80% Sense of Safety 75% School connectedness	
20	Other Local Measure - Parent Survey: Sense of	<u>2023-24:</u> 92% Sense of Safety			<u>2024-25:</u> >90% Sense of Safety	

	safety & school connectedness.

Source: Panorama | 94% School connectedness | | | >90% School connectedness | |
| 21 | Other Local Measure - Staff Survey: Sense of safety & school connectedness

Source: Panorama | 2023-24:

95% Sense of Safety

89% School connectedness | | | 2024-25:

>90% Sense of Safety

90% School connectedness | |

Goal Analysis for 2024-25

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

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

Not applicable.

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	ACES will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. ACES will host schoolwide events including student-led monthly perfect attendance assemblies to celebrate perfect attendance, Spirit Week, perfect attendance incentive awards (free dress day on Fridays), showcase student leadership, talent to promote a positive school climate. ACES will provide field trips and extended learning opportunities for students to learn standards through real world experiences. Panorama SEL surveys will be administered to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the LCAP and local indicators report. ACES strives to provide all students and staff with a safe, and welcoming, learning environment including Campus Aides for supervision, Security staff, and Raptor Security to monitor and track visitors. The school nurse conducts student health screenings (vision and hearing). The School Safety Plan will be reviewed and revised by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture and shared with the ELAC and PAC for input	$271,269	N
2	PARENT INPUT IN DECISION-MAKING	Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). ● English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) ● Parent Advisory Committee (PAC) per CA EC 52062(a)(1) Interpreter services will be available for all committee meetings.	$0	N

| 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | ACES provides all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities and methods to engage as partners in their child's education.

The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops, strengthen parent outreach, and recruit parent volunteers.

ACES will host a series of workshops on topics essential to support student outcomes, and on topics as requested by families which include but are not limited to:

● Impact of chronic absenteeism on student outcomes: strategies to improve daily attendance

● Series of workshops on Literacy and math

● Diversity

● ESL for parents

● Accessing PowerSchool Parent Portal – to access their child's attendance, academic progress, grades and communicate with staff.

The Attendance Committee (Goal 1, Action 4) will coordinate parent meetings to establish contracts for students who need to improve attendance rates and will conduct home visits for students who are disengaged and/or at-risk for truancy/chronic absenteeism.

Additionally, the Leadership Team will continue to host:

● Monthly Coffee with the Leadership Team

● Literacy Night, Math Night

● Open House, Back-to-School Night

Our school's website has been redesigned and is parent-friendly and serves to keep family updated on schoolwide events and access resources. Monthly newsletters will be distributed using Class Dojo and ParentSquare. | $91,247 | N |

| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines.

 Annually, the Facility Inspection Tool (FIT) report is completed. If findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP. | $171,496 | N |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,066,967	$242,433

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
38.76%	0%	$0	38.76%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	There are significant achievement gaps among English Learners (EL) and Socioeconomically Disadvantaged (SED) as measured by the ELA and Math Academic Indicators (CAASPP) on the 2023 CA School Dashboard.	To further address learning loss and achievement gaps, teachers will continue to strengthen Tier 2 supports through small group instruction and tutoring during the instructional day, in addition to tier 1 instruction which will be embedded in daily lessons. Students will utilize evidence-based intervention instructional online tools for reading and mathematics, including Raz Kids, Brain Pop, Learning A-Z, to drive reading engagement, fluency, and comprehension.	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-11.6
Hispanic	-12.3
EL	-29.6
SED	-11.9

2022-23 Math CAASPP	
Student Group	**DFS**
All Students	-40.2
Hispanic	-41.1
EL	-45.7
SED	-40.4

The Reading and Math Intervention teachers will provide small group intensive tiered support during the school day for students performing two or more years below grade level. Instructional Aides will provide targeted support with Orton Gillingham reading program during the instructional day and before school as part of the ELOP program. Orton Gillingham approach is a direct, explicit, structured, sequential, and multisensory phonics technique for remedial reading instruction.

This action will benefit all students including Students with Disabilities who have even wider gaps for ELA: -67.6 DFS; and Math -82 DFS.

Goal 1, Action 4

ACES received a RED Performance level for the Chronic Absenteeism indicator on the 2023 CA School Dashboard for the 'all students,' and English Learner (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and Hispanic student groups.

2022-23: Chronic Absenteeism		
Student Group	**Total**	**Rate**
All Students	96	19.0%
Hispanic	94	18.9%
EL	30	15.6%
SED	91	18.5%
SWD	16	23.2%

Members of the ACES Attendance Committee comprised of the Assistant Principal, Dean of Culture, Parent Engagement Coordinator, Data & Intervention Coordinator, and Attendance Clerk, will review, and analyze attendance reports on a daily and weekly basis. To further reduce chronic absenteeism and improve daily attendance, the committee will serve as liaisons to community resources, conduct home visits, identify at-risk students and connect with families to develop individualized plans to address barriers to learning and attendance, and schoolwide will implement celebrations and recognitions for positive and improved student attendance.

The Social Worker and Social-emotional Counselor will continue to collaborate with the Principal to support implementation of Second Step SEL curriculum and practices schoolwide. This team will design and plan units of study using the social justice standards to promote sense of belonging for all students. The Social Worker

The metrics being used to monitor effectiveness:
- #7: Attendance Rate
- #8: Chronic Absenteeism Rates
- #9: Suspension Rate
- #10: Expulsion Rate

| | | and SEL Counselor will facilitate student groups on social skills and other identified student needs. Students will also participate in monthly mindfulness sessions with the Yoga instructor focusing on themes of self and community in alignment with our SEL practices.

These services would benefit all students to reduce chronic absenteeism and improve attendance rate. | |
|---|---|---|---|
| Goal 2, Action 2: | Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff to improve overall academic outcomes and student engagement. | In preparation for the 2024-25 school year, all teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, evidence-based strategies to support EL, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. Our PLC will include a teacher from each grade level.

For Professional Development – the Organization-wide focus areas include:

- Assessment as feedback
- Goal setting
- C3 Coaching: Teacher Effectiveness Framework
- Student Dialogue

The principal will provide instructional coaching to teachers in grades 3-6); Literacy Coach (K-6) and the Assistant Principal to grades TK-2. | The metrics being used to monitor effectiveness:

- #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.
- #1: CAASPP ELA Assessment: Distance from Standard (DFS)
- #2: CAASPP Math Assessment: Distance from Standard (DFS) |

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

Accelerated Charter Elementary School (ACES) will use additional concentration grant add-on funds to fund additional Instructional Aides to provide targeted support with Orton Gillingham reading program during the instructional day and before school as part of the ELOP program. (Goal 1, Action 3).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

23-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,540,878.72	$ 6,585,112.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,013,124	$ 2,021,268
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 384,484	$ 384,484
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 60,168	$ 35,927
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 274,563	$ 274,563
1	3b	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 583,247	$ 583,247
1	4a	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 248,976	$ 288,222
1	4b	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 139,893	$ 139,893
1	5	BROAD COURSE OF STUDY	Yes	$ 95,120	$ 95,120
1	6	SERVICES TO SUPPORT SWD	No	$ 1,166,604	$ 1,166,604
2	1a	PROFESSIONAL DEVELOPMENT	Yes	$ 340,987	$ 340,987
2	1b	PROFESSIONAL DEVELOPMENT	No	$ 68,150	$ 68,150
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 14,900	$ 14,900
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 45,150	$ 11,050
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 176,202	$ 176,202
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 407,169	$ 407,169

3	1b	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$	79,164	$	79,164
3	2	PARENT INPUT IN DECISION-MAKING	No	$	-	$	-
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$	96,312	$	96,312
3	3b	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$	11,928	$	11,928
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$	334,739	$	315,449

23-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,034,419	$ 2,062,111	$ 2,062,112	$ (1)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 384,484	$ 384,484.00	0.00%	0.00%
1	3b	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 583,247	$ 583,247.00	0.00%	0.00%
1	4b	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 139,893	$ 139,893.00	0.00%	0.00%
1	5	BROAD COURSE OF STUDY	Yes	$ 95,120	$ 95,120.00	0.00%	0.00%
2	1a	PROFESSIONAL DEVELOPMENT	Yes	$ 340,987	$ 340,987.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 14,900	$ 14,900.00	0.00%	0.00%
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 407,169	$ 407,169.00	0.00%	0.00%
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 96,312	$ 96,312.00	0.00%	0.00%

23-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,208,609	$ 2,034,419	0.00%	39.06%	$ 2,062,112	0.00%	39.59%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 5,332,672	$ 2,066,967	38.760%	0.000%	38.760%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,283,314	$ 3,085,410	$ -	$ 961,718	$ 8,330,441.61	$ 5,342,856	$ 2,987,586

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STRENGTHENING EL PROGRAM & SERVICES	English Learner	No				Ongoing	$ -	$ 14,900	$ -	$ -	$ -	$ 14,900	$ 14,900	0.000%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				Ongoing	$ -	$ 28,000	$ -	$ -	$ -	$ 28,000	$ 28,000	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	ACES	Ongoing	$ 673,645	$ 915,240	$ 723,595	$ 800,000	$ -	$ 65,291	$ 1,588,885	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ACES	Ongoing	$ 483,002	$ 113,643	$ 413,007	$ -	$ -	$ 183,638	$ 596,645	0.000%
1	5	BROAD COURSE OF STUDY	All	No				Ongoing	$ -	$ 95,120	$ 90,120	$ 5,000	$ -	$ -	$ 95,120	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	$ 529,046	$ 800,000	$ 10,000	$ 1,119,046	$ -	$ 200,000	$ 1,329,046	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	$ 2,866,532	$ 0	$ 1,546,080	$ 1,002,651	$ -	$ 317,801	$ 2,866,532	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	ACES	Ongoing	$ 642,887	$ 439,567	$ 930,366	$ -	$ -	$ 152,089	$ 1,082,455	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	$ -	$ 63,017	$ 33,800	$ 29,217	$ -	$ -	$ 63,017	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	$ -	$ 131,830	$ 96,830	$ 35,000	$ -	$ -	$ 131,830	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	$ -	$ 271,269	$ 251,269	$ 20,000	$ -	$ -	$ 271,269	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No				Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No				Ongoing	$ 91,247	$ -	$ 91,247	$ -	$ -	$ -	$ 91,247	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	$ 56,496	$ 115,000	$ 97,000	$ 74,496	$ -	$ -	$ 171,496	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,332,672	$ 2,066,967	38.760%	0.000%	38.760%	$ 2,066,968	0.000%	38.760%	**Total:**	$ 2,066,968
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 2,066,968

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	ACES	$ 723,595	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	ACES	$ 413,007	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	ACES	$ 930,366	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

       o   The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

    - Indicate the school year to which the baseline data applies.

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- ● Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    - o Include a discussion of relevant challenges and successes experienced with the implementation process.

    - o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

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

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

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

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

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

    - The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

Complete the table as follows:

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

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

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

  o **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.

- o **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.

- o **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).

- o **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.

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **5. Total Planned Percentage of Improved Services**

    o 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)**

    o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o 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**

    o 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)**

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

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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