

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Accelerated School

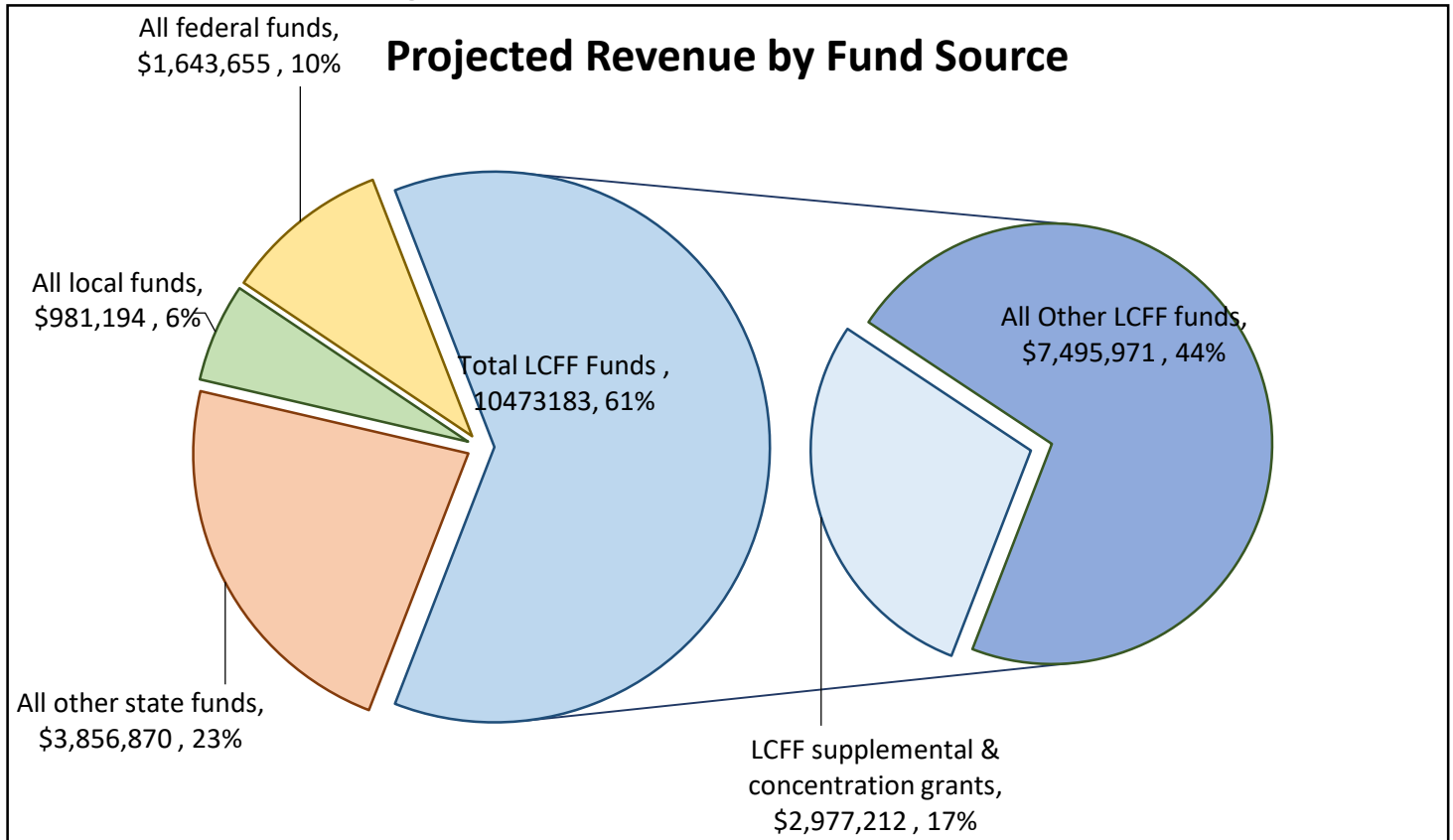
CDS Code: 19-64733-6112536

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

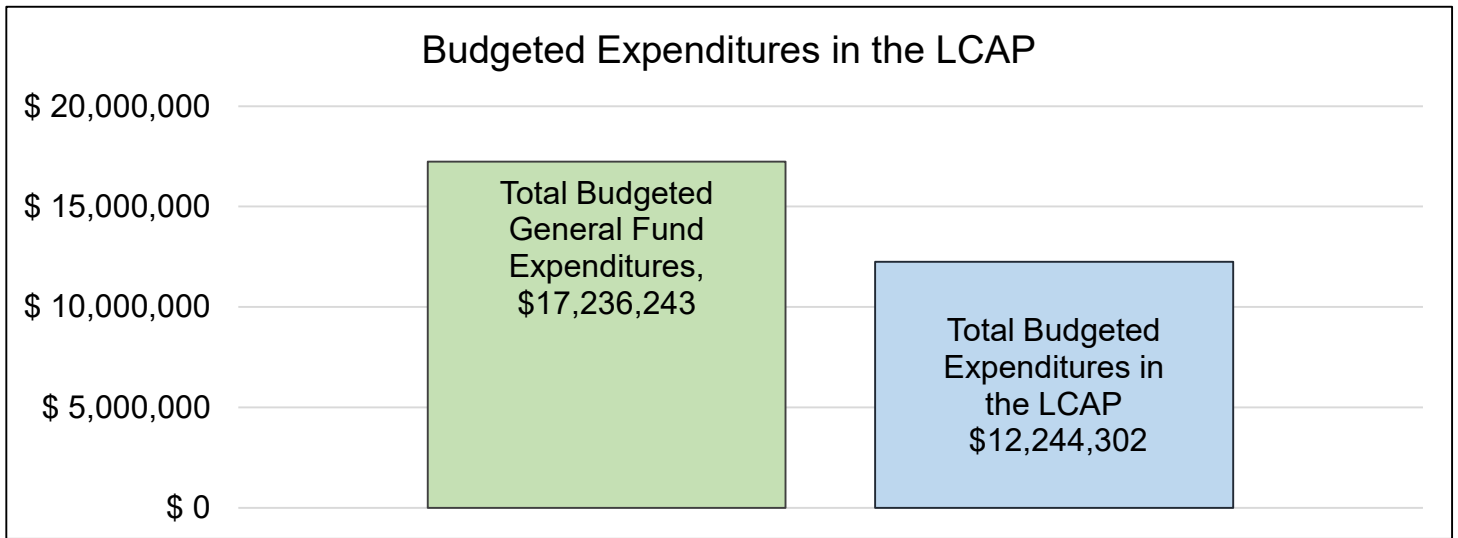


This chart shows the total general purpose revenue The Accelerated School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Accelerated School is \$16,954,902.00, of which \$10,473,183.00 is Local Control Funding Formula (LCFF), \$3,856,870.00 is other state funds, \$981,194.00 is local funds, and \$1,643,655.00 is federal funds. Of the \$10,473,183.00 in LCFF Funds, \$2,977,212.00 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.



This chart provides a quick summary of how much The Accelerated 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: The Accelerated School plans to spend \$17,236,243.00 for the 2024-25 school year. Of that amount, \$12,244,302.00 is tied to actions/services in the LCAP and \$4,991,941.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

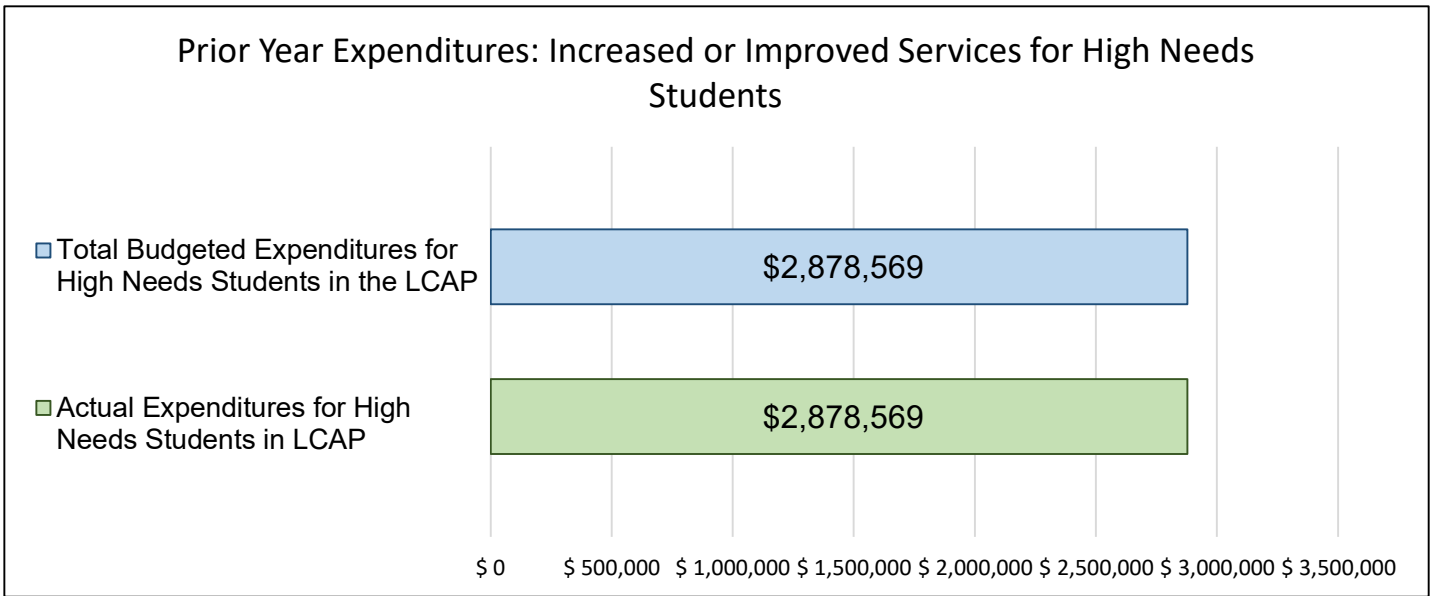
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programmatic expenses.

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

In 2024-25, The Accelerated School is projecting it will receive \$2,977,212.00 based on the enrollment of foster youth, English learner, and low-income students. The Accelerated School must describe how it intends to increase or improve services for high needs students in the LCAP. The Accelerated School plans to spend \$2,977,212.00 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



This chart compares what The Accelerated School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Accelerated 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, The Accelerated School's LCAP budgeted \$2,878,569.00 for planned actions to increase or improve services for high needs students. The Accelerated School actually spent \$2,878,569.00 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
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323.235.6343

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: 43.95% met or exceeded standards	2020-21: not administered	2021-22: 26.05% met or exceeded standards	2022-23: 32.73% met or exceeded standards	45%
CAASPP Math Source: CDE	2018-19: 26.81% met or exceeded standards	2020-21: not administered	2021-22: 13.63% met or exceeded standards	2022-23: 23.59% met or exceeded standards	30%
CA Science Test: Gr 5 Source: CDE	2018-19: 34.79% met or exceeded standards	2020-21: not administered	2021-22: 15.72% met or exceeded standards	2022-23: 16.9% met or exceeded standards	40%
CA Science Test: Gr 8 Source: CDE	2018-19: 13.74% met or exceeded standards	2020-21: not administered	2021-22: 13.8% met or exceeded standards	2022-23: 14.78% met or exceeded standards	16%
Attendance Rate Source: CALPADS	2019-20: 91%	2020-21: 90.5%	2021-22: 90.4%	2022-23: 95.5%	95%

Chronic absenteeism Rate Source: Dataquest	2018-19 Chronic Absenteeism		2020-21 Chronic Absenteeism		2021-22 CHRONIC ABSENTEEISM		2022-23 CHRONIC ABSENTEEISM		10%				
		Count	Rate		Count	Rate		Number		Rate		Number	Rate
	Schoolwide	143	18.6%	Schoolwide	235	31.0%	Schoolwide	116		15.0%	Schoolwide	99	12.8%
	Hispanic	137	18.3%	Hispanic	230	30.8%	Hispanic	114		15.0%	Hispanic	97	12.7%
	EL	54	20.5%	EL	104	33.4%	EL	48		15.1%	EL	33	10.5%
	SWD	24	30.0%	SWD	42	43.8%	SWD	30		25.9%	SWD	25	22.1%
SED	137	18.4%	SED	226	30.5%	SED	114	15.1%	SED	95	12.4%		
Middle School Dropout Rate: Source: CALPADS	2019-20: 0%		2020-21: 0%		2021-22: 0%		2022-23: 0%		0%				
Suspension Rate Source: Dataquest	2019-20: 0%		2020-21: 0%		2021-22 SUSPENSION		2022-23 SUSPENSION		<1%				
						Number	Rate			Number	Rate		
					Schoolwide	3	0.4%	Schoolwide		4	0.5%		
					Hispanic	3	0.4%	Hispanic		4	0.5%		
					EL	1	0.3%	EL		0	0.0%		
					SWD	1	0.9%	SWD		1	0.9%		
					SED	3	0.4%	SED	4	0.5%			
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.

- Action 1: This action was fully implemented. TAS employs a principal and fully credentialed teachers TK-8 for ELA, math, science, social studies and PE. TAS provided five summer professional development days for a successful launch into the academic school year. We are on

track to provide the five additional professional learning non-instructional days throughout the school year to allow for data analysis and vertical articulation.

- **Action 2:** This action was fully implemented. TAS has fully implemented this action. TAS administers iReady assessments for TK-5, four times per year; and NWEA MAP assessments for grades 6-8, three times per year. This year we are utilizing Performance Matters, a data management system, to consistently oversee and analyze student progress across a variety of assessments. TAS added a Data and Intervention Coordinator to support with implementation of our CA MTSS framework.

- **Action 3:** This action was fully implemented. TAS received a YELLOW Performance level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. TAS has expanded our intervention supports this year, employing three Intervention teachers (1 Reading & 2 Math) and 4 instructional aides to provide Tier 2 support for students not meeting grade level standards. TAS contracts with Hey Tutor for 13 additional tutors on campus (6 math & 7 reading). TAS' instructional day intervention "GROWL" for GOLD (Growing Opportunities in Literacy Development) is a one-hour block, four days a week, TK-5 students receive targeted intervention or enrichment in reading or math. Middle School students scoring below the 20th percentile in reading and 40th percentile in math receive targeted 30-minute intervention sessions four times a week.

As part of our ELOP we also offer winter and spring intersession and summer programming that includes academic and social emotional support. Our afterschool program includes competitive sports, cooking and cheer for grades 4-8. TAS no longer runs summer bridge programs as we have incorporated them into the school day. We've embedded Summer Bridge into the Instructional day.

Students also have access to access to Raz Kids, IXL and iReady to work on lessons both in school and at home. TAS continues to utilize iReady math as our supplemental Math program in TK-5.

- **Action 4:** This action was fully implemented. TAS received a YELLOW Performance Level for the Chronic Absenteeism Indicator and BLUE Performance Level for the Suspension Rate Indicator on the 2023 CA School Dashboard. This is Year 2 of PBIS implementation; and the Dean of Culture and PBIS team continue to focus on schoolwide initiatives and programs to promote a positive school culture, and an incentives program with Panther Dollars students earn for positive behavior or academics that can be redeemed at the Panther Store. We added an additional counselor this year to support with SEL student needs. We continue to implement Second Step SEL for grades TK-5; and Wayfinder for grades 6-8. This year we hosted Challenge day for our 7th grade students. Our Yoga teacher provides lessons to all 6-8 students to support their learning of mindful practices.

- **Action 5:** This action was partially implemented. TAS provides all students with a broad course of study that includes the following enrichments and Electives: PS Science (TK-2), Dance: (TK-5), and for grades 6-8: Music, Sports, Coding & Journalism. The STEAM/VAPA teacher transitioned as a classroom teacher, to fill a vacant teaching position.

- **Action 6:** This action was fully implemented. TAS received an ORANGE Performance Level for Chronic Absenteeism, ELA and Math Academic Indicators; and a GREEN Performance Level for Suspension Rate Indicator for SWD, on the 2023 CA School Dashboard. This year, we hired an Inclusion Coach, a newly created position aimed at bolstering support for both General Education and Special Education teachers in middle school. This role is particularly focused on utilizing student Snapshots provided to all teachers at the beginning of the year for each student with an Individualized Education Program (IEP), classrooms observations, and content level department meetings to deliver academic coaching support. While we planned for 3 Resource Specialist Teacher (RST) positions at the elementary level and 2 RSTs at the middle school level, due to a midyear resignation and maternity leaves, we are currently operating with 1 agency employee (CCE) and support from 1 teacher to assist in

staffing our RST positions. Our ongoing strategy includes weekly meetings involving RSTs, Program Specialists, LAS and other related service providers, the principal, and the Director of Access, Equity, and Compliance (DAEC) who oversees the special education department. These meetings are crucial for maintaining compliance, reviewing our calendar, and discussing strategies. They provide an opportunity to review, analyze, and discuss various aspects of our program, ensuring a cohesive and effective approach to special education.

Administrator Training

All TAS administrators: 504s and Welligent with Cross Country

All TAS administrators: MTSS with Cross Country

All staff training:

Special Education & IEP Basics

Interventions vs Accommodations vs Modifications

Special Education Staff Training:

Accommodations & PowerSchool

Supporting General Education Teachers

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:** TAS' teacher retention remains above 90%. During curriculum week, survey results showed: 95% of respondents felt the week aligned to our mission and Board goals as an organization (rank of 4 or 5) 94% of respondents felt the week modeled the evidence-based best practices in place in our classrooms (rank of 4 or 5) 95% of survey respondents stated the week was well organized and beneficial to the organization 82% of respondents had clarity on their goals and expectations for the school year ahead (4 or 5) with all but one respondent ranking 3+

Challenges: Despite numerous teacher recruitment efforts, TAS still has vacancies in 7th grade ELA, and 7th grade science. TAS by way of the Accelerated Schools organization remains challenged to find qualified individuals to fill openings as they arise given the current salary structure.

- **Action 2:** 2022-2023 data shows a continuing trend of improvement on internal assessments: 41% of 2nd grade students left 2nd grade reading at grade level in 22-23 compared to 19% in the year prior (iReady) 88% of our kindergarten students left 22-23 reading at grade level (iReady) 65 % of TK-8 students met their growth target (iReady and NWEA) in ELA 65% of TK-8 students met their growth target (iReady and NWEA) in Math 50% of TK-5 students reached grade level proficiency in reading and math (iReady) TAS' motto is "make it to Panther Peak". This asks

students to meet their growth goal or beyond. TAS' focuses on goal setting for each student. Students meet and present goals with their teachers and parents twice a year using either their iReady or NWEA scores. Students' goals are focused on what actions are needed to make one year's growth and beyond. Each testing period, TAS celebrates students who met their growth goals through assemblies and parties. At the beginning of the year, students who were at grade level or who surpassed their growth goal received medals.

Challenges: Achievement rates remain below the state standard in ELA and math, CA dashboards indicate the school remains in status of yellow for reading and math. Achievement rates remain below the state standard in ELA and math, CA dashboards indicate the school remains in status of yellow for reading and math. While we continue to show growth on both the iReady and NWEA MAP measures, 100% of students are not meeting their growth goals. A challenge that continues each year is finding ways to have students show their best effort on the assessments. TAS attempts to combat this with growth parties after each assessment window where all students who made growth receive an invitation to a party (for example popsicle, dance, or movie) In addition, TAS began a medal award ceremony at the beginning of this year for any student who met their stretch growth or got to grade level.

- Action 3: TAS' Growl for Gold has become systematic in that there are dedicated professional development days to develop groups and evaluate effectiveness. In addition, students are taking ownership of their intervention times and goals. In 2022-2023, 83% of elementary students in reading intervention made a year's growth on their iReady assessment and 52% of students grew a grade level band. In 2022-2023, 55% of students in math intervention made a year's growth and 61% of students grew a grade level band. For both reading and math, 80% of students made growth in the area of focus. For example, reading intervention focuses on phonics primarily and math intervention focuses on numbers/operations and algebraic thinking. In 2023-2024, middle school interventions began intervention groups. For the December assessment, 83% of students in intervention grew in math and 77% of students in intervention grew in reading. The California Dashboard for ELA and Math increased to yellow. In ELA, there was a 22.3-point growth on CAASPP and our DFS lowered by 22 points. In math, there was a growth of 28.6 points and a decrease in our DFS by 30 points. This indicates that the interventions in place are supporting our students' growth.

Challenges: The intervention groups are not showing 100% of students making one year's growth. In addition, some students remain in intervention from year to year. TAS teachers and administration are working to improve our monitoring system so that we can adjust interventions quicker especially with students that fail to demonstrate growth.

- Action 4: Throughout the two years of PBIS launch, TAS has seen a reduction in referrals and an increase in attendance. In 2022-2023 after the first-year launch of PBIS, there was a reduction of behavior referrals by 55%. In 2021-2022 there were 458 behavior referrals and in 2022-2023 there were 253 behavior referrals. In addition, TAS' chronic absenteeism declined to 12%. On the 2022-23 LCAP survey, 65% of students grades 4-8 indicated that the school is a supportive place to work and learn. In addition, 65% of 6-8 grade student indicated that the school provides social-emotional supports for students including wellness sessions, 1:1 check-ins, yoga and other activities. Our California Dashboard for suspensions is blue as suspensions are kept low. For the past three years, TAS has offered yoga to 6-8 students to support mindful practices. This has supported our students with learning coping strategies for academic and social interactions.

Challenges: When launching anything with a TK-8 span the challenge becomes finding ways to engage all age groups in an age-appropriate way while keeping the same message. With our PBIS launch students are learning G.R.O.W.L. and what it means to be a Panther, but some systems are working better for our younger students. We are still refining our PBIS practices for the middle school so that they take ownership of GROWL

as well. Another challenge having one dean for over 700 students who serves 9 grades. Our dean sometimes struggles to meet with every student who receives a discipline referral to ensure that behaviors do not reoccur. TAS is working on better utilizing other staff members on campus to support the dean in her role.

- **Action 5:** Students remain engaged throughout the day. Students in grades 6-8 can request their elective through a short survey, raising their level of engagement. TAS believes that the decline in behavior referrals and chronic absenteeism is correlated with our additional electives on campus.

Challenges: During the 2023-2024 school year, TAS did not continue the STEAM/VAPA teacher as teachers struggled to find room in their day for an additional elective. In addition, TAS admits to not providing STEAM/VAPA the focus needed to make this an integral part of student learning. This year we have brought steam into our elementary teachers' unit planning to ensure students get exposure to this.

- **Action 6:** The school implements a unified "Key Caseload" calendar to improve our ability to monitor IEP meeting timelines and due dates efficiently, assign providers, and to monitor caseload numbers. 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 weekly meetings involving Resource Specialist Teachers (RSTs), the Program Specialist, and the Director of Access, Equity and Compliance have also played a crucial role. These sessions, focused on compliance and collaborative strategy, have ensured high standards in educational delivery. RST's meet weekly with SPED IAs within each grade level. Further enhancing our approach, the development of our Co-Teaching model in the middle school through RST and Inclusion Coach meetings has improved instructional methods, benefiting all students, especially in inclusive settings. Professional development for teachers has been another cornerstone, equipping them with tools and strategies to make the core curriculum accessible to all. The provision of 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 addition of the Goalbook Platform to assist RSTs with the development of curriculum and standard based academics, behavioral, and vocational goals has been a great tool to assist with goal development.

Challenges: In the 2022-23 school year, we grappled with many staffing challenges, ranging from RST positions to IA needs, to LAS staffing deficits. The 2023-2024 school year also has included staffing hurdles; while we began the school year fully staffed, we had multiple maternity leaves and a midyear resignation resulting in a temporary transfer of an RST from WAHS to TAS to provide support within our organization of schools. 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 this school year. The improvement in our school's performance (based on internal verified assessment data - iReady/NWEA), 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, TAS 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 w/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 Local Indicator Priority 2 (Source)	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	4	ELA	4	ELA	4	ELA	4	ELA	4
	ELD	3	ELD	4	ELD	4	ELD	4	ELD	4
	Math	3	Math	5	Math	4	Math	4	Math	4
	NGSS	2	NGSS	3	NGSS	4	NGSS	3	NGSS	3
	History	2	History	3	History	4	History	4	History	3
	Health	2	Health	3	Health	3	Health	4	Health	4
	PE	4	PE	4	PE	4	PE	4	PE	4
	World Language	4	World Language	4	VAPA	3	VAPA	5	World Language	4
	World Language		World Language	4	World Language	3	World Language	3	World Language	4
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 98%	2022-23: 96%	2023-24: 95%	100%					
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2018-19: 13.87% Proficient	2020-21: 8.39% Proficient	2021-22: 10.2% Proficient	2022-23: 13.87% Proficient	15%					

Reclassification Rate Source: Dataquest	2019-20: 7.4%	2020-21: 37.1%	2021-22: 29.5%	2022-23: 7%	30%
% EL with access to CCSS & ELD Standards Source: 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.

All four actions were fully implemented for Goal 2.

- **Action 1:** TAS 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. Yearlong scope and sequence professional development focuses on formative assessment in math, ELA, writing across the curriculum, strategic planning, and metacognition. The five curriculum summer institute days included data analysis, goal setting, science of reading and PBIS. Grade level and department meetings occur every other week with a focus on a review of student work and designing next steps for instruction. Middle School teachers receive coaching from our math and literacy coaches, while elementary teachers receive coaching from the Assistant Principal and Principal.

- **Action 2:** TAS received a GREEN Performance level for the ELPI Indicator; and a YELLOW Performance Level for the ELA and Math Academic Indicator on the 2023 CA School Dashboard. TAS provides its ELs with designated and integrated ELD using the Wonders Curriculum for TK-5; and Language Live for grades 6-8. This year we were unable to fill the ELD Instructional Coach position. We hired Full-time ELD teachers for the middle school (grades 6-8); and contracted with Hey Tutors to provide small group language instruction for ELs in TK-8. We added Math Intervention courses to the middle school master schedule to support ELs struggling with mathematics.

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

- **Action 4:** All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online 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: TAS has seen success in this area over the last 3 years. The California Dashboard indicators have improved across the board. Our ELA and Math color is yellow as we had more than 20-point growth in each. In addition, our subgroups (sped, ELL and socio-economic disadvantaged) all grew more than the state and have a better DFS than the state for both ELA and math. Our EL progress is green on the California Dashboard. In 2022-2023 there was a 4% increase in our EL progress. Again, TAS is scoring higher than the state. In January of 2024, TAS learned that we had exited ATSI, indicating that our special education students are making progress as measured by the CAASPP. TAS' investment in science of reading training has improved our TK-2 reading as measured on internal assessments. In 2022-2023, 88% of kindergartners were reading at grade level compared to 25% in 2019. the combination of these quantitative achievements with the qualitative feedback from our school community provides a comprehensive picture of a school that is not just meeting but exceeding educational expectations. The strategic actions we have undertaken, including targeted instructional support and professional development, have played a crucial role in driving these positive outcomes. Our approach has effectively met the goals set in our school's improvement plan, leading to enhanced academic achievements and significant progress in state assessments. As we reflect on these successes, the collective commitment of our staff, teachers, and students to continuous improvement and high academic standards has been the key driving force. We remain dedicated to building on these achievements and continuing our journey towards excellence in education.

Challenges: TAS continues to strive to reach pre-pandemic scores on the CAASPP for both ELA and math. Professional Development continues to focus on best practices in the classroom to continue the growth needed to reach these levels.

- Action 2: TAS received a GREEN Performance level on the ELPI and increased significantly in both the ELA and Math Academic Indicators. on the 2023 CA School Dashboard. Our ELD Program and multi-year robust professional development for our teachers is a clear indicator of the significant improvement among ELs. We also contracted tutoring services for ELs to provide one-on-one and small group instruction to support with language acquisition.

Challenges: No identified challenges. ELs are progressing in an upward trajectory.

- Action 3: The shift to Language Live supported our English Learners in middle school. This year, our English Learner progress was Green level on the California Dashboard. Our reclassification rate was 34% in 2021-2022 and 26% in 2022-2023. TAS iReady math supplemental was fully implemented in 2022-2023 for elementary. There was an increase in students at grade level for math during this year. For the 2022-2023 school year, 50% of ES students scored grade level on the iReady assessment (an increase of 25%) as a result of our iReady math implementation. TAS utilized IMSE licenses in grades TK-2 for the 2022-2023 school year. With this implementation kindergarten had 88% of students reading at grade level and 1st grade had 75% of students reading at grade level.

Challenges: In the last three years, we have faced challenges primarily with the Summit Learning Platform, particularly in subjects other than math for our Middle School. The transition in math IM initially met with resistance from teachers, requiring effective change management. However, math teachers have now fully embraced IM, and opposition has subsided. In subjects like ELA, history, and science, teachers previously developed much of the curriculum independently, using free online resources. Summit introduced a base-curriculum, offering a structured framework for content delivery. Looking ahead, Summit, now Gradient Learning, has discontinued their in-house curriculum and will instead adopt 'verified curricular' materials for ELA and science. This shift signifies another change, as we prepare to work with new curricular materials in the upcoming academic year.

- **Action 4:** On the LCAP survey, 86% of families believe that TAS provides the resources needed for learning, including technology. Over the course of the 3 years, we have seen an improvement in how our students take care of their devices. Students utilize their devices to access schoolwork and do supplemental lessons in iReady (ES) and IXL (MS).

Challenges: A challenge with technology is supporting our students who do not have access to efficient internet when not on campus. While TAS has hotspots available it is not always identified that students need this support.

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, TAS 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: Good	2021-22: Good	2022-23: Good	2023-24: Exemplary	Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 75% ES/68% MS - Sense of safety % School connectedness	2021-22: 43% Sense of safety 69% School connectedness	2022-23: 48%/51%% Sense of safety (ES/MS) 53%/59% School Connectedness (ES/MS)	<u>2023-24:</u> 76% Sense of Safety 75% School connectedness	>75%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 85% ES/81%MS - School connectedness	2021-22: 71% Sense of safety 79% School connectedness	2022-23: 84% Sense of safety 55% School Connectedness	<u>2023-24:</u> 87% Sense of Safety 91% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 90% ES/87% MS - School connectedness	2021-22: 65% Sense of safety 70% School connectedness	2022-23: 86% Sense of safety 54% School Connectedness	<u>2023-24:</u> 83% Sense of Safety 82% School connectedness	>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE’s Priority 3: Self-reflection Tool	2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2022-23: CDE’s Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2023-24: CDE’s Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 4 8. 5	Rating 4+

Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 3 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 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. 5 3. 3 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.

All four actions were fully implemented for Goal 3:

- **Action 1:** TAS provides students with learning opportunities outside of the classroom through field trips. The Activity & Sports Coordinator provides sports tournaments during lunch, runs the student store, and mentors our students. This year our Dean of Culture has been assigned to a student leadership class that hosts activities, assemblies, spirit weeks, and weekly student messages. TAS' campus aides, security guard, and nurse ensure safety for students. TAS will administer the Panorama school climate survey to students, staff and parents in the Spring 2024. TAS 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:** TAS solicits input in decision-making with the following parent committees: PAC, and ELAC/EL-PAC who also provide input and feedback on the development and monitoring of the LCAP.

- **Action 3:** With the support of our Family Engagement Coordinator and partnerships with Abriendo Puertas and PIQE, we've expanded learning opportunities for parents through parent education workshops in various topics including literacy, and technology. Parents also have access to the City of Angels' online workshops. The leadership team holds monthly coffee with the principal meetings to discuss school wide data, programs, culture and safety.

- **Action 4:** TAS administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report. All repairs continue to be made in a timely manner as identified through our Facility Inspection Tool.

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:** TAS has seen an improvement in student climate. Behavior referrals have decreased with lunch time sports as students have activities to engage in during lunch. In addition, students know that they need to not have behavior referrals to participate in these tournaments during the day or afterschool. TAS has also seen a reduction of during the day absences for Middle School over the past two years, indicating a reduction of in school ditching. This is a result of our campus supervision's diligence and our teachers increased planning for student engagement. The student leadership class that began in 2023-2024. For the spring semester of 2024, there were 44 applicants to the class whereas in the fall semester there were 15 applicants. Students are seeing themselves as active participants in the leadership process.

Challenges: In the 2022-2023 LCAP survey, 50% of students indicated the school is safe and secure. This indicates that there is work to be done on campus to ensure that every student feels safe. This includes work around bullying, racism and hate speech. In 2022-2023 TAS began our DEI work because of hearing students share that they experienced hate speech. TAS has made equity initiatives and policies a priority to support students who experience this.

- **Action 2:** Parents taking part in ELAC and PAC are becoming more comfortable to share their opinions and ideas. Parents have provided ideas on parent education, student literacy and attendance.

Challenges: The challenge continues to be getting more families involved in our meetings and activities. TAS has explored various times of the day for meetings as well as in person vs. zoom.

- **Action 3:** TAS' parent engagement is gradually increasing. For BTSN in September of 2023, there were more than 400 families attending. In addition, our PIQE class offered this year had 75 participants which is an increase of 50 parents from when offered in 2021. Coffee with the Principal has continued to increase with approximately 30 parents attending each time. During these meetings, parents have begun to feel more comfortable sharing their idea and expressing their needs. During parent conferences each year, TAS has a 90+% attendance rate of parents.

Challenges: TAS continues to look for ways to get more parents involved in our school. While parent participation is increasing, we continue to look for ways to have more families take part in parent learning opportunities and meeting with leadership.

- **Action 4:** Over the last two years TASS has complied with all Covid PPE mandates, acquired new outdoor furnishings (including benches, tables, chairs, and protective shade structures) for students and staff, hired additional custodial staff, repainted the entire campus, and installed more than 100 security cameras.

Challenges: The biggest challenge for TAS continues to be space. TAS shares a campus with WAHS, meaning there is an overlap with space for play and extracurricular activities.

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, TAS 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.
 - 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, 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.
 - 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
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323.235.6343

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.

MISSION

The Accelerated Schools will graduate student who are prepared to succeed at the university and career of their choice who will enter the workplace as informed and productive employees, entrepreneurs, community leaders and will act as responsible citizens.

The Accelerated School (TAS) established in 1994 and provides elementary and middle school students with a rigorous yet nurturing academic learning environment with high expectations and a strong belief that all children are gifted and can learn and achieve their full potential.

Currently, TAS serves 745 students in grades TK-8 that include the following demographics: 99% Hispanic, 1% White, 37% English Learners; 0.3% Foster Youth; 12% Students with Disabilities (SWD), and 98% Socioeconomically Disadvantaged.

This school year, our focus shifted to the following schoolwide priorities:

1. Quality Tier 1 instruction: through Strategic Planning (Connecting to District Priority): How are we using unit planning to adjust curriculum to support students to master standards?
2. *Assessment as Feedback to Me through MTSS (Connecting to District Priority 2)*: When students at all levels aren't achieving their goals, how are we differentiating to meet their needs?
3. *Culture of Equity*: How are we fostering belonging and supporting our school community in development of their identities?

The key features of the Accelerated School (TAS) educational program are its focus on evidence-based strategies of:

a. Learning Outcomes and Success Criteria, Goal Setting and Progress Monitoring

This is our 4th year continuing to build on the evidence-based practices as outlined in the research of John Hattie that have demonstrated accelerated learning more than a typical year's growth. Our focus has been on all teachers engaging in work around setting Learning Outcomes,

Success Criteria, Goals and Progress Monitoring. The decision to focus on Learning Outcomes, Success Criteria, Goals and Progress Monitoring is connected to Hattie's practice for teachers to use "Assessment as Feedback" for students' day-to-day performance in lessons, participation, use of dialogue, and achievement on their assessments, as implications for their own instruction.

For the 2023-2024 school year, TAS is focused on formative assessment to analyze students' level of understanding for lessons. Teachers collect information on student learning through exit tickets, checklists, and checks for understanding (fist to five, thumb up/thumb down, self-assessment rubric).

Goal Setting is an ongoing process for students in each class K-8. Students work with their teachers to identify where they are and where they are going based on their performance on district diagnostic assessments. They work collaboratively with their teacher to brainstorm strategies on how they can accomplish these goals. Parents meet with teachers three times a year to review the goals set by students and the path needed to accomplish this goal.

b. Student Dialogue and Discussion rather than Teacher Monologue

Since the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie and the belief that classroom dialogue is one of the highest leverage classroom practices to accelerate student learning beyond one year's growth in one year's time. This year, we have continued this focus on our school-wide classroom dialogue practices. Our focus is on students' ability to explain their thinking and how they solved problems. Teachers utilize cooperative groups, small-group dialogue, think-pair-share, number talks, Math Language Routines, and other student dialogue strategies to increase student engagement in cognitive learning and expand students' metacognition.

c. Focus on Collective Teacher Efficacy

Accelerated uses PLCs as a method of teacher learning during Professional Development. Teachers meet in cross grade level groups once a month to do more learning about a topic. For the 2023-2024 school year, teachers are in PLC groups that focus on our three school-wide strategy foci for the year: writing, metacognition, and formative assessments (exit tickets). In these groups, teachers assess school needs, develop an inquiry question, collect data, reflect on data, and make decisions – all with learning in mind.

In addition, TAS has bi-weekly grade level and department collaboration in which the teachers analyze data, develop, and evaluate curriculum, reflect on instruction, and track student progress. This discussion centers around our three strategy foci for the 2023-2024 school year: writing, metacognition, and formative assessments. Teachers bring artifacts to grade level/department collaboration meetings to discuss best practices and determine next steps as a grade level or department.

d. Supporting Teachers to Deliver Quality Instruction through a School-Wide Coaching Model

Beyond instructional strategies that support our best learning, Accelerated 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. The coaching model begins with administrators who participate in monthly professional development delivered by the executive team and the Chief Executive Officer. Administrators also work directly with unassigned coach outside of the organization to support personal growth. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and

goal setting on a regular basis. Progress is logged on our adopted platform, School Mint Grow, where teachers receive immediate feedback and can track their progress. To support school-wide ownership of learning across departments and grade levels, Collaborative Learning Rounds (CLR) are a practice Accelerated continues to utilize, where teachers, administrators, directors, and executive level employees work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for teachers at the classroom level, and the school site through professional development. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development that is centered around data, CLR feedback, and teachers' growth areas identified.

e. Targeted Tier 2 & 3 Intervention Block: Growl for GOLD is our Tier 2 literacy and math instruction block that occurs four times per week in all K-5 classes and for specific students Middle School Students (4x a week). GOLD stands for Growing Ownership in Literacy Development however due to our success in 22-23, TAS has expanded this model to mathematics. During this time, which is 60 minutes in K-5 classes and 90 minutes in 6-8, students are receiving personalized instruction at their level. Here are the key processes of our small group differentiated model:

The Accelerated School (TAS) is not eligible for Equity Multiplier funds.

The Accelerated 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 The Accelerated School’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	Yellow	Blue	N/A	Yellow	Yellow
English Learners	Green	Yellow	Blue	N/A	Yellow	Yellow
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Green	N/A	Orange	Orange
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Yellow	Yellow
White	N/A	--	--	N/A	--	--

English Learner Progress Indicator: To improve English Learner progress, TAS has shifted to a more systematic structure to implement the designated ELD program with fidelity and using the various assessment data to inform lesson planning and delivery. Our middle school ELD program shifted in 2022-2023 with a new curriculum that provided a more focused approach to language instruction. In elementary, all TK-5 teachers have been trained in the science of reading through the Institute of Multisensory Education which supports our students' phonics and vocabulary development.

ELA Academic Indicator: Overall, TAS has continued to show growth on the DFS with a 22.3-point increase from last year’s performance. This indicates TAS’ commitment to overall improvement and shows that our areas of focus are contributing to our success.

In 2023-2024, TAS ES and TAS MS have a continued focus on high quality instruction and effective systems that support success in ELA for all students across K-8. Specifically:

1. School-Wide Focus on Tier 2 Reading Instruction (expansion from last year’s focus in grades K-2, now includes grades 3-8).
2. Focus on Writing and Reading in school-wide areas of instructional focus.
3. Continuation and Refinement of regular Grade Level and Department Meetings.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-37.1
Hispanic	-37.4
EL	-65.3
SED	-36.5
SWD	-87

4. Increased Special Education focus through the hiring of an inclusion coach, and the restructuring of one of the Assistant Principals' roles to add a SPED focus.
5. Focus on structured planning through development of Unit Plans.
6. Analysis of vertical alignment of ELA standards across the grades to adjust scope and sequence
7. Peer Feedback and Collaboration.
8. Grade Level Release Days Focused on Data Analysis and Team Building.
9. Continuation of the PLC Model of Collaboration through Teacher Instructional Leadership Teams as well as a PLC Inquiry Model of Professional Development

In response to our California Dashboard performance, TAS has taken several steps to ensure a continuation of growth and to address the needs identified in our Dashboard.

Focus on Writing, Metacognition, and Formative assessment: In the Summer of 2023, TAS Leadership gathered with the Teacher Instructional Leadership team for a day-long retreat to look at end-of-year internal data and determine our school-wide areas of instructional focus. When looking at this data, administrators and teachers determined that an aligned focus across K-8 was essential for cohesion and continuing to grow. The teams determined 3 areas of instructional focus: writing, metacognition, and formative assessment. When looking at our California Dashboard, these three areas of instructional focus will address the needs of students in both mathematics and ELA. A focus on writing will ensure that students are able to make sense of prompts and information and will be able to write to these prompts. With a focus on metacognition, students will be able to explain their process for problem solving. We know this will support students' critical thinking skills and their ability to provide evidence of their thinking. We believe that students' ability to think through a process and be able to explain their process, will support their development as mathematical thinkers. Lastly, a focus on formative assessment builds on "Assessment as Feedback to Me" ensuring that teachers are using formative assessment to adjust instruction and respond when students do not grasp Tier 1 concepts. This ensures that students are getting what they need when they need it, and that teachers are using formative assessments to guide their ability to provide each student with what they need.

Strengthening Planning for High Quality Tier 1 Instruction: Continuing to refine Tier 1 instruction and supporting teachers to develop highly rigorous and culturally responsive plans is essential for student growth and as such, we have focused on supporting teachers to build Units Plans that incorporate various elements of evidence-based instruction. The Unit Plans teachers are building include complex and rigorous texts, evidence of differentiation and scaffolding, daily writing, formative assessment, and opportunities for metacognition. We have utilized our pupil free days as well as provided grade level release days for teachers to be able to dedicate time to these plans, which they will continue to refine in the 2024-2025 school year. In the 2022-2023 school year, we continued our practice of lesson study for grade levels, however we have refined this in the 2023-2024 school year to use grade level release days and retreats to build team cohesion as well as focus more on data and unit planning vs. lesson study. We believe this will have a stronger impact on effective Tier 1 instruction.

Expanding Tier 2 Intervention Model and Strategic Focus on Key Grade Levels: Refining our intervention model in the 2022-2023 school year proved to be highly successful, especially for students in grades K-3 where our model was highly systematized. As such, this school year, we have focused on extending this systematic model (Growl for GOLD) to grades 4-8. Last year, grades 4-5 participated in our intervention model and provided Tier 2 interventions, but we have expanded that to be more systematic, where teachers in these grades have a specialized hour in

the day dedicated solely to Tier 2 Intervention where reading tutors and our reading interventionist push into classes to provide Tier 2 reading intervention alongside the classroom teacher. Math intervention is also included in Growl for GOLD where there is space, otherwise students are pulled out for math intervention. In response to our dashboard and internal data, our reading interventionist provides specialized support to 2nd grade. We noted an internal data trend that the transition from 2nd to 3rd grade is challenging for students, and although students may have shown success in reading in K-1, they begin to dip in grades 2 and 3. We have responded to this data with a strategic focus on grade 2 by having our reading interventionist collaborate and plan with grade 2 teachers.

Attending to Vocabulary Development in Grades 4-5: Lastly, to ensure we were meeting the needs of all learners and specifically our English Learners, TAS expanded our training in Orton Gillingham to include teachers in grades 4-5. 4th and 5th grade teachers were trained in morphology in response to our students' demonstrating a need in their vocabulary development to support reading comprehension.

Focus on Special Education: In response to the low performance of our students with disabilities as indicated on the dashboard, TAS has focused on restructuring the role of one of the three Assistant Principals to have a narrowed focus on cohesion with our Special Education department. The Assistant Principal meets regularly with Special Education Teachers, the Direction of Equity, Access, and Inclusion, and the Program Specialist. The Assistant Principal supports more effective collaboration between Special Education and General Education teachers through support with planning and assessment.

Middle School

Root Cause Analysis: A root cause analysis of growth in ELA indicates that our progress toward the standard in grades 6-8 was due to an increased focus on high quality and rigorous tier I instruction across disciplines, specifically focused on evidence-based practices such as close reading, student dialogue, and annotation strategies. We also introduced consistent department meetings (for Math, ELA, Science, and History) focused on planning and evidence-based strategies to support teacher professional learning. These department teams-built vision statements to guide our work and set instructional goals. The consistent structure and team building had a positive impact on teacher practice and collaboration. Additionally, professional development for the middle school team moved away from one-off sessions to an ongoing Inquiry PLC structure, with teachers investigating strategies and collaborating to build their capacity to help students grow in key choice areas. We also introduced a project/unit planning structure to help teachers backwards plan using our curriculum on the Summit Learning Platform. (say more).

Focus on Tier 2 and 3 Instruction: Although we made growth last year toward the standard, we were also able to identify focus areas for the 2023-24 school year. Our assessment data (NWEA Reading) revealed that about 20% of students were reading far below grade level and needed additional intervention to fully engage with grade level content. In the 2022-23 school year, we developed a partnership with Hey Tutor to engage additional academic tutors to support our students during the school day. We identified students and classes that would benefit from an additional adult to support small group instruction and individual student needs within the classroom. Through this pilot of the partnership last Spring, we learned that tutors were more effective when they were directly paired with one teacher, so that they could build routines and trust to support students effectively. We used anecdotal data from teachers, students, and tutors, along with academic progress from students to come to this conclusion. We also found that tutoring was more effective when we had tutors engage with specific intervention groups, rather than just offering general support to a class. Consequently, we shaped the tutoring structure this year based on the learning from last Spring. This year we moved forward with a model for Reading Intervention targeting the students below the 20th percentile to offer direct support with either foundational reading and decoding skills, fluency, or vocabulary and comprehension. We assessed all middle school students who scored below the 20th percentile on the Fall NWEA Reading test to understand their barriers in reading and grouped them by the phonics or reading skills that they need to develop. We trained all tutors in the Science of Reading (Orton Gillingham) to provide phonics intervention. These intervention

groups take place during our Self-Directed Learning & Mentorship block so that students are not missing core content or electives. This fall, 77% of students in a reading intervention group demonstrated growth in Reading from August to December as measured with NWEA assessment, and we anticipate this growth to increase as students gain phonemic awareness.

In addition to strengthening our support for Tier 2 and 3 interventions, we also analyzed our Tier 1 literacy instruction and curriculum for trends and gaps. We found that we needed to increase teacher capacity to teach literacy skills outside of our ELA classes, and to adjust our ELA scope and sequence to provide students with more opportunities to build reading and writing stamina. Several of our teachers participated in the WestED Reading Apprenticeship Professional Development this fall to build capacity to support close reading and annotation of rigorous texts. Science and History teachers participated in this professional learning to bring more literacy instruction across disciplines.

Next Steps:

Building Teacher Capacity for Strategic Planning: For the remainder of this year and in the 2024-25 school year, we will continue to build teacher capacity for Unit and Project planning through a backwards planning model. Through this strategic planning, we will continue to develop and adjust our curriculum and teacher capacity to provide students with opportunities to build reading stamina (increasing the number of novels that students are reading, scaffolding strategies for unpacking rigorous texts, and adjusting content for relatability).

Strengthening Structures for Intervention and Differentiation: We are seeing success with our model for intervention for the 24-25 school year and would like to continue to develop this programing to support foundational reading (and math) skills in conjunction with grade level content. This involves training our staff to support the intervention and making schedule shifts to support small group intervention time.

Math Academic Indicator: This year, TAS has continued to focus on high quality instruction and effective systems that support success in Mathematics for all students. Specifically:

1. Continued School-Wide Focus on Tier 2 Math Intervention/
2. Continuation and Refinement of regular Grade Level and Department Meetings.
3. Increased Special Education focus through the hiring of an inclusion coach, and the restructuring of one of the Assistant Principals’ roles to add a SPED focus.
4. Focus on structured planning.
5. Analysis of vertical alignment of Math standards across the grades to adjust scope and sequence.
6. Peer Feedback and Collaboration.
7. Grade Level Release Days Focused on Data Analysis and Team Building.
8. Continued Math Professional Development either in iReady or the Whole Student Math Initiative

2022-23 Math CAASPP	
Student Group	DFS
All Students	-68.6
Hispanic	-68.6
EL	-93.2
SED	-67.7
SWD	-98.9

In response to our California Dashboard performance, TAS has taken several steps to ensure a continuation of growth and to address the needs identified in our Dashboard.

Tier 1 Instruction Refinement and Support with PD: In the 2023-2024 school year TAS has partnered with iReady to provide monthly professional development open to all teachers. Recognizing that in 2022-2023 teachers struggled to implement our supplemental math program, iReady, we partnered with iReady to deliver custom PD. We utilize surveys of teachers, classroom observation, diagnostic data and

dialogue with teachers to determine the content of each PD so that it is differentiated. Each PD is also accompanied by day-long observations, coaching, feedback, and one-on-one sessions with iReady curriculum specialists for teachers and administrators. The PD sessions take place after school hours and is voluntary, however, almost all elementary teachers have attended these optional PDs.

Expanding Tier 2 Intervention Model and Strategic Focus on Key Grade Levels: In 2022-2023, TAS focused on refining the intervention block to ensure that all students were receiving Tier 1 supports. In 2023-2024, we have expanded our math support in Tier 2. We hired a permanent instructional aide who works alongside our Math Interventionist to deliver Tier 2 intervention. We have also added additional math tutors through our partnership with Hey Tutor.

In response to our dashboard as well as our internal data, grades 3 and 4 are receiving specialized support this year from our math interventionist. Teachers in these grade levels collaborate and plan regularly with our math interventionist to provide Tier 2 intervention. At least 3 days a week in grade 3, the math interventionist also pushes in during Tier 1 instruction in mathematics to support with scaffolding, differentiation, and rigor.

Focus on Special Education: In response to the low performance of our students with disabilities as indicated on the dashboard, TAS has focused on restructuring the role of one of the three Assistant Principals to have a narrowed focus on cohesion with our Special Education department. The Assistant Principal meets regularly with Special Education Teachers, the Direction of Equity, Access, and Inclusion, and the Program Specialist. The Assistant Principal supports more effective collaboration between Special Education and General Education teachers through support with planning and assessment.

Middle School Math: Root Cause Analysis:

Building Teacher Capacity for High Quality Tier 1 Instruction: TAS Middle School students have demonstrated above average growth in Math (according to the NWEA MAP Math Assessment) and are narrowing the distance from standard based on the CAASPP Assessment. This growth can be attributed to an increase in Math department collaboration and cohesion. The middle school Math team met regularly in the 2022-23 school year to develop a Math department vision, set goals, collaborate on progress, engage in a Lesson Study cycle, and participate in a pilot professional learning opportunity offered by Gradient Learning (a curricular platform partner) called the Whole Student Math Initiative. Through this collaboration and professional learning, Math teachers have built their individual and collective capacity to engage students with the Illustrative Math curriculum, build Math Language Routines, and develop students' identities as mathematicians.

In addition to the professional development for Math teachers, we were also able to stabilize our Math team after having multiple teachers out on leave or transitioning in/out. Teacher retention has played a major role in being able to build capacity and trust among the math team to increase collective effectiveness.

Tier 2 and 3 Intervention and Support: In addition to Tier 1 instruction, in 2022-23 we strengthened our Math interventions to expand our "GROWL for GOLD" Elementary model to include Middle School Mathematics. In the spring of 2023, our Math Intervention TOSA led math tutors in small group intervention for students who were below grade level in Math. These students were pulled out of classes throughout the day to receive additional math support, and the math tutors also worked directly with our math teachers to support learning within the classroom. From this pilot, we learned that tutoring was the most effective when tutors worked directly with a specific teacher throughout the day, and

when intervention pull outs were not disruptive to students' courses. At the end of the 2022-23 school year, we also assessed the effectiveness of our ENCORPS STEM tutoring program and determined that on-site tutoring/intervention and partnership with Math teachers was a more effective approach than the virtual STEM ENCORPS tutoring, thus shifting our resources toward in-person tutoring.

Further Areas for Growth: With a team of returning teachers for the 2023-24 school year, our team has been able to identify and work toward more impactful growth for its members and our students. One area of focus is using our curriculum with fidelity and building cohesive practices across grades. Relatedly, we found that internalization and unit planning was a need as teachers build their capacity to adjust and effectively use our Math curriculum. Additionally, as is common when we have students with varied needs and levels of math understanding in one classroom, we identified that we need to further develop our school-wide approach to balancing both remedial, foundational development of math skills and grade level math instruction.

Next Steps: In the spring of the 2022-23 school year, our Math team embarked on a pilot program called the Whole Student Math Initiative (WSMI) through Gradient Learning. This continues to be a priority and support for the 2023-24 school year and beyond. The WSMI focuses on building a math classroom centered around student voice and participation, with students taking on the cognitive lift to solve problems and explain their thinking. This remains the focus of our math teamwork, along with deepening our teachers' capacity to use the Illustrative Math Curriculum. We have and will continue to engage the team in this work through retreat days, regular department meetings, and a focus on curriculum internalization and backwards planning.

Tier 2 and 3 Instruction: For the 2023-24 school year, we have restructured our Math Intervention and course offerings for 7th and 8th grade. Math Intervention (spearheaded by our TOSA Math Intervention Teacher) for this year is focused on providing daily, small group support for 6th-8th students who are below the 40th percentile (on NWEA Assessment) during their Self-Directed Learning Class. Thus far, students receiving this support are showing more growth on Math NWEA than students not in intervention, so we will continue to build this intervention. Additionally, we added a 7th grade Math Intervention Course for students below the 20th percentile to receive even more math support. 7th grade was the target for this course because 2022-23 data showed the most need within our rising 7th graders. Lastly, we added an accelerated 8th grade math course for students who were performing in the top 40th percentile in 2022-23, a class that is being taught by our Math TOSA teacher. This allows for smaller classes for the rest of our 8th grade math classes, which thus far is accelerating growth for the entire 8th grade in Math (according to winter NWEA Math results). This is a model we will explore expanding for 6th and 7th grade if resources allow.

Suspension Rate: TAS has integrated Positive Behavioral Interventions and Supports (PBIS) as an evidence-based tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. Our program focuses on social emotional competence, academic success, and school climate with the overall goal to create positive, predictable, equitable and safe learning environments where everyone thrives. Our schoolwide shift to PBIS includes implementing more restorative practices in response to behavior and alternative to a zero-tolerance suspension policy. Aligned with the PBIS training, the team facilitates professional development for staff and teachers, workshops for parents and classroom lessons for students, to begin introducing our co-constructed school wide behavior expectations. Monthly assemblies focus on celebrating students who are accelerating and improving in academics and daily attendance

2022-23: Suspension		
Student Group	Total	Rate
All Students	4	0.5%
Hispanic	4	0.5%
EL	0	0.0%
SED	4	0.5%
SWD	1	0.9%

Reflections: Technical Assistance

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

The Accelerated School (TAS) is not eligible for Technical Assistance.

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.

The Accelerated School 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	<p>Monthly onsite meetings with Administrators and Principal and the Administrative Instructional Team; took place during the months of January 2024- May 2024 where discussion took place on the LCAP Goals, metrics, actions, 2023 CA School Dashboard data, and local data; and improvement across the dashboard including yellow performance levels.</p> <p>The feedback provided as part of the consultation process included:</p> <ul style="list-style-type: none"> • Continue with Attendance Committee and MTSS Team to improve overall student daily attendance and its impact on student academic performance as measured with iReady, and NWEA MAP assessments. • Need to establish Teacher leads - designated teachers for data and curriculum mapping; focus on equity for belonging. • Continuing home visits, attendance meetings, ensure collaboration between administrator’s & attendance clerk (biweekly attendance reports) • Continue to provide Instructional Coaches for ELA, Math, EL/ELD, and the Special Education Program. • Continue to provide coaching for Principal and Assistant Principals; and coaching on organization-wide initiatives.
Teachers	<p>During monthly onsite staff meetings with Teachers, the principal presented the 2023-24 LCAP goals, metrics, and actions, including the midyear update. In late Spring 2024, discussion took place on local data (iReady and NWEA MAP); and we solicited input for the 2024-25 LCAP.</p>

	<ul style="list-style-type: none"> Teachers provided feedback on the need for professional development on strengthening reading and math instruction, through extensive instructional coaching; and coaching on organization-wide initiatives.
Other School Personnel	<ul style="list-style-type: none"> <u>March 2024</u>: Discussion took place onsite on schoolwide initiatives implemented and outlined in the 2023-24 LCAP; areas of strength and areas for growth in the 2024-25 school year. Feedback includes – the need to strengthen daily attendance schoolwide which impacts school culture and student academic outcomes. Classified staff were surveyed <u>April 2024</u>. <ul style="list-style-type: none"> Feedback provided includes the need to continue to improve security/supervision schoolwide and improve systems to address chronic absenteeism issues.
Students	<p>Discussions have been ongoing throughout the year, on school climate, behavior expectations, the need to improve student daily attendance, and to decline chronic absenteeism. Students were surveyed in <u>March 2024</u>, to solicit their input on the 2024-25 school year.</p> <ul style="list-style-type: none"> Feedback provided includes the need to continue providing assemblies with a focus on celebrations of achievement and growth; improve the quality/selection of meals, increase after-school club choices, and increase the frequency of field trips.
Parent Advisory Committee (PAC)	<p>All PAC meetings took place in-person.</p> <ul style="list-style-type: none"> <u>1/12/24</u>: The PAC discussed December 2023 data and compared them to school/LCAP goals. The PAC discussed differences between reading and math scores, 2023 CA School Dashboard data, and celebrated the green performance level for the ELPI. Discussion took place on areas for growth in ELA and Math CAASPP (Academic Indicators); and strategies to further improve student outcomes in the 2024-25 school year. <ul style="list-style-type: none"> Feedback provided: Need to support ELA and math growth: intervention, tutoring, tiered intervention. <u>2/9/24</u>: The PAC discussed student daily attendance, and chronic absenteeism since TAS received a Yellow Performance level on the 2023 Dashboard. An analysis of the root causes of student absences identified significant absences on rainy days. Then discussed steps to take to improve attendance on these days, and discussed the 2023-24 LCAP midyear Update: Goals, Actions, metrics. <ul style="list-style-type: none"> Feedback provided includes the need to strengthen systems to improve overall daily attendance rates, because a decline of 20% attendance occurs during rainy days because families find it inconvenient to drive due to the impact on traffic. <u>4/12/24</u>: The PAC provided feedback on 2023-2024 LCAP goals and 2024-2025 LCAP goals,

	<ul style="list-style-type: none"> ○ Feedback provided by the PAC identified the need to further strengthen math support with 6th and 7th grade, the need to continue social-emotional supports for students onsite; maintain high levels of academic intervention/tutoring, increase security; and would like to continue with offering sports. ● June 6, 2024: The completed LCAP was presented to the PAC for their review, discussion, and approval. <ul style="list-style-type: none"> ○ Feedback provided by the PAC: <ul style="list-style-type: none"> ▪ For Goal 1: How are we doing more to recognize students with disabilities during awards by sharing that they have met goals? ▪ For Goal 2: Can we add art classes for elementary school? ▪ For Goal 3: What actions can we add to support bullying on campus? They appreciate the security officer but would like to have more supports with the multiple levels on campus. ▪ Discussion took place with the Principal for each of the concerns the PAC raised for the upcoming school year. The PAC approved the 2024-25 LCAP for submission to The Accelerated Schools Board of Trustees.
ELAC, DELAC & EL-PAC	<p>All ELAC, DELAC/EL-PAC meetings took place onsite.</p> <ul style="list-style-type: none"> ● 2/1/24: ELAC reviewed LCAP Goals, actions and discussed changes for the 2024-25 LCAP. <ul style="list-style-type: none"> ○ Feedback provided includes implementing strategies to improve reading skills for EL, including identifying intervention programs and/or strategies that will support English language proficiency; providing access to library card (local library); finding resources in the community to support EL needs, and providing parent workshops on strategies to support their child (EL) at home. ● 4/25/24: ELAC meeting took place to solicit input for the 2024-25 LCAP. <ul style="list-style-type: none"> ○ Additional feedback provided focuses on the need to provide high level intervention for English Learners during the instructional day to support with language needs/gaps. ● June 6, 2024: The completed LCAP was presented to the EL-PAC for their review, discussion, and approval. <ul style="list-style-type: none"> ○ Feedback provided by the EL-PAC: The EL-PAC approved the 2024-25 LCAP for submission to The Accelerated Schools Board of Trustees
Parents including those representing Unduplicated Pupils	<p>Discussions on the 2023-24 LCAP Midyear Update have been ongoing during onsite parent workshops and meetings in January-February 2024. We surveyed all parents including those representing Unduplicated Pupils and Students with Disabilities. Feedback provided from these surveys include:</p>

	<ul style="list-style-type: none"> Feedback provided: Continue to provide and expand parent involvement activities that includes students (schoolwide events); continue using REMIND app push notifications to communicate with families on upcoming events and/or school news; consider revising the school's menu for meals. Parents are satisfied with the newly appointed staff & engagement coordinator; and they feel that having an additional Assistant Principal this year, allows family needs and concerns to be addressed in a timely manner.
SELPA Administrator	<p>The SPED Director has met with the SELPA via Zoom meetings on the following days to discuss progress on the 2023-24 LCAP action for Students with Disabilities (SWD):</p> <ul style="list-style-type: none"> 2/29/24: Discussion on the Community of Practice for in-person workshops and training for paraprofessionals. 3/7/24: Discussion took place 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, Actions 1 and 2: ELD Instructional Coaching to support English Learner (EL) and Long-term EL (LtEL) language acquisition needs.
- Goal 1, Action 3: Performance Matters & Assessment data
- Goal 1, Action 4: Academic Interventions, tutoring (afterschool, intersession, summer programming) – ELOP; & Intervention programs
- Goal 1, Action 5: Attendance Committee, Assistant Principals, SEL Implementation, Counselor
- Goal 1, Action 7: SPED Program and supports for SWD.
- Goal 2, Action 2: Instructional Coaches: ELA, Math, SPED, ELD; Teacher Leads, Leadership Coaching
- Goal 3, Action 1: Security/Supervision staff to maintain safe learning environment; Outdoor learning experiences/Field trips.
- Goal 3, Action 3: Parent Involvement Activities, REMIND App; and Family Engagement Coordinator

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, well-being and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, ensure all student are college and/or career ready, and to measure program effectiveness.	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 TAS 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	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-37.1</td> </tr> <tr> <td>Hispanic</td> <td>-37.4</td> </tr> <tr> <td>EL</td> <td>-65.3</td> </tr> <tr> <td>SED</td> <td>-36.5</td> </tr> <tr> <td>SWD</td> <td>-87</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-37.1	Hispanic	-37.4	EL	-65.3	SED	-36.5	SWD	-87			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-57</td> </tr> <tr> <td>Hispanic</td> <td>-57</td> </tr> <tr> <td>EL</td> <td>-107</td> </tr> <tr> <td>SED</td> <td>-57</td> </tr> <tr> <td>SWD</td> <td></td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-57	Hispanic	-57	EL	-107	SED	-57	SWD		
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	50% Source: 2023 Dashboard			2023-24: 52% Source: 2024 Dashboard																													
5	% students English Language	2022-23: 13.87% Proficient			2023-24: 16% Proficient																													

	Proficiency for Summative ELPAC Source: ELPAC website																																	
6	Reclassification Rate Source: Dataquest	2022-23: 7%			2023-24: 10%																													
7	Attendance Rate Source: CALPADS	2022-23: 95.5%			2023-24: >95%																													
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>12.8%</td> </tr> <tr> <td>Hispanic</td> <td>12.7%</td> </tr> <tr> <td>EL</td> <td>10.5%</td> </tr> <tr> <td>SED</td> <td>12.4%</td> </tr> <tr> <td>SWD</td> <td>22.1%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	12.8%	Hispanic	12.7%	EL	10.5%	SED	12.4%	SWD	22.1%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>20%</td> </tr> <tr> <td>Hispanic</td> <td>20%</td> </tr> <tr> <td>EL</td> <td>14%</td> </tr> <tr> <td>SED</td> <td>20%</td> </tr> <tr> <td>SWD</td> <td>26%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	20%	Hispanic	20%	EL	14%	SED	20%	SWD	26%	
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SWD	26%																																	
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%			2023-24: 0%																													
10	Suspension Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Suspension</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>0.5%</td> </tr> <tr> <td>Hispanic</td> <td>0.5%</td> </tr> <tr> <td>EL</td> <td>0.0%</td> </tr> <tr> <td>SED</td> <td>0.5%</td> </tr> <tr> <td>SWD</td> <td>0.9%</td> </tr> </tbody> </table>	2022-23: Suspension		Student Group	Rate	All Students	0.5%	Hispanic	0.5%	EL	0.0%	SED	0.5%	SWD	0.9%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Suspension</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>0.7%</td> </tr> <tr> <td>Hispanic</td> <td>0.7%</td> </tr> <tr> <td>EL</td> <td>0.0%</td> </tr> <tr> <td>SED</td> <td>0.7%</td> </tr> <tr> <td>SWD</td> <td>0.3%</td> </tr> </tbody> </table>	2023-24: Suspension		Student Group	Rate	All Students	0.7%	Hispanic	0.7%	EL	0.0%	SED	0.7%	SWD	0.3%	
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11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																													
12	% students participating in an enrichment or elective course.	2023-24: 100%			2024-25: 100%																													

	Source: Master Schedule CALPADS					
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%			2023-24: 100%	
14	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 95%			2023-24: 100%	

NOTE: The Accelerated School (TAS) currently serves grades TK-8, 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:
 - 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	<p>The Accelerated School (TAS) will continue to strengthen integrated and designated English Language Development (ELD) for EL through extensive professional development for all teachers, and instructional coaching. Professional development will include developing differentiated supports and lessons for dually identified English learners/Students with Disabilities (SWD) to address the language needs of EL students.</p> <p>Teachers will support English learners with language acquisition during designated ELD and intervention block with additional support from the Instructional Aide.</p>	\$51,086	Y
2	SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS	<p>Approximately 35% of our Long-term English Learners (LtEL) are dually identified LtEL/SWD. To support dually identified LtEL/SWD with language acquisition, TAS will implement a co-teaching model.</p>	\$92,220	Y

		TAS will employ a credentialed teacher assigned to provide tiered intervention for LTELs, and identify the key language needs to improve academic performance, toward reclassification. LTELs will be paired with a mentor to support them academically and emotionally. All middle school teachers will participate in professional development focusing on the language acquisition needs of LTELs to incorporate those practices across all disciplines.		
3	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>TAS will continue to administer the following assessment to measure student academic performance, monitor student progress and measure program effectiveness, in alignment with MTSS:</p> <ul style="list-style-type: none"> • iReady Reading & math assessments (TK-5) 4 times/year • NWEA MAP Reading & Math: (Gr 6-8): 3 times/year • State mandated assessments: CAASPP, CAST & ELPAC <p>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.</p>	\$44,892	N
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>According to the 2023 CA School Dashboard TAS has made significant gains in student academic performance as measured by the ELA and Math Academic Indicators (CAASPP). To further accelerate student learning and address achievement gaps, Math and Reading Intervention teachers will provide tier 2 support for students performing below grade level. Academic tutors will provide high dosage evidence-based tutoring in reading and math under the guidance of the Intervention teachers.</p> <p>Our elementary teachers have participated in extensive training on the science of reading through the Institute of Multisensory Education (IMSE). TAS elementary will continue to refine Tier 1 and Tier 2 delivery of phonics and morphology through professional development and instructional coaching. Tier 2 and Tier 3 Intervention is tracked in Panorama Education and used to monitor and measure the effectiveness of our intervention programs and services.</p>	\$2,446,394	Y

		<p>Based on an analysis of our local data, 7th grade students performing below the 20th percentile (NWEA) will be placed in a math intervention course, and 6th grade students in an ELA intervention course.</p> <p>To continue to support our students academically teachers TAS will provide small group and one-on-one tutoring during the instructional day and afterschool, in addition to math and reading intervention courses for middle school (grades 6-8). TAS will provide academic and social enrichment during afterschool, intersession, and summer programming. Students will also utilize online intervention tools – Raz Kids, Brain Pop, Learning A-Z, and iReady supplemental math platform, to address learning gaps.</p> <p>TAS teachers will meet in grade level team twice a month to review, analyze, and discuss achievement data, that will inform planning and lesson implementation. Grade level leads will set and plan agendas, collect data, facilitate schoolwide initiatives and follow-up on student behavioral needs, and SSPTs.</p>		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>TAS will enter the third year of PBIS implementation, with the Dean of Culture to lead the PBIS team, schoolwide activities including SEL initiatives. Select teachers will serve as culture leads to support with planning and schoolwide initiatives. The Counselors (SEL Specialists) will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The counselors will also provide lessons to teachers on various topics including suicide prevention, emotional regulation, and bullying.</p> <p>TAS will provide student mental health and belonging through school wide programming to support equity, diversity, and inclusion; and implement Project Wayfinder SEL curriculum for middle school students and provide professional development to support teachers in utilizing this program effectively.</p> <p>For 7th grade students, TAS partners with Challenge Day, a social-emotional learning and belonging one-day workshop aimed to combat bullying and develop relational trust across students and staff.</p>	\$716,838	Y

		The yoga teacher will implement mindfulness-based interventions to address behavioral issues and foster a positive school environment to address discipline.		
6	BROAD COURSE OF STUDY	TAS will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include: <ul style="list-style-type: none"> • TK-5: PS Science and Dance • Gr 6-8: Music, Spanish, Sports, Coding, & Art 	\$365,051	N
7	SERVICES TO SUPPORT SWD	<p>TAS administrator and Program Specialists will meet weekly. During these meetings, we will review the implementation of our Instructional Program with a focus on supporting our students with disabilities. We will review, discuss, and analyze caseload data, including but not limited to student services/tracking of services, attendance, grades, and IEP goal progress. We also identify professional development opportunities and analyze student assessment data.</p> <p>Moreover, at the beginning of each school year, all general education teachers will receive 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.</p> <p>Throughout the school year, professional development will be led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, and Teachers. Our PD workshops will 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. As a result of ongoing training and staff development, TAS teachers and support staff will have the knowledge and tools they need to respond effectively to the needs of students with disabilities. Some of the professional development topics for this school year are:</p> <ul style="list-style-type: none"> • Effective Instructional Strategies • Strategies to Enhance Access • Co-Planning & Co-Teaching 	\$2,066,185	N

- ELA and Math support

The focus for Middle school RSP will be on co-teaching and co-planning. The RSP and general education teacher (ELA) will meet regularly with the Inclusion Coach to hone their co-teaching and co-planning abilities. During these meetings, the RST, inclusion coach, and general education teacher will discuss accommodations and supports to put in place during the lesson to ensure that students with disabilities master the standards taught.

There will also be weekly collaborative meetings between RSTs and general education teachers to support with implementing accommodations within ELA and Math lessons, to provide appropriate academic and behavioral accommodations and support in the classroom, to plan and prepare for effective co-teaching, and to analyze data. For SWDs who are falling behind or off track, RSTs will work with general education teachers to develop a plan to bring them up to being on track. Teachers will set goals with students and monitor those goals weekly through check-ins with the students. These check-ins will be used as an opportunity for our general education and special education teachers to re-teach lessons, review assignments, and provide academic strategies students can use to access the curriculum and ensure incremental growth towards goals.

The collaborative meeting time between RSTs, general education teachers, program specialist, inclusion coach, and Director of Access, Equity, and Compliance will also serve as an opportunity for teachers to receive small group professional development, based on need and to ensure that they are amply prepared to support our students in ELA and Math using best instructional practices. RSTs and related service providers will also provide grade level/school level PD throughout the year to support the school staff with questions they might have concerned supporting SWDs in class.

An inclusion coach will continue to support general education, special education teachers, and the ELD Coach as well as SWDs and EL students inside and outside of the classroom by modeling ELA and Math lessons, planning with teachers, providing small group instruction to SWDs and EL students and having ongoing check-in meetings with general education and special education teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not. The Inclusion Coach will provide

professional development to provide teachers with ELA and Math strategies that can be used in the classroom and at home.

TAS has also hired an attendance clerk and a family engagement coordinator who will make calls, send letters, and work with parents on the importance of regular attendance. Site administrators will make home visits when necessary and utilize the SSPT process to engage all educational partners in plans of action to support SWD higher attendance rates throughout the school year.

The Director of Access, Equity, and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator and will ensure accurate compliance and the implementation of effective instruction. The DAEC will work with the Site administrators and Program Specialists to set compliance and academic goals for the year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach, and related service providers to ensure forward movement toward goal achievement, accurate compliance, and plan professional development.

District resources such as bulletins, COP meetings, COP Directors, Coordinators, and Tier I leads, Administrative Analysts, as well as the various training offered by the district and the training hub, have been extremely useful and will continue to be used to support staff and students.

As an Option 3 school, our network of support through the COP will provide us with opportunities to consult with various District support personnel to assist us with handling challenging cases, changing the placement of students, connecting us with other charter schools, and gaining access to District support and services.

The Charter Operated Programs (COP) Coordinating Council Meetings will allow us to hear about and share best practices that are occurring across other schools, gain access to presentations that can be replicated for staff development, and data is reviewed that allows schools to see how other schools are supporting students with special needs, and mental health and behavioral supports are provided to assist us.

The LAUSD Division of Special Education bulletins serve as a great resource to our charter school and provide us with valuable information to ensure that we know and understand any important policy changes. This school year, we have reviewed bulletins related to 504s, Curriculum and

Assessment for Students Participating on the Alternate Curriculum, and Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities and we will continue to use thee bulletins to help guide our work.

In addition to the Division of Special Education Bulletins, the Charter Digest provided by the COP provides timely information to assist in various areas of special education such as Welligent, CALPADS, and IEP pages. In addition, the outreach emails from the COP are another resource that assisted us with completing the Special Education Self-Review Checklist and ensuring that we worked to accurately reflect our service minutes.

In efforts to monitor IEP compliance related to IEP timelines, services, accommodations, and/or modifications, the Program Specialist, Student Services Coordinator, and the Administrator of Special Education (Director of Access, Equity, and Compliance) will 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 the next steps for any non-compliance issues that may have surfaced.

A “Key Caseload” calendar will also be created, 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 in advance of the IEP due date.

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.

Goal

Goal #	Description	Type of Goal
2	Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment.	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: 95.5%			2022-23: 93%	
15	% students with access to standards-aligned materials.	2023-24: 100%			2024-25: 100%	

	Source: Textbook Inventory/classroom observations					
16	<p>Implementation of the State Academic content & performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 5 World Language: 3</p>			<p><u>2024-25:</u></p> <p>ELA: 4 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 5 World Language: 4</p>	

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>TAC will employ a principal and appropriately credentialed teachers for students in grades TK-8 to provide instruction in ELA, Math, Science, Social Studies, and Physical Education as part of the educational program.</p> <p>TAS will provide all students with 180 instructional days that exceed the CA state requirements of 175 instructional days for charter schools.</p> <p>In preparation for the upcoming school year, all teachers will participate in 5 days of intensive summer professional development with a focus on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.</p> <p>Newly hired teachers to TAS will participate in an additional 5 days of training during the summer. All educators will also participate in</p>	\$3,832,289	N

		professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.		
2	PROFESSIONAL DEVELOPMENT	<p>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 will participate in 5 days of intensive summer professional development with a focus on designated ELD, EL Strategies, 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.</p> <p>For Professional Development – the Organization-wide focus areas include:</p> <ul style="list-style-type: none"> • Assessment as feedback • Goal setting • C3 Coaching: Teacher Effectiveness Framework • Student Dialogue & student feedback <p>Teachers will receive coaching from the principal, assistant principal, ELA Instructional Coach, Math Instructional Coach, and SPED Inclusion Coach.</p> <p>All teachers will also participate in professional learning opportunities in the following schoolwide areas of focus:</p> <ul style="list-style-type: none"> • 3 Release days for Strategic Planning • Leveraging a Collaborative Culture • Assessment as feedback: analyzing student work and use of iReady/IXL • Providing differentiated supports in lessons for SWD & ELs • ELD supports • Academic Outcome: K-2 Continuation Science of Reading • Gr 3-8: Morphology training • Gr K-8 Reading Nonfiction texts • PBIS and Diversity, Equity, Inclusion and Belonging 	\$1,386,127	Y

		<p>To support teacher effectiveness, credential clearance, and teacher retention, TAS will reimburse teacher induction expenses</p> <p>For the 2024-2025 school year, our 6th – 8th grade classrooms will participate in a curricular exploration in partnership with our current provider, Summit Learning. "Summit" is transitioning to "Gradient Learning." While teachers will continue to have access to our current base curriculum, they will also have access to additional guaranteed viable curriculum. Our learning management system (LMS) will move to Canvas as a part of this transition. More information can be found on our FAQ document, here.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>TAS 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:</p> <ul style="list-style-type: none"> • iReady Math • IMSE (online license) • Vista – Spanish (online license) • Language Live (online license) • DBQ: Gr 4-8 • EL Education (ELA) • Open Science Ed. 	\$106,320	N
4	CLOSING THE DIGITAL DIVIDE	<p>The Accelerated School's IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	\$265,649	N

Goal

Goal #	Description	Type of Goal
3	Promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents.	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
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
18	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development;	2023-24: 9.5 10.5 11.4 12.5			2024-25: 9.5 10.5 11.5 12.5	

	<p>3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>					
19	<p>Parent participation in programs for UP & SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 4 2. 5 3. 3 4. 4</p>			<p><u>2024-25:</u></p> <p>1. 4 2. 5 3. 4 4. 4</p>	
20	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Panorama</p>	<p><u>2023-24:</u></p> <p>76% Sense of Safety 75% School connectedness</p>			<p><u>2024-25:</u></p> <p>78% Sense of Safety 77% School connectedness</p>	
21	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p>	<p><u>2023-24:</u></p> <p>87% Sense of Safety 91% School connectedness</p>			<p><u>2024-25:</u></p> <p>90% Sense of Safety >90% School connectedness</p>	

	Source: Panorama					
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 83% Sense of Safety 82% School connectedness			<u>2024-25:</u> 85% Sense of Safety 84% 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	<p>TAS 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.</p> <p>The following activities and strategies will be implemented to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Campus Aides for supervision • Security Guard • Raptor Security, RFIDs – visitor software monitoring • Panorama school climate surveys • School Nurse – health screenings (vision, hearing, etc.) • Host school wide events including CLAW GAMES, Student Showcase • Spirit Weeks • School wide programming for DEIB • Have a student leadership class responsible for planning events, filming weekly messages, and running assemblies • Athletic Director and Students Services – to lead lunch time and after-school sports program. • ELOP funding used to develop robust competitive sports in after school program for grades 3-8. <p>Field Trips and extended learning opportunities allow for students to learn the standards through real world experiences. Students will have opportunities to participate in Outdoor Education programs, and trips to colleges & universities.</p>	\$385,407	N

		TAS will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement and results will be reported in the school's LCAP and local indicators report.		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) <p>Interpreter services will be available for all committee meetings.</p>	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>TAS 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.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent strengthen parent outreach, provide training on accessing PowerSchool Parent Portal so parents can view their child's attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, for communication.</p> <p>For families of middle school students, the Parent Institute for Quality Education (PIQE) and City of Angels will lead a workshop on Advocating for your child as they transition to HS/College.</p> <p>TAS 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:</p> <ul style="list-style-type: none"> Abriendo Puertas (early childhood classes) PIQE Technology Math Reading SEL Impact of chronic absenteeism on student outcomes: strategies to improve daily attendance 	\$95,844	N

		<p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Family/Community classes <p>To keep families up to date on school events, promote parent engagement and participation, the school's website will be designed to be parent friendly, and a monthly newsletter.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>TAS 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.</p> <p>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.</p>	\$390,001	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
\$2,977,212	\$344,852

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
39.72%	0%	\$0	39.72%

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 4	According to the 2023 CA School Dashboard TAS has made significant gains in student academic performance as measured by the ELA and Math Academic Indicators (CAASPP). However, schoolwide and all student groups are performing on average below grade level standard (using distance from standard criteria) as measured by the 2023 ELA and Math CAASPP (see charts)	Academic tutors will provide high dosage evidence-based tutoring in reading and math under the guidance of the Intervention teachers. Our elementary teachers have participated in extensive training on the science of reading through the Institute of Multisensory Education (IMSE). TAS elementary will continue to refine Tier 1 and Tier 2 delivery of phonics and morphology through professional development and instructional coaching. Tier 2 and Tier 3 Intervention is tracked in Panorama Education	The metrics being used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

	<table border="1" data-bbox="346 40 787 381"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-37.1</td> </tr> <tr> <td>Hispanic</td> <td>-37.4</td> </tr> <tr> <td>EL</td> <td>-65.3</td> </tr> <tr> <td>SED</td> <td>-36.5</td> </tr> <tr> <td>SWD</td> <td>-87</td> </tr> </tbody> </table> <table border="1" data-bbox="346 414 787 755"> <thead> <tr> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-68.6</td> </tr> <tr> <td>Hispanic</td> <td>-68.6</td> </tr> <tr> <td>EL</td> <td>-93.2</td> </tr> <tr> <td>SED</td> <td>-67.7</td> </tr> <tr> <td>SWD</td> <td>-98.9</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-37.1	Hispanic	-37.4	EL	-65.3	SED	-36.5	SWD	-87	2022-23 Math CAASPP		Student Group	DFS	All Students	-68.6	Hispanic	-68.6	EL	-93.2	SED	-67.7	SWD	-98.9	<p>and used to monitor and measure the effectiveness of our intervention programs and services.</p> <p>Based on an analysis of our local data, 7th grade students performing below the 20th percentile (NWEA) will be placed in a math intervention course, and 6th grade students in an ELA intervention course.</p> <p>To continue to support our students academically teachers TAS will provide small group and one-on-one tutoring during the instructional day and afterschool, in addition to math and reading intervention courses for middle school (grades 6-8). TAS will provide academic and social enrichment during afterschool, intersession, and summer programming. Students will also utilize online intervention tools – Raz Kids, Brain Pop, Learning A-Z, and iReady supplemental math platform, to address learning gaps.</p> <p>TAS teachers will meet in grade level team twice a month to review, analyze, and discuss achievement data, that will inform planning and lesson implementation. Grade level leads will set and plan agendas, collect data, facilitate schoolwide initiatives and follow-up on student behavioral needs, and SSPTs.</p>	
2022-23 ELA CAASPP																															
Student Group	DFS																														
All Students	-37.1																														
Hispanic	-37.4																														
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<p>Goal 1, Action 5</p>	<p>There is a need to continue to improve overall daily attendance and reduce chronic absenteeism rates. TAS received a YELLOW Performance level for chronic absenteeism; and Orange for the SWD student group.</p>	<p>TAS will enter the third year of PBIS implementation, with the Dean of Culture to lead the PBIS team, schoolwide activities including SEL initiatives. Select teachers will serve as culture leads to support with planning and schoolwide initiatives. The Counselors (SEL Specialists) will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> ● #7: Attendance Rate ● #8: Chronic Absenteeism Rates ● #9: Suspension Rate ● #10: Expulsion Rate 																												

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	99	12.8%
Hispanic	97	12.7%
EL	33	10.5%
SED	95	12.4%
SWD	25	22.1%

2022-23: Suspension		
Student Group	Total	Rate
All Students	4	0.5%
Hispanic	4	0.5%
EL	0	0.0%
SED	4	0.5%
SWD	1	0.9%

classroom instruction. The counselors will also provide lessons to teachers on various topics including suicide prevention, emotional regulation, and bullying. TAS will provide student mental health and belonging through school wide programming to support equity, diversity, and inclusion; and implement Project Wayfinder SEL curriculum for middle school students and provide professional development to support teachers in utilizing this program effectively.

For 7th grade students, TAS partners with Challenge Day, a social-emotional learning and belonging one-day workshop aimed to combat bullying and develop relational trust across students and staff.

The yoga teacher will implement mindfulness-based interventions to address behavioral issues and foster a positive school environment to address discipline.

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.

Teachers will receive coaching from the principal, assistant principal, ELA Instructional Coach, Math Instructional Coach, and SPED Inclusion Coach.

All teachers will also participate in professional learning opportunities in the following schoolwide areas of focus:

- 3 Release days for Strategic Planning
- Leveraging a Collaborative Culture
- Assessment as feedback: analyzing student work and use of iReady/IXL
- Providing differentiated supports in lessons for SWD & ELs
- ELD supports
- Academic Outcome: K-2 Continuation Science of Reading

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)

Goal 2,
Action 2

		<ul style="list-style-type: none"> • Gr 3-8: Morphology training • Gr K-8 Reading Nonfiction texts • PBIS and Diversity, Equity, Inclusion and Belonging 	
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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																												
Goal 1, Action 1	<p>There are significant achievement gaps among ELs as measured by the ELA and Math CAASPP assessments on the 2023 CA School Dashboard and evidenced in the following charts.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-37.1</td> </tr> <tr> <td>Hispanic</td> <td>-37.4</td> </tr> <tr> <td>EL</td> <td>-65.3</td> </tr> <tr> <td>SED</td> <td>-36.5</td> </tr> <tr> <td>SWD</td> <td>-87</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-68.6</td> </tr> <tr> <td>Hispanic</td> <td>-68.6</td> </tr> <tr> <td>EL</td> <td>-93.2</td> </tr> <tr> <td>SED</td> <td>-67.7</td> </tr> <tr> <td>SWD</td> <td>-98.9</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-37.1	Hispanic	-37.4	EL	-65.3	SED	-36.5	SWD	-87	2022-23 Math CAASPP		Student Group	DFS	All Students	-68.6	Hispanic	-68.6	EL	-93.2	SED	-67.7	SWD	-98.9	<p>The Accelerated School (TAS) will continue to strengthen integrated and designated English Language Development (ELD) for EL through extensive professional development for all teachers, and instructional coaching. Professional development will include developing differentiated supports and lessons for dually identified English learners/Students with Disabilities (SWD) to address the language needs of EL students.</p> <p>Teachers will support English learners with language acquisition during designated ELD and intervention block with additional support from the Instructional Aide.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC • #6: Reclassification Rate
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Goal 1, Action 2	There are significant achievement gaps among ELs as measured by the ELA and Math CAASPP assessments on the 2023 CA School Dashboard. Currently TAS has 35 Long-Term English Learners.	<p>Approximately 35% of our Long-term English Learners (LtEL) are dually identified LtEL/SWD. To support dually identified LTEL/SWD with language acquisition, TAS will implement a co-teaching model.</p> <p>TAS will employ a credentialed teacher assigned to provide tiered intervention for LtELs, and identify the key language needs to improve academic performance, toward reclassification. LTELs will be paired with a mentor to support them academically and emotionally. All middle school teachers will participate in professional development focusing on the language acquisition needs of LTELs to incorporate those practices across all disciplines.</p>	<p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC • #6: Reclassification Rate

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

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.

The Accelerated School (TAS) will use additional concentration grant add-on funds to fund Substitute teachers to maintain continuity of instruction (Goal 2, Action 2).

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:	\$ 10,470,420.44	\$ 11,585,747.00

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	Yes	\$ 478,267	\$ 478,267
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 3,744,691	\$ 3,605,490
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 132,366	\$ 132,366
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 396,972	\$ 396,972
1	3b	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 951,242	\$ 985,364
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 427,755	\$ 427,755
1	5	BROAD COURSE OF STUDY	Yes	\$ 333,155	\$ 333,155
1	6	SERVICES TO SUPPORT SWD	No	\$ 1,667,464	\$ 1,667,464
2	1a	PROFESSIONAL DEVELOPMENT	Yes	\$ 725,401	\$ 725,401
2	1b	PROFESSIONAL DEVELOPMENT	No	\$ 75,126	\$ 86,547
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 135,585	\$ 135,585
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 52,320	\$ 34,088
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 298,869	\$ 318,220
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 541,059	\$ 541,059

3	1b	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$	86,190	\$	86,190
3	2	PARENT INPUT IN DECISION-MAKING	No	\$	-	\$	-
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$	77,875	\$	77,875
3	3b	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$	14,760	\$	16,718
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$	331,324	\$	331,324

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)
\$ 2,904,421	\$ 3,116,069	\$ 3,116,069	\$ (0)	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	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 478,267	\$ 478,267.00	0.00%	0.00%
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 396,972	\$ 396,972.00	0.00%	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 427,755	\$ 427,755.00	0.00%	0.00%
1	5	BROAD COURSE OF STUDY	Yes	\$ 333,155	\$ 333,155.00	0.00%	0.00%
2	1a	PROFESSIONAL DEVELOPMENT	Yes	\$ 725,401	\$ 725,401.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 135,585	\$ 135,585.00	0.00%	0.00%
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 541,059	\$ 541,059.00	0.00%	0.00%
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 77,875	\$ 77,875.00	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)
\$ 7,330,400	\$ 2,904,421	0.00%	39.62%	\$ 3,116,069	0.00%	42.51%	\$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	\$ 7,495,970	\$ 2,977,212	39.718%	0.000%	39.718%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,580,655	\$ 5,310,551	\$ -	\$ 1,353,096	\$ 12,244,301.94	\$ 8,243,896	\$ 4,000,406

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	Yes	Limited	English Learners	TAS	Ongoing	\$ 51,086	\$ -	\$ 51,086	\$ -	\$ -	\$ -	\$ 51,086	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LIEL) NEEDS	Long-Term English Learner	Yes	Limited	English Learners	TAS	Ongoing	\$ 92,220	\$ -	\$ 92,220	\$ -	\$ -	\$ -	\$ 92,220	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No				Ongoing	\$ -	\$ 44,892	\$ -	\$ -	\$ -	\$ 44,892	\$ 44,892	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	TAS	Ongoing	\$ 892,349	\$ 1,554,045	\$ 1,086,825	\$ 1,000,000	\$ -	\$ 359,569	\$ 2,446,394	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	TAS	Ongoing	\$ 697,438	\$ 19,400	\$ 716,838	\$ -	\$ -	\$ -	\$ 716,838	0.000%
1	6	BROAD COURSE OF STUDY	All	No				Ongoing	\$ 288,051	\$ 77,000	\$ 27,000	\$ 338,051	\$ -	\$ -	\$ 365,051	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	No				Ongoing	\$ 1,046,185	\$ 1,020,000	\$ 70,000	\$ 1,707,868	\$ -	\$ 288,317	\$ 2,066,185	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No				Ongoing	\$ 3,832,289	\$ -	\$ 1,209,082	\$ 1,962,888	\$ -	\$ 660,318	\$ 3,832,289	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No				Ongoing	\$ 170,884	\$ 185,000	\$ 355,884	\$ -	\$ -	\$ -	\$ 355,884	0.000%
2	2a	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	TAS	Ongoing	\$ 590,243	\$ 440,000	\$ 1,030,243	\$ -	\$ -	\$ -	\$ 1,030,243	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No				Ongoing	\$ -	\$ 106,320	\$ 41,320	\$ 65,000	\$ -	\$ -	\$ 106,320	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No				Ongoing	\$ 64,700	\$ 200,949	\$ 165,649	\$ 100,000	\$ -	\$ -	\$ 265,649	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No				Ongoing	\$ 142,407	\$ 243,000	\$ 385,407	\$ -	\$ -	\$ -	\$ 385,407	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	\$ 93,044	\$ 2,800	\$ 95,844	\$ -	\$ -	\$ -	\$ 95,844	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No				Ongoing	\$ 283,001	\$ 107,000	\$ 253,256	\$ 136,745	\$ -	\$ -	\$ 390,001	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
\$ 7,495,970	\$ 2,977,212	39.718%	0.000%	39.718%	\$ 5,580,655	0.000%	74.449%	Total:	\$ 5,580,655
								LEA-wide Total:	\$ -
								Limited Total:	\$ 143,306
								Schoolwide Total:	\$ 2,833,906

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	TAS	\$ 51,086	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	Limited	English Learners	TAS	\$ 92,220	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	TAS	\$ 1,086,825	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	TAS	\$ 716,838	0.000%
2	2a	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	TAS	\$ 1,030,243	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 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496* in the Increased or Improved Services section of the LCAP.

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

