

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Accelerated

CDS Code: 19647336112536

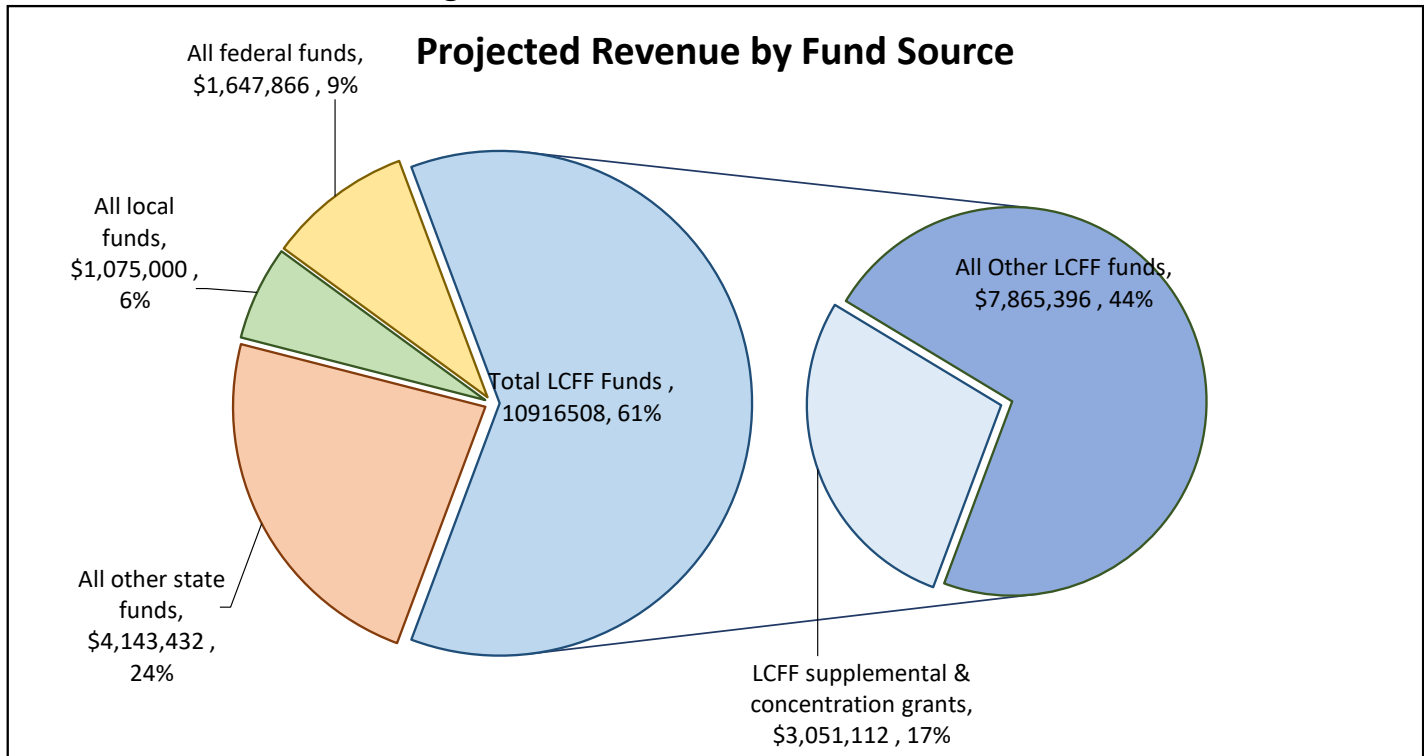
School Year: 2026-2027

LEA contact information: Lucy Hilarides, lhilarides@accelerated.org, 323-235-6343

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 2026-2027 School Year

### Projected Revenue by Fund Source

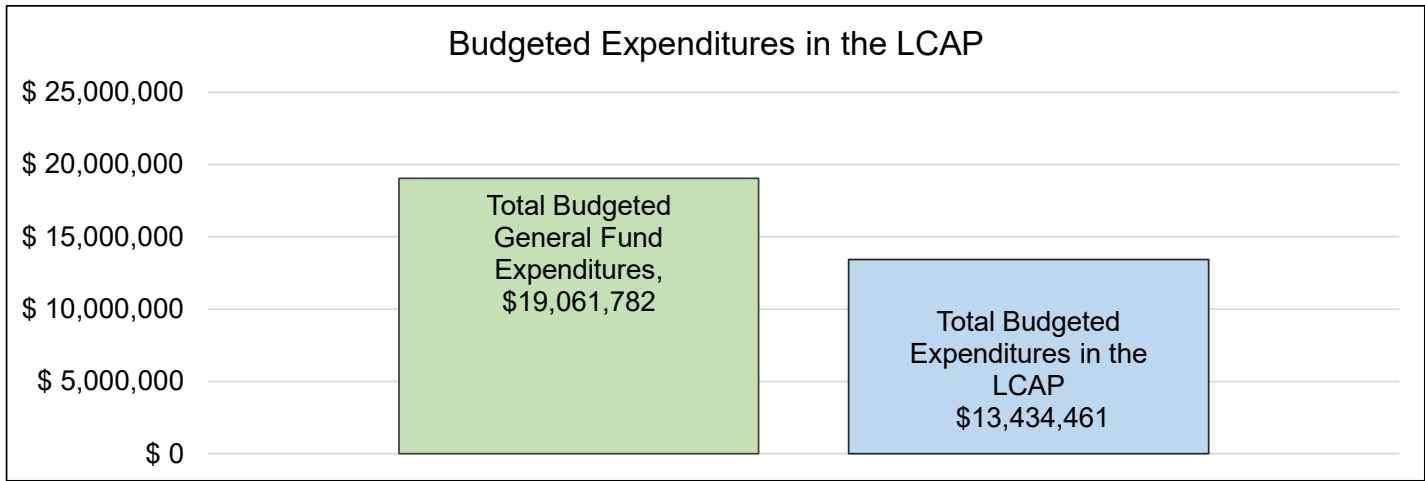


This chart shows the total general purpose revenue Accelerated expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated is \$17,782,806.00, of which \$10,916,508.00 is Local Control Funding Formula (LCFF), \$4,143,432.00 is other state funds, \$1,075,000.00 is local funds, and \$1,647,866.00 is federal funds. Of the \$10,916,508.00 in LCFF Funds, \$3,051,112.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Accelerated plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Accelerated plans to spend \$19,061,782.00 for the 2026-2027 school year. Of that amount, \$13,434,461.00 is tied to actions/services in the LCAP and \$5,627,321.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

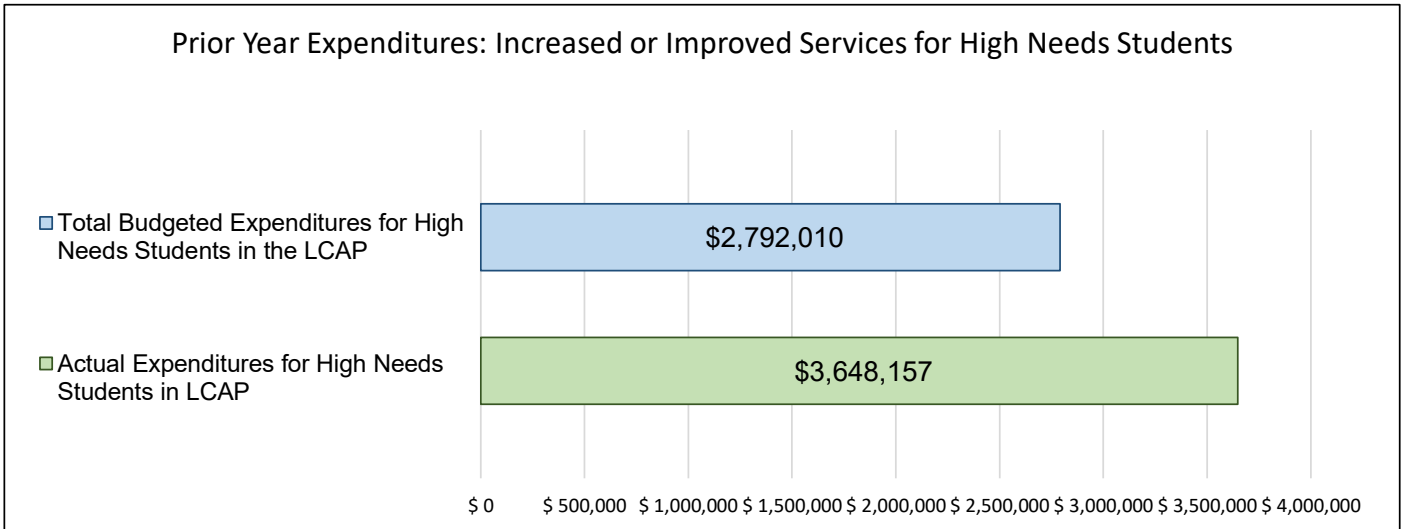
Health and welfare benefits, facilities expenses, other general administrative expenses and other non-programmatic expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Accelerated is projecting it will receive \$3,051,112.00 based on the enrollment of foster youth, English learner, and low-income students. Accelerated must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated plans to spend \$3,287,702.00 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 2025-2026



This chart compares what Accelerated budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Accelerated 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 2025-2026, Accelerated's LCAP budgeted \$2,792,010.00 for planned actions to increase or improve services for high needs students. Accelerated actually spent \$3,648,157.00 for actions to increase or improve services for high needs students in 2025-2026.

# 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	Lucy, Hilarides, Principal	<a href="mailto:lhilarides@accelerated.org">lhilarides@accelerated.org</a> (323) 235-6343

## Plan Summary 2026-2027

### General Information

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

The Accelerated School, (TAS) is guided by a mission to prepare students to succeed in college, career, and life as informed, productive, and responsible citizens. Grounded in the belief that all students are gifted and capable of achieving at high levels, TAS provides a rigorous and supportive learning environment that emphasizes high expectations, strong relationships, and active family and community engagement.

Located in South Los Angeles, TAS serves approximately 730 students in grades TK–8 as a single-site charter school. The student population reflects a high-need community, with 32.2% English Learners, 14.5% students with disabilities, and 91.6% socioeconomically disadvantaged students. A small number of students are identified as foster youth, while no students are currently identified as homeless or migrant. These demographics highlight the importance of targeted supports and equitable access to high-quality instruction.

TAS serves a community that continues to experience challenges related to academic recovery, student engagement, and access to resources. In response, the school prioritizes a comprehensive approach grounded in its Multi-Tiered System of Supports (MTSS), which integrates rigorous instruction, targeted intervention, and strong family partnerships to support students’ academic, social-emotional, and developmental needs. TAS has further strengthened its MTSS framework through the implementation of a Coordination of Services Team (COST), which meets regularly to review student needs, monitor progress, and coordinate timely and targeted intervention.

TAS continues to provide comprehensive educational experiences through strategic community partnerships and enrichment opportunities. Partnerships with organizations such as the Colburn School, USC Troy Camp, and the C5LA Leadership Program expand access to performing arts, mentorship, and leadership development experiences for students. These opportunities enhance student engagement and support students’ social-emotional growth and connection to the school community.

Through its Local Control and Accountability Plan (LCAP), The Accelerated School (TAS) focuses on improving student outcomes through rigorous instruction, targeted supports for English Learners and other high-need student groups, and meaningful engagement with families and the broader community. The LCAP also serves as the School Plan for Student Achievement (SPSA) and is designed to meet the requirements of Every Student Succeeds Act (ESSA) in alignment with state and local priorities. TAS conducted a comprehensive needs assessment that included analysis of state and local data, as well as input from parents, staff, and administrators, to identify areas of need and opportunity. As a result, TAS receives supplemental and concentration funding under the Local Control Funding Formula (LCFF), which supports the implementation of evidence-based programs and services designed to meet the needs of its student population and ensure equitable access to high-quality education. TAS also leverages grant funding to support instructional improvement and enrichment, including literacy and social studies programming. The school is not eligible for Equity Multiplier funding.

# Reflections: Annual Performance

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

As a TK–8 charter school serving a high-need student population, including a high percentage of socioeconomically disadvantaged students, English Learners, and students with disabilities, The Accelerated School (TAS) engages in ongoing reflection of student outcomes using both California School Dashboard indicators and local data measures to inform continuous improvement.

This analysis reflects the 2024 to 2025 California School Dashboard results. During this period, The Accelerated School (TAS) demonstrated meaningful progress and overall stability across key indicators, with notable gains in English Language Arts and improvements in student attendance. While several student groups maintained performance levels, the data also highlights opportunities to strengthen outcomes in targeted areas to ensure continued and consistent progress for all students.

## 2025 CA Dashboard Performance

**English Language Arts:** Overall performance increased by 13.5% points from the prior year, indicating meaningful progress in student achievement. This growth reflects the impact of targeted instructional supports, intervention efforts, and a focus on strengthening Tier 1 instruction.

**Mathematics:** Overall performance increased by 0.4 points from the prior year, indicating relatively stable performance. While growth was modest, this suggests instructional systems are stabilizing, with continued opportunity to accelerate achievement.

**English Learner Progress:** English Learner Progress declined by 11.6% points to 38.2%, indicating a need to strengthen outcomes. While targeted supports and instructional strategies are in place, the data highlights the need to accelerate language acquisition through more consistent implementation of designated and integrated English Language Development (ELD) to ensure progress across proficiency levels.

**Suspension Rates:** Suspension rates remain low and stable decreasing by 1.2% points to 0%, reflecting effective implementation of proactive behavior supports and MTSS practices that contribute to a safe and supportive learning environment.

**Chronic Absenteeism:** Chronic absenteeism declined by 8.7% points to 11.4%, indicating improvement in student attendance. This progress reflects the implementation of a comprehensive, MTSS-aligned attendance intervention system that emphasized schoolwide prevention, early identification of at-risk students, and targeted supports including case management and family engagement. These efforts were designed to address barriers to attendance across student groups, including students with disabilities, English Learners, and socioeconomically disadvantaged students. Continued focus is needed to sustain and build on these gains.

## Lowest Performing Student Groups

(TAS) did not have any schools or student groups that received the lowest performance level on any state indicator on the 2023 California School Dashboard.

## Leaning Recovery Emergency Block Grant (LREGB)

The Accelerated School (TAS) is not eligible for Equity Multiplier funds. The Accelerated School (TAS) has \$340,578 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds at the beginning of the 2026–27 school year. TAS plans to expend \$232,938 of these funds during the 2026–27 school year. LREBG-funded activities are included in Goal 1, Action 1.5: Addressing Social-Emotional and Behavioral Student Needs.

State and local data indicate that students continue to require additional social-emotional, behavioral, and mental health supports to address barriers to learning and improve attendance. TAS received a RED performance level on the 2024 California School Dashboard Chronic Absenteeism Indicator for All Students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.

Goal 1, Action 1.5 addresses these needs through the implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning programming, counseling services, trauma-informed supports, mindfulness activities, and attendance-focused interventions designed to improve student

well-being, school connectedness, and attendance. This action aligns with allowable uses of LREBG funds, including providing evidence-based pupil supports, counseling and mental health services, trauma-informed practices, and social-emotional learning programs that address barriers to learning and support student success.

## Reflections: Technical Assistance

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

Not Applicable.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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/Principal	Administrators were engaged in the development of the 2026–27 LCAP through weekly Site Leadership Team and Instructional Leadership Team meetings held throughout the school year. These meetings included the review of student achievement, attendance, behavior, school climate, and California Dashboard data, as well as discussions regarding instructional programs, student supports, professional development, and schoolwide priorities. Administrators collaborated with Program Specialists and other staff members to review progress toward LCAP goals and identify areas for continuous improvement.
Teachers	Teachers were engaged in the development of the 2026–27 LCAP through ongoing communication, professional development sessions, Teacher Leadership Team meetings, and regular reviews of academic achievement and social-emotional learning data. These opportunities provided teachers with a forum to share feedback regarding instructional programs, student supports, professional learning needs, and progress toward LCAP goals.
Other School Personnel	Classified staff, including instructional assistants, office personnel, campus supervisors, and support staff, were engaged in the development of the 2026–27 LCAP through the annual LCAP survey, supervisory meetings, and ongoing communication with school leadership throughout the school year. These opportunities provided staff with a forum to share feedback regarding school operations, student supports, school climate, and professional learning needs.
Students	Students in grades 7 and 8 were engaged in the development of the 2026–27 LCAP through meetings facilitated by the Dean of Student Culture. These opportunities allowed students to provide feedback regarding school climate, student belonging, wellness initiatives, academic goals, student engagement, and extracurricular opportunities, helping to inform school priorities and continuous improvement efforts.
Student Advisory Committee	The Student Advisory Committee, consisting of Student Leadership students, was engaged in the development of the 2026–27 LCAP through leadership class meetings held two to three times per week throughout the school year. Serving as the school's Student Advisory Committee, these students reviewed LCAP goals, discussed schoolwide priorities, considered student feedback, and provided formal input on programs, services, and expenditures designed to support student success.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) was engaged in the development of the 2026–27 LCAP through regularly scheduled meetings held throughout the school year. During these meetings, parents reviewed student achievement, attendance, school climate, and progress toward LCAP goals. Parents were provided opportunities to ask questions, review school programs and services, discuss school priorities, and provide feedback regarding actions and expenditures designed to support student success. The PAC reviewed and approved the 2026–27 LCAP and the proposed use of LCFF and Title funds prior to submission to the Governing Board.

English Learner Parent Advisory Committee (EL-PAC)	The English Learner Parent Advisory Committee (EL-PAC) was engaged in the development of the 2026–27 LCAP through regularly scheduled meetings held throughout the school year. During these meetings, parents reviewed English Learner student achievement data, ELPAC results, LCAP goals, and programs and services designed to support English Learners. Committee members were provided opportunities to ask questions, review progress, and provide feedback regarding school priorities and supports for English Learner students and their families.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Parents, including parents of Unduplicated Pupils and Students with Disabilities, were engaged in the development of the 2026–27 LCAP through Parent Advisory Committee (PAC) meetings, parent-teacher conferences, the annual LCAP survey, and ongoing communication opportunities throughout the school year. These engagement opportunities provided families with opportunities to review student progress, discuss school programs and services, provide feedback on school priorities, and contribute input regarding actions and services designed to support student success.
SELPA Administrator	The SELPA Administrator was consulted during the development of the 2026–27 LCAP through a review of the draft LCAP and related programs and services for students with disabilities. The SELPA representative was provided an opportunity to review the plan, provide feedback, and offer recommendations regarding supports and services for students with disabilities prior to adoption of the LCAP.

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

Feedback from educational partners, including administrators, teachers, classified staff, students, the Student Advisory Committee, parents, ELAC, and the SELPA representative, informed the development of the 2026–27 LCAP. Educational partners consistently emphasized the importance of academic intervention, literacy and mathematics achievement, student engagement, school climate, social-emotional supports, English Learner services, professional development, and family engagement.

As a result, the adopted LCAP continues to prioritize a Multi-Tiered System of Supports (MTSS) that provides targeted academic and behavioral interventions, expanded opportunities for student engagement and enrichment, and social-emotional supports designed to improve student outcomes. Feedback from teachers, administrators, and classified staff reinforced the need for ongoing professional development, instructional coaching, and student support services, which are reflected in the actions and services included within the LCAP.

Input from parents, ELAC, and students supported the continuation of programs and services that promote academic achievement, language development, student wellness, school connectedness, and family engagement. Feedback also reinforced the importance of maintaining a safe, inclusive, and supportive school environment where students have opportunities to succeed academically and socially.

Collectively, educational partner feedback affirmed the school's priorities and informed the continued investment in academic intervention, English Learner supports, professional learning, student wellness, family engagement, and school climate initiatives reflected in the adopted 2026–27 LCAP Goals and Actions.

Public Hearing and Adoption was conducted on June 10, 2026.

# Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement  
 Priority 5: Student Engagement  
 Priority 6: School Climate  
 Priority 7 & 8: Course Access and Pupil Outcomes

An explanation of why the LEA has developed this goal.

TAS developed Goal 1 to address critical academic achievement gaps and attendance challenges identified through the 2024 California School Dashboard and local data analysis. This goal directly responds to urgent performance needs across student subgroups while aligning with the school's mission to ensure all students are college and career ready.

**Data-Driven Rationale:** The 2024 Dashboard revealed alarming achievement gaps requiring immediate intervention. In English Language Arts, three subgroups received RED performance levels: English Learners (-76 DFS), Long-term English Learners (-130 DFS), and Students with Disabilities (-111.4 DFS). Mathematics showed similar concerns with Long-term English Learners at -165.5 DFS and Students with Disabilities at -103.9 DFS. Overall school performance reached ORANGE in ELA (-47.4 DFS) and YELLOW in Math (-64.5 DFS). Additionally, chronic absenteeism reached crisis levels at 20.1% overall, with Students with Disabilities facing the most severe challenges at 25.7%. This attendance crisis directly undermines academic achievement and requires coordinated intervention.

**Strategic Response:** TAS developed this MTSS-focused goal to systematically address academic gaps through tiered interventions, coordinate support services via the Coordination of Services Team (COST), and utilize multiple data sources to inform instruction. The goal integrates academic, social-emotional, and behavioral supports while measuring program effectiveness for continuous improvement.

## Measuring and Reporting Results

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

1.1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 ELA CAASPP DFS All Students -37.1 Hispanic -37.4 EL -65.3 SED -36.5 SWD -87	2023-24 ELA CAASPP DFS All Students -47.4 Hispanic -47.3 EL -76 LTEL -130 SED -47.6 SWD -111.4	2024-25 ELA CAASPP DFS All Students -34 Hispanic -34 EL -53.8 LTEL -97.9 SED -34.1 SWD -99.4	DFS All Students -30 Hispanic -30 EL -50 LTEL -93 SED -30 SWD -95	All Students: +3.1 Hispanic: +0.4 EL: +11.5 LTEL: N/A SED: +2.4 SWD: -12.4
1.2	CAASPP Math Assessment: Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 Math CAASPP DFS All Students -68.6 Hispanic -68.6 EL -93.2 SED -67.7 SWD -98.9	2023-24 Math CAASPP DFS All Students -65.5 Hispanic -64.1 EL -83.3 SED -64.1 SWD -103.9	2024-25 Math CAASPP DFS All Students -64.1 Hispanic -64.2 EL -75.5 LTEL -133.4 SED -63.9 SWD -109.6	DFS All Students -64.1 Hispanic -64.2 EL -75.5 LTEL -133.4 SED -63.9 SWD -109.6	All Students: +4.5 Hispanic: +4.4 EL: +17.7 LTEL: N/A SED: +3.8 SWD: -10.7
1.3	% Proficient CAST Source: <a href="#">CAASPP website</a>	2022-23 CAST % All Students 15.6% Hispanic 15.7% EL 5.3% SED 15.8% SWD 10.5%	2023-24 CAST DFS All Students -16.4 Hispanic -16.6 EL -26.0 SED -16.4	2024-25 CAST DFS All Students 45.5 Hispanic 45.4 EL 40.2 SED 45.4	PFS All Students -16.4 Hispanic -16.6 EL -26.0 SED -16.4	All Students: 0.82% Hispanic: 0.97% EL: -3.22 SED: -1.25 * Comparison 2022-23 vs 2024-25 (% met or exceeded standards)
1.4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	50% Source: 2023 Dashboard	49.8% Source: 2024 Dashboard	38.2% Source: 2025 Dashboard	45%	-11.8%
1.5	% Students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a> Source: <a href="#">ELPAC Website</a>	2022-23: 13.87% Proficient	2023-24: 14.6% Proficient	2024-25: 13.8% Proficient	15% Proficient	0.07

1.6	Reclassification Rate Source: CALPADS	2022-23: 7%	2023-24: 15.84%	In Progress	15%	N/A
1.7	Attendance Rate Source: CALPADS	2022-23: 95.5%	2023-24: 93.5%	2024-25: 93.7%	95%	1.8%
1.8	Chronic Absenteeism Rates Source: <a href="#">Dataquest</a>	2022-23: Chronic Absenteeism Rate All Students 12.8% Hispanic 12.7% EL 10.5% SED 12.4% SWD 22.1%	2023-24: Chronic Absenteeism Rate All Students 20.1% Hispanic 20.0% EL 20.7% LTEL 14.1% SED 19.8% SWD 25.7%	2024-25: Chronic Absenteeism Rate All Students 11.4% Hispanic 11.5% EL 10.8% LTEL 14.3% SED 11.6% SWD 15.3%	All Students 10% Hispanic 10% EL 10% LTEL 13% SED 10% SWD 14%	All Students: -1.4% Hispanic: -1.2% EL: +.3% LTEL: N/A SED: -.8% SWD: -6.8%
1.9	Middle School Dropout Rate Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-2025: 0%	0%	Maintained
1.10	Suspension Rate Source: <a href="#">Dataquest</a>	2022-23: Suspension Rate All Students 0.5% Hispanic 0.5% EL 0.0% SED 0.5% SWD 0.9%	2023-24: Suspension Rate All Students 1.2% Hispanic 1.2% EL 0.0% LTEL 0.0% SED 1.2% SWD 2.9%	2023-24: Suspension Rate All Students 0% Hispanic 0% EL 0% LTEL 0% SED 0% SWD 0%	All Students <1% Hispanic <1% EL <1% LTEL <1% SED <1% SWD <1%	All Students: -0.5% Hispanic: -0.5% EL -0% LTEL N/A SED -0.5% SWD -0.9%
1.11	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	0%	Maintained
1.12	% students participating in an enrichment course. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Maintained
1.13	% Students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 93%	2023-24: 93%	2025-26: In Progress	100%	N/A

1.14	% Students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 95%	2023-24: 98%	2025-26: In Progress	100%	N/A
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## Goal Analysis for 2025-2026

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.

The Accelerated School (TAS) made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 1 actions were implemented as described in the adopted LCAP, with no omissions. Adjustments were made based on staffing, programmatic needs, and mid-year data, including redesign of EL supports, shifts in assessment coordination, and restructuring of special education services.

**Action 1: Strengthening EL Program & Services:** TAS implemented designated and integrated English Language Development (ELD) and provided professional development focused on Tier 1 language acquisition strategies, including SIOP and structured academic talk. Teachers engaged in ongoing data analysis and goal setting for English Learners.

- **Successes:** Disaggregated EL data analysis supported progress on formative assessments, and teacher-led professional learning strengthened instructional practices for multilingual learners. Ongoing support from ELD coaches and coordinators improved alignment of instruction.
- **Challenges:** The ELD-specific coaching role and prior instructional aide support were not sustained, requiring redesign of EL coaching and limiting direct student support. Updates to the ELD framework are needed to ensure consistent implementation.

**Action 2: Measuring Student Progress:** TAS implemented a comprehensive assessment system, including i-Ready, curriculum-based assessments, and state assessments, to monitor student progress and inform instruction.

- **Successes:** A comprehensive assessment system was implemented, and data use improved through MTSS and COST structures.
- **Challenges:** Data systems remained fragmented, and the elimination of the Data Director role required redistribution of responsibilities.

**Action 3: Addressing Academic Needs to Accelerate Learning:** TAS implemented Tier 1, Tier 2, and Tier 3 supports to accelerate learning, including small group phonics instruction, tutoring, and data-driven instructional planning.

- **Successes:** Tiered supports, including phonics instruction and tutoring, strengthened alignment between data and instruction. Early positive results were seen in the 6th-grade double math block.
- **Challenges:** Limited intervention staffing and inconsistent LTEL support reduced the impact of interventions. Gaps in early literacy prompted a literacy audit.

**Action 4: Addressing Social-Emotional & Behavioral Student Needs:** TAS implemented attendance systems, SEL supports, and behavior frameworks to address student needs and improve engagement.

- **Successes:** SEL supports and PBIS practices contributed to improved attendance and a positive school climate.
- **Challenges:** Program changes and external factors impacted attendance and student well-being, requiring shifts to COST-based monitoring.

Actions 5: Broad Course of Study: TAS provided all students access to a comprehensive academic program, including core subjects and enrichment opportunities.

- Successes: Students maintained access to core academic and enrichment programs.
- Challenges: Some offerings, including elementary Spanish, were not implemented due to budget constraints.

Action 6: Services to Support Students with Disabilities: TAS implemented systems to support students with disabilities, including structured collaboration, professional development, and compliance monitoring.

- Successes: Strong compliance systems and collaboration supported students with disabilities.
- Challenges: Ongoing SPED restructuring requires continued refinement of systems and roles.

### 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 or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Any variances were minor and resulted from routine adjustments in staffing, program implementation, and operational expenditures during the school year. These minor differences did not significantly impact the implementation of the actions, services, or planned increases in services described in the LCAP.

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

Effective: Actions related to data-driven instruction, expanded literacy supports, and strengthened MTSS systems were effective in producing measurable gains in student outcomes. English Language Arts performance improved, with CAASPP Distance from Standard increasing by 13.5 points, indicating meaningful progress in student achievement. Attendance strategies were also effective, with chronic absenteeism declining by 8.7 percentage points to 11.4%, increasing student access to instruction, particularly for high-need student groups. Implementation of SEL supports and PBIS practices contributed to maintaining a positive school climate, including 0% suspension rates. In addition, assessment systems and progress monitoring through the COST team improved alignment between data and instructional decision-making.

Less effective / in progress: Actions to support English Learners were less effective in producing the intended outcomes, as evidenced by English Learner Progress declining to 38.2%, indicating that current strategies have not yet resulted in consistent language growth. While professional development and instructional supports are in place, the loss of the ELD coaching role and reduced direct services impacted effectiveness. Academic interventions were also constrained by limited staffing, including the absence of a middle school reading interventionist and reduced support for Long-Term English Learners. Data systems remain fragmented, impacting consistency in data analysis, and foundational literacy gaps in early grades require continued focus. Additionally, special education restructuring is ongoing; while early implementation is promising, full impact will be evaluated with end-of-year data.

### 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.

Based on a review of implementation, California School Dashboard indicators, and local data, The Accelerated School (TAS) will continue to implement Goal 1 as adopted. No substantive changes are planned to the goal, actions, or metrics. TAS will continue to provide a comprehensive academic program that includes English Learner services, literacy and mathematics intervention, social-emotional and behavioral supports, services for students with disabilities, and a broad course of study designed to improve student achievement and outcomes for all students.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

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
1.1	Strengthening EL Program & Services	<p>The EL Student group received a RED Performance level for the ELA Academic Indicator on the 2024 CA School Dashboard. In response to this data, The Accelerated School (TAS) is committed to enhancing both integrated and designated English Language Development (ELD) services for English learners through a comprehensive approach focused on professional development, instructional support, and data-driven decision making.</p> <p><b>Professional Development and Coaching</b> All teachers will participate in extensive professional development focused on English Language Development strategies and instructional coaching support. This training will emphasize the development of differentiated instructional approaches and lesson planning specifically designed for dually identified English learners and Students with Disabilities (SWD), ensuring that the unique language acquisition needs of these students are effectively addressed. The Assistant Principal will serve as the ELD Instructional Coach to ensure the effective delivery of ELD instruction and differentiation to support English Learners across all grade levels and content areas.</p> <p><b>Direct Student Support</b> English learners will receive targeted language acquisition support during designated ELD instruction and intervention blocks. Instructional Aides will provide additional scaffolding and assistance through both pull-out services during focused sessions and push-in classroom support to maximize learning opportunities within the general education setting. This dual approach ensures that English learners receive consistent support across all instructional contexts.</p> <p><b>Supplemental Instructional Resources</b> To further enhance language acquisition support, supplemental instructional materials from the Institute for Multi-Sensory Education will be purchased to provide research-based, multi-sensory approaches that accommodate diverse learning styles and accelerate English language development for our EL students.</p> <p><b>Progress Monitoring and Data Analysis</b> Student progress will be systematically tracked through the disaggregation of ongoing formative assessment data to analyze standards mastery</p>	\$61,301	Y

		<p>and academic growth among English learners. Teachers will regularly review and analyze this data to make responsive instructional adjustments that better address the evolving needs of EL students.</p> <p>This comprehensive approach ensures that English learners receive coordinated support across multiple instructional contexts while maintaining accountability through continuous progress monitoring to improve performance outcomes and address the RED performance level designation.</p>		
1.2	Supporting Long-Term English Learner (LTEL) Needs	<p>The LTEL Student group received a RED Performance level for both the ELA and Math Academic Indicators on the 2024 CA School Dashboard. With approximately 35% of our Long-term English Learners (LTEL) dually identified as LTEL/Students with Disabilities (SWD), The Accelerated School (TAS) recognizes the need for intensive, specialized support to address the complex academic and language acquisition needs of this student population.</p> <p><b>Enhanced Staffing and Instructional Models</b> To provide targeted support, TAS will add a dedicated ELD teacher to the middle school staff specifically focused on LTEL language acquisition needs. Additionally, a credentialed teacher will be assigned to provide tiered intervention services for LTELs, working to identify key language barriers and implement strategies to improve academic performance toward successful reclassification.</p> <p>For dually identified LTEL/SWD students, TAS will implement a co-teaching model in Middle School ELA courses, ensuring that both language development and special education needs are addressed simultaneously through collaborative instruction.</p> <p><b>Mentoring and Student Support</b> Each LTEL student will be paired with a mentor to provide both academic and emotional support, recognizing that long-term English learners often face unique challenges that extend beyond language acquisition alone.</p> <p><b>Professional Development</b> All middle school teachers will participate in comprehensive professional development focusing specifically on the language acquisition needs of LTELs, enabling them to incorporate evidence-based practices across all academic disciplines. Teachers will also participate in GLAD (Guided Language Acquisition Design) training to enhance their ability to make content accessible while promoting language development.</p> <p>This multi-faceted approach addresses the urgent need to accelerate academic progress for LTEL students while providing the specialized support necessary for their successful reclassification.</p>	\$143,408	Y
1.3	Measuring Student Progress-- Assessments	<p>TAS will continue to administer a comprehensive assessment system to measure student academic performance, monitor student progress, and measure program effectiveness, in alignment with our Multi-Tiered System of Supports (MTSS) framework:</p> <p><b>Universal Screening and Progress Monitoring</b></p>	\$125,434	Y

		<ul style="list-style-type: none"> <li>• iReady Reading &amp; Math assessments (TK-5) (Title I Funded:): Administered three times per year to provide diagnostic data and track growth</li> <li>• NWEA MAP Reading &amp; Math assessments (Grades 6-8) (Title I Funded): Administered three times per year for comprehensive academic progress monitoring</li> <li>• Fastbridge assessments: Utilized to monitor the progress of students specifically receiving Tier 2 and Tier 3 reading and math interventions, providing frequent data points to evaluate intervention effectiveness</li> </ul> <p><b>Ongoing Formative Assessment</b></p> <p>Standards-aligned curriculum-based formative assessments: Teachers will administer these assessments on a bi-weekly basis to monitor student mastery of current instructional objectives and inform immediate instructional adjustments.</p> <p><b>State-Mandated Assessments</b></p> <ul style="list-style-type: none"> <li>• CAASPP (California Assessment of Student Performance and Progress)</li> <li>• CAST (California Science Test)</li> <li>• ELPAC (English Language Proficiency Assessments for California)</li> </ul> <p>Data Management and Analysis The Performance Matters data management system will be utilized to develop comprehensive reports at multiple levels—individual student, student subgroups, grade-level specific, and schoolwide—to systematically measure and monitor student performance across all assessments. The Data Director will collect and analyze all student data from local and state assessments, utilizing multiple measures to evaluate program effectiveness. These comprehensive analyses will be presented to school leadership and teachers to inform instructional decision-making and drive targeted interventions within our MTSS framework.</p>		
1.4	Addressing Academic Needs To Accelerate Learning	<p>On the 2024 CA School Dashboard, English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD) student groups received a RED performance level for the ELA Academic Indicator. Additionally, all students, Socioeconomically Disadvantaged (SED), and Hispanic student groups received an ORANGE performance level for ELA, while LTEL and SWD student groups received a RED performance level for the Math Academic Indicator. To address these achievement gaps and accelerate student learning, TAS will implement a comprehensive multi- tiered intervention approach.</p> <p><b>Multi-Tiered Intervention System Math</b> and Reading Intervention teachers will provide Tier 2 and Tier 3 support for students performing in the lowest quartile based on iReady diagnostic assessment data. TAS will employ two Reading Intervention Teachers (one for elementary grades and one for middle school grades) and two Math Interventionists (one for elementary and one for middle school) (ES Math Intervention Teacher- Funded with (Title I) to ensure targeted support across all grade levels.</p> <p>Academic tutors (Funded with Title &amp; LCFF) will provide academic support during the instructional day to supplement classroom instruction and intervention services. Students will also have access to the Expanded Learning Opportunities Program (ELOP) for academic and social enrichment that takes place after school, during intercession, and summer programming,</p>	\$3,710,883	Y

		<p>providing extended learning time to accelerate academic progress.</p> <p>Tier 2 and Tier 3 interventions will be continuously assessed using Fastbridge progress monitoring tools. The COST (Coordination of Services Team) will utilize this data to monitor and measure the effectiveness of intervention programs and services, making adjustments as needed to maximize student outcomes.</p> <p><b>Professional Development and Instructional Enhancement</b> 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 instruction through ongoing professional development and instructional coaching support.</p> <p><b>Structural Academic Supports</b> Based on ongoing needs identified to support 6th grade gaps in math achievement and growth, 6th grade students will receive a double math block providing additional instructional time to build foundational skills and set students up for greater success as they enter middle school.</p> <p><b>Data-Driven Collaboration</b> TAS teachers will meet in grade-level teams twice monthly to review, analyze, and discuss achievement data that will inform instructional planning and lesson implementation. Grade-level leads will set agendas, collect and analyze data, facilitate schoolwide initiatives, and follow up on student behavioral needs and Student Study and Progress Team (SSPT) recommendations.</p> <p><b>Additional Literacy Resources</b> Classroom libraries will be enhanced to improve student access to diverse, high-quality literature that supports literacy development across all grade levels.</p>		
1.5	Addressing Social – Emotional & Behavioral Student Needs (LREGB)	<p><b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b></p> <p>TAS will enter the third year of Positive Behavioral Interventions and Supports (PBIS) implementation, building upon established systems to create a comprehensive approach to supporting student social-emotional and behavioral needs. This approach is critical as TAS received a RED performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic.</p> <p><b>PBIS Leadership and Implementation</b></p> <p>The Dean of Culture will lead the PBIS team and coordinate schoolwide activities, including social-emotional learning (SEL) initiatives and attendance improvement strategies. Select teachers will serve as culture leads to support planning and implementation of schoolwide initiatives, ensuring consistent messaging and practices across all grade levels. The PBIS framework will specifically incorporate attendance monitoring and intervention strategies to address chronic absenteeism through positive behavioral supports and early identification systems.</p> <p><b>Trauma-Informed and Targeted SEL Support</b></p> <p>SEL Counselors will provide specialized services for identified students who have experienced</p>	\$711,218	Y

significant trauma, addressing needs that directly impact student learning, classroom instruction, and school attendance. These counselors will also provide professional development lessons to teachers on critical topics including suicide prevention, emotional regulation strategies, anti-bullying interventions, and attendance barriers. Counselors will work directly with chronically absent students and their families to identify underlying social-emotional factors contributing to absenteeism and develop individualized support plans.

### **Comprehensive SEL Programming and Attendance Connection**

TAS will provide comprehensive student mental health and belonging support through schoolwide programming designed to promote equity, diversity, and inclusion while directly addressing attendance challenges. The school will implement the Project Wayfinder SEL curriculum specifically for middle school students, accompanied by targeted professional development to support teachers in utilizing this program. The Dean of Culture and SEL Counselors will collaborate to provide ongoing SEL support across the middle school program, creating coordinated efforts to promote student belonging and emotional wellness. This collaboration will include regular review of attendance data to identify students needing additional social-emotional support and implementing targeted interventions to re-engage chronically absent students.

#### **Mindfulness and Wellness Interventions**

A dedicated yoga teacher will implement mindfulness-based interventions designed to address behavioral issues, foster a positive school environment, and create stronger school connections that support regular attendance. These interventions will serve as proactive approaches to support student self-regulation, reduce disciplinary incidents, and build the positive school relationships that are essential for consistent attendance.

#### **Addressing Chronic Absenteeism Through SEL**

Given the RED performance level for chronic absenteeism across multiple student groups, TAS will integrate attendance improvement strategies throughout all SEL programming. This includes:

- **Early Warning Systems:** PBIS teams will monitor attendance data alongside behavioral indicators to identify at-risk students
- **Family Engagement:** SEL Counselors will work with families of chronically absent students to address barriers and build school connection
- **Culturally Responsive Practices:** Programming will specifically address the needs of EL, SED, SWD, and Hispanic student populations through culturally responsive SEL approaches
- **Positive School Climate:** All initiatives will focus on creating a welcoming, supportive environment that students want to attend regularly

This multi-tiered approach ensures that all students receive appropriate social-emotional support while providing intensive interventions for those with greater needs, creating a school culture that prioritizes both academic achievement and emotional wellness. By addressing the underlying social-emotional factors that contribute to chronic absenteeism, TAS will work to

		<p>improve both student well-being and attendance outcomes for all student populations.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$232,938</p>		
1.6	Broad Course of Study	<p>TAS will provide all students with a comprehensive educational experience that extends beyond core academic subjects (ELA, Math, Science, Social Studies, and PE) to include enriching courses that support whole-child development and prepare students for future success.</p> <p><b>Elementary Program (TK-5)</b> Elementary students will participate in music, art, and dance programs that foster creative expression and artistic development. Additionally, age-appropriate technology and coding instruction will build foundational digital literacy skills, while introductory Spanish classes will begin developing multilingual competencies and cultural awareness.</p> <p><b>Middle School Program (Grades 6-8)</b> Middle school students will engage in an expanded course offering that includes music and visual arts to continue creative development, comprehensive Spanish language instruction to advance multilingual skills, sports and athletics programs to promote physical wellness and teamwork, and coding and computer science courses to prepare students for an increasingly digital world.</p> <p>This broad course of study ensures that all students have access to a well- rounded education that develops creativity, cultural awareness, physical wellness, technological literacy, and artistic expression. These enrichment opportunities complement core academic instruction while providing students with diverse pathways to discover their interests and talents, supporting both college and career readiness.</p>	\$358,919	Y
1.7	Services To Support SWD	<p>Special Education Implementation Plan Overview</p> <p>TAS administrators and Program Specialists will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:</p> <ul style="list-style-type: none"> <li>● Review and analyze caseload data</li> <li>● Monitor student services and service tracking</li> <li>● Assess student attendance, academic performance, and IEP goal progress</li> <li>● Identify professional development (PD) opportunities</li> <li>● Analyze and discuss assessment data</li> </ul> <p><b>IEP Snapshot Distribution and Updates:</b> At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Plan. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.</p> <p><b>Ongoing Professional Development:</b> Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to:</p>	\$1,111,242	N

- Effective Instructional Strategies
- Strategies to Enhance Access
- Co-Planning
- ELA and Math Support
- Supporting Instructional Aides (IAs) and General Education Teachers
- AI Resources and Support
- SSPT, 504, and IEP Protocols
- LAS Support and Referral Process
- IA and BII Training

**Co-Teaching and Collaboration Structures:** There will be a focused effort on co-teaching and co-planning. RSP and general education teachers will meet regularly with the Inclusion Coach to strengthen their practice. Meetings will address:

- Appropriate accommodations and supports for lessons
- Strategies to ensure students with disabilities have access and master grade-level standards

Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:

- Plan for effective implementation of accommodations in ELA and Math
- Develop academic and behavioral supports
- Strategize for co-teaching and co-planning
- Monitor and adjust instruction based on data analysis

For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.

**Multi-Tiered Collaboration and Coaching:** Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:

- Offer small-group, needs-based professional development
- Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math

The Inclusion Coach will provide support inside and outside the classroom through lesson modeling, co-planning, small group instruction, and check-in meetings with educational staff.

**Attendance and Family Engagement Support:** Attendance Clerks and Family Engagement Coordinators will:

- Make attendance calls and send home letters
- Work with families to improve attendance
- Utilize the SSPT process for additional support

Site administrators will conduct home visits when necessary.

**Oversight and Monitoring by the DAEC:** The Director of Access, Equity, and Compliance (DAEC) will serve as the Special Education Administrator, ensuring:

- IEP compliance
- Effective instruction
- Annual goal-setting in collaboration with site leaders and Program Specialists
- Ongoing progress monitoring through meetings with RSTs, Program Specialists, Inclusion Coach, and service providers

**Leveraging District and COP Resources:** The school will continue to benefit from:

- District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification)
- Charter Digest updates
- Charter Operated Programs (COP) Coordinating Council Meetings
- Outreach emails and the Special Education Self-Review Checklist

These resources guide accurate compliance and provide access to District services and best practices.

**SPED (including all related services) IEP Compliance Monitoring**

Weekly meetings led by the Program Specialist, Student Services Coordinator, and DAEC will cover:

- Highlights and challenges
- Tier reviews (1-6)
- Pending IEPs
- Welligent 200 and 300 report reviews

A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.

**RST/SPED Networking and PD** Monthly meetings will focus on:

- Key date and deadline reviews
- Professional development (e.g., Welligent, AI tools, testing accommodations)
- Classroom observation and feedback (BIIIs, IAs, RSTs)

This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.

# Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Priority 2: Implementation of the State Standards
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An explanation of why the LEA has developed this goal.

TAS developed Goal 2 to address critical staffing challenges, professional development gaps, and capacity-building needs that directly impact student outcomes. This goal responds to leadership instability and the need for specialized training to effectively serve the school's diverse student population. Strategic Response: TAS developed this goal to build sustainable educator support systems through comprehensive professional development, consistent coaching for all teachers, and strategic recruitment for critical leadership positions. The goal emphasizes California content standards alignment while building capacity to serve diverse learners through specialized ELD, special education, and data-driven instruction training.

By integrating staff well-being and mental health support, TAS aims to improve teacher retention while creating a healthier work environment. This approach recognizes that highly effective, well-supported educators are essential for achieving the academic outcomes outlined in Goal 1, particularly for the school's predominantly unduplicated student population.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	95.5% 2021-22	97.7% 2022-23	93% 2023-2024	95%	-2.5%

2.2	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	100% 2023-24	100% 2024-25	100% 2025-26	100%	0%
2.3	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 3	<u>2024-25</u> ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 4	<u>2025-2026</u> ELA: 4 ELD:4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language:4	ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	ELA: Maintained ELD: Maintained Math: Maintained Social Science: +1 Science: +1 CTE:NA Health: Maintained PE: Maintained VAPA: Maintained World Language: Maintained

## Goal Analysis for 2025-2026

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.

The Accelerated School (TAS) implemented all Goal 2 actions in 2025–26 largely as planned, including support for administrators and educators, professional development, core curricular implementation, and efforts to close the digital divide. Adjustments were made in response to staffing, curriculum alignment, and technology system needs, including discontinuation of the Summit partnership due to changes in the model that no longer aligned with TAS’s instructional approach. As a result, professional development plans and platforms will be adjusted moving forward.

Successes: Implementation of Goal 2 actions strengthened instructional leadership and program coherence. The addition of an Assistant Principal expanded coaching capacity and support for teacher development. Professional learning was supported through protected PD days and release time aligned to new curriculum implementation. Continued progress was made in curriculum implementation across subject areas, reflecting increased familiarity and consistency over time. Technology systems supported instruction through a centralized Helpdesk, which effectively triaged requests and maintained one-to-one device access for students.

Challenges: Key challenges included continued need for teacher internalization and consistent implementation of the new ELA curriculum, particularly in pacing and delivery of core components. Limitations in middle school data systems, including challenges with the Gradient platform, impacted the ability to consistently analyze formative data. Early literacy program analysis identified a need to standardize foundational reading instruction across K–2, leading to the launch of a Literacy Task Force for the coming year. Additionally, maintaining the one-to-one technology model remains an ongoing operational and budget challenge due to aging student and teacher devices.

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 or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Any variances were minor and resulted from routine adjustments in staffing, program implementation, and operational expenditures during the school year. These minor differences did not significantly impact the implementation of the actions, services, or planned increases in services described in the LCAP.

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

Effective: Actions supporting instructional leadership, professional learning, curriculum implementation, and technology access were effective in strengthening the educational program. The addition of an Assistant Principal expanded coaching capacity and support for teacher development. Protected professional learning time supported continued growth in curriculum implementation across subject areas, with all students maintaining access to standards-aligned materials. Technology systems were also effective, with a centralized Helpdesk streamlining support and sustaining one-to-one device access, ensuring equitable access to digital learning tools across the student population.

Less effective / in progress: Some actions were less effective in fully achieving intended outcomes. Continued challenges with teacher internalization, pacing, and delivery of key components of the ELA curriculum indicate a need for more consistent coaching support. The absence of a viable middle school data system limited the effectiveness of data-driven professional learning and formative assessment cycles. Early literacy analysis identified a need to strengthen and standardize foundational reading instruction in grades K–2. In addition, the ongoing challenge of replacing aging student and teacher devices presents a risk to sustaining the one-to-one technology model over time.

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.

Based on a review of implementation, California School Dashboard indicators, and local data, The Accelerated School (TAS) will continue to implement Goal 2 as adopted. No substantive changes are planned to the goal, actions, or metrics. TAS will continue to strengthen instructional effectiveness through professional learning, instructional coaching, curriculum implementation, and technology resources that support student learning and achievement.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

**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
2.1	Admin & Educators that Support the ED Program	<p>TAS 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>Professional Development Program</p> <ul style="list-style-type: none"> <li>• <b>Summer Professional Development:</b> 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, and using data to inform instructional decision-making. Preservice PD will not focus on the new math framework, but will provide Professional Learning on key instructional elements, including new curriculum adopted in the 2024 or 2025 school year (ELA, Science).</li> <li>• <b>New Teacher Training:</b> Newly hired teachers to TAS will participate in an additional 5 days of training during the summer.</li> <li>• <b>Ongoing Professional Learning:</b> All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</li> <li>• <b>Substitute Teaching and Support Staff:</b> Substitute teachers (contracted) will be employed to support continuity of instruction, teacher release days for PD, and maintain continuity of instruction to prevent further interruptions to learning. TAS will employ Marshall Residents that will be placed in classrooms with a credentialed teacher.</li> </ul>	\$5,022,829	N
2.2	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.</p> <p><b>Summer Professional Development Preparation</b> Staff 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 Curriculum Support and Development. Our Professional Learning Community (PLC) will include a teacher from each grade level.</p> <p><b>Organization-wide Focus Areas and Coaching Support</b> The organization- wide professional development focus areas include assessment as feedback, goal setting, C3 Coaching: Teacher Effectiveness Framework, and student dialogue and student feedback. Teachers will receive coaching from the principal, assistant principal, and SPED Inclusion Coach.</p>	\$275,184	N

		<p><b>Schoolwide Professional Learning Opportunities</b> All teachers will also participate in professional learning opportunities in schoolwide areas of focus, including 2 release days for grade level planning, leveraging a collaborative culture, and assessment as feedback through analyzing student work and use of iReady/IXL. Additional focus areas encompass providing differentiated supports in lessons for students with disabilities and English learners, ELD supports, and academic outcomes such as K-2 continuation of Science of Reading approaches. For grades 3-8, morphology training will be provided, and all K-8 teachers will receive training in reading nonfiction texts. The professional development program will also address PBIS and Diversity, Equity, Inclusion and Belonging initiatives.</p> <p><b>Teacher Support and Retention</b> To support teacher effectiveness, credential clearance, and teacher retention, TAS will reimburse teacher induction expenses. (Title II Funded)</p> <p><b>Curriculum Transition for 2025-26</b> 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.</p>		
2.3	Core Curricular Program Needs	<p>TAS ensures all students have access to standards-aligned curricular and instructional materials that support comprehensive learning across all grade levels (TK-8). Purchases are made annually to ensure sufficient supply of materials, including consumables, to meet enrollment demands and maintain program continuity.</p> <ul style="list-style-type: none"> <li>• <b>Mathematics Program:</b> The mathematics program will utilize iReady Math, a comprehensive diagnostic assessment and personalized instruction platform that provides data-driven insights to support individualized student learning pathways.</li> <li>• <b>English Language Arts Program:</b> The core ELA curriculum will include <b>EL Education (ELA)</b> for grades TK-8, providing a comprehensive literacy program that integrates reading, writing, speaking, and listening skills. Additionally, TAS will implement a new ELA curriculum adoption for grades K-5 with updated materials designed to align with current state standards and best practices in literacy instruction.</li> <li>• <b>English Language Development &amp; Literacy Support:</b> To support English learners and students needing literacy intervention, TAS will utilize IMSE (online license), an integrated multisensory structured literacy program that addresses foundational reading skills. The program will also include Language Live (online license), an interactive language learning platform that enhances vocabulary development and academic language acquisition.</li> <li>• <b>World Language Program:</b> Spanish language instruction will be supported</li> </ul>	\$156,000	N

		<p>through Vista – Spanish (online license), a digital Spanish language curriculum that provides interactive and engaging content for developing bilingual proficiency.</p> <ul style="list-style-type: none"> <li>• <b>Social Studies Program:</b> Social studies instruction for grades 4-8 will incorporate DBQ (Document-Based Question) resources, which provide students with opportunities to develop critical thinking and analytical skills through examination of primary and secondary historical sources.</li> <li>• <b>Science Program:</b> The science curriculum will feature Open Science Ed., a phenomenon-based science program specifically aligned with Next Generation Science Standards (NGSS) that engages students in authentic scientific inquiry and investigation.</li> </ul> <p><b>Implementation and Support</b></p> <p>All curricular materials will be implemented with appropriate professional development and ongoing instructional support to ensure effective utilization and student achievement outcomes.</p>		
2.4	Closing the Digital Divide	<p>The Accelerated School's IT Team will ensure all students are equipped with appropriate technology devices to access instructional and supplemental materials, participate in digital assessments, and engage in 21st-century learning experiences. This comprehensive approach to digital equity addresses both device access and connectivity needs to eliminate barriers to educational opportunities.</p> <p><b>Device Distribution and Management:</b> TAS will provide each student with a dedicated technology device that supports grade-appropriate learning activities and curriculum access. The IT Team will maintain an inventory management system to ensure devices are properly configured, updated, and ready for immediate deployment. Device distribution will prioritize students who lack technology access at home, ensuring equitable participation in both in-person and remote learning scenarios.</p> <p><b>Digital Learning Infrastructure:</b> TAS will maintain robust internet connectivity and network infrastructure to support seamless digital learning experiences. This includes ensuring adequate bandwidth for simultaneous device usage, reliable wireless access throughout all instructional spaces, and backup connectivity solutions to prevent learning disruptions.</p> <p><b>Virtual Communication and Collaboration:</b> TAS will continue to utilize Zoom and other digital communication platforms to facilitate virtual meetings, parent conferences, professional development sessions, and distance learning opportunities when needed. This ensures continuous communication between educators, families, and students regardless of physical location or circumstances.</p> <p><b>Technical Support and Digital Literacy:</b> The IT Team will provide ongoing technical support to students, families, and staff to maximize effective use of technology resources.</p>	\$235,760	N

		This includes troubleshooting assistance, device maintenance, and basic digital literacy training to ensure all community members can confidently navigate digital learning environments and educational technology tools.		
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## 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.

TAS developed Goal 3 to address declining school climate indicators and strengthen family engagement systems critical for student success. This goal responds to concerning trends in safety perceptions and school connectedness while recognizing the vital role of positive school culture in supporting academic achievement.

**Data-Driven Rationale:** Panorama survey data reveals significant declines across all stakeholder groups. Student sense of safety dropped dramatically from 76% to 56%, while school connectedness fell from 75% to 66%. Parent perceptions also declined, with safety decreasing from 87% to 78% and connectedness dropping from 91% to 84%. Staff surveys showed similar decreases in both measures.

Parent input in decision-making metrics indicate declining engagement across multiple measures. Given that TAS serves 729 students who are 99% Hispanic, 34% English Learners, and 90% Socioeconomically Disadvantaged, meaningful family engagement is essential for student success, yet current data suggests weakening school-family connections.

The chronic absenteeism crisis reaching 20.1% schoolwide further underscores the need for stronger school culture and family partnerships, as research consistently shows positive school climate and family engagement directly correlate with improved attendance, academic achievement, and behavior outcomes.

**Strategic Response:** TAS developed this goal to systematically rebuild school culture through comprehensive safety measures, enhanced family engagement programming, and meaningful parent input opportunities. The goal emphasizes creating multiple pathways for family participation while celebrating the school's cultural diversity.

By implementing robust communication systems like ParentSquare, expanding parent education workshops, and maintaining safe facilities, TAS aims to restore stakeholder confidence and engagement. This approach recognizes that positive school culture and strong family partnerships are foundational to achieving the academic and professional development goals outlined in Goals 1 and 2, particularly for the school's predominantly unduplicated student population who benefit most from comprehensive support systems.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Exemplary	2024-25: Good	2025-26: Good	Good	Maintained
3.2	Parent input in decision-making for UP & SWD. (Questions 9-12)  <u>Rating Scale:</u> 1-Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability Source: Score - <a href="#">CDE Priority 3 Self- reflection tool</a> .	<u>2023-24:</u> 9. 5 10. 5 11. 4 12. 5	<u>2024-25:</u> 9. 4 10. 4 11. 3 12. 3	<u>2025-26:</u> 9. 4 10. 4 11. 3 12. 3	9. 4 10. 4 11. 3 12. 3	Maintained

## Measuring and Reporting Results

3.3	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; - Full Implementation & Sustainability Source: Score - <a href="#">CDE</a> <a href="#">Priority 3 Self- reflection tool</a>	<u>2023-24:</u> 1. 4 2. 5 3. 3 4. 4	<u>2024-25:</u> 1. 4 2. 4 3. 3 4. 4	<u>2025-26:</u> 1. 4 2. 4 3. 3 4. 4	1. 4 2. 4 3. 4 4. 4	1. Maintained 2. +1 3. Maintained 4. Maintained
3.4	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 76% Sense of Safety 75% School connectedness	<u>2024-25:</u> 56% Sense of Safety 66% School connectedness	<u>2025-26:</u> 54% Sense of Safety 42% School connectedness	65% Sense of Safety 65% School connectedness	-22% Sense of Safety -33% School connectedness
3.5	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 87% Sense of Safety 91% School connectedness	<u>2024-25:</u> 78% Sense of Safety 84% School connectedness	<u>2025-26:</u> 72% Sense of Safety 74% School connectedness	75% Sense of Safety 75% School connectedness	-15% Sense of Safety 17% School connectedness
3.6	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> 81% Sense of Safety 81% School connectedness	<u>2025-26:</u> 75% Sense of Safety 82% School connectedness	56% Sense of Safety 66% School connectedness	-8% Sense of Safety 0% School connectedness

## Goal Analysis for 2025-2026

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.

(TAS) implemented all Goal 3 actions in 2025–26 as planned, including promoting a positive school climate and safe learning environment, securing parent input in decision-making, providing opportunities for family engagement, and maintaining safe and clean facilities. Minor adjustments were made to role titles, but overall implementation aligned with the adopted LCAP.

Successes: Implementation of Goal 3 actions resulted in strong student engagement and a positive school culture. Students actively participated in extracurriculars, athletics, and schoolwide events, including CLAW games and Panther Pride activities, with increased student leadership in organizing and leading events. ELOP programming expanded, particularly through the theater program. Family engagement remained strong, with advisory committees (ELPAC, ELAC, DELAC) operating in compliance and providing meaningful input. School operations were supported through a centralized Helpdesk, improving responsiveness to facilities and operational needs.

Challenges: Key challenges included lower-than-expected teacher participation during ELOP intersession, which will inform future staffing and incentive structures. While family engagement was strong overall, there is a need to broaden participation across advisory groups to include a wider range of families. Additionally, families expressed interest in a dedicated Parent Center; while funding and space are not currently available, TAS is exploring alternative options. Facilities operations remained consistent, with ongoing maintenance and cleaning protocols sustained across the campus.

#### 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 or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Any variances were minor and resulted from routine adjustments in staffing, program implementation, and operational expenditures during the school year. These minor differences did not significantly impact the implementation of the actions, services, or planned increases in services described in the LCAP.

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

Effective: Actions to promote a positive school climate, student engagement, and safe learning environment were effective in supporting high levels of student participation in extracurriculars, athletics, and schoolwide events, including CLAW games and Panther Pride activities. Student leadership expanded, with students taking active roles in leading events. ELOP programming, particularly the addition of theater, increased student engagement opportunities. Safety systems, including campus aides, security personnel, and the Raptor system, operated as intended. Family engagement efforts were also effective, with strong participation in school events, advisory committees operating in compliance with California Education Code, and partnerships such as PIQE and City of Angels supporting family involvement. Facilities systems were effective, with daily maintenance protocols and a centralized Helpdesk supporting operations, resulting in an Exemplary FIT rating and continued compliance with health and safety standards.

Less effective / in progress: Some actions were less effective in achieving intended outcomes related to student perception and broad family engagement. Panorama survey data indicates declines in student sense of safety (76% to 56%) and school connectedness (75% to 66%), suggesting that external factors, including sociopolitical conditions and social media use, continue to impact student experience. While advisory committees functioned as intended, participation remains concentrated among a core group of families, indicating a need to broaden engagement across the school community. Additionally, families identified a need for a dedicated Parent Center, which the school has not yet been able to provide due to space and funding limitations.

#### 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.

Based on a review of implementation, California School Dashboard indicators, and local data, The Accelerated School (TAS) will continue to implement Goal 3 as adopted. No substantive changes are planned to the goal, actions, or metrics. TAS will continue to provide programs and services that promote student engagement, positive school climate, family engagement, student well-being, and safe and well-maintained learning environments.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

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
3.1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	<p>TAS will provide all students with opportunities to engage in learning experiences beyond the traditional classroom setting to enhance the educational process, deepen student engagement, and increase academic motivation. These expanded learning opportunities create meaningful connections between classroom instruction and real-world applications while fostering a vibrant school community. TAS will implement the following to promote a positive school climate, improve student engagement and ensure a safe learning environment.</p> <ul style="list-style-type: none"> <li> <b>Safety and Security Measures:</b> TAS maintains a comprehensive safety infrastructure to ensure all students and staff operate within a secure learning environment. Campus supervision is provided through dedicated campus aides who monitor student activities and maintain positive behavioral support throughout the school day. Professional security personnel provide additional safety oversight, while the Raptor Security system with RFID technology monitors all visitors and maintains detailed records of campus access.         </li> <li> <b>Health and Wellness Support:</b> TAS employs a dedicated school nurse who conducts essential health screenings including vision and hearing assessments to ensure students' physical wellbeing supports their academic success. These health services identify potential barriers to learning and connect families with appropriate resources and interventions.         </li> <li> <b>Student Engagement and Community Building:</b> TAS fosters student engagement through various community-building activities and celebrations. School-wide events include CLAW GAMES and Student Showcase programs that highlight student achievements and talents. Regular Spirit Weeks create opportunities for school pride and community connection, while comprehensive DEIB programming ensures all students feel valued and included in the school community.         </li> <li> <b>Student Leadership Development:</b> TAS has established a student leadership class that empowers students to take active roles in shaping their school experience. These student leaders are responsible for planning school events, creating and filming weekly video messages to the school community, and organizing and running school assemblies. This leadership opportunity develops civic engagement skills while giving         </li> </ul>	\$484,780	Y

		<p>students meaningful voice in their educational environment. Students will also serve on the Student Advisory Committee (SAC) to provide input and insight on the school's LCAP development and use of Title funding.</p> <ul style="list-style-type: none"> <li>• <b>Athletics and Physical Education Programs:</b> TAS employs an Athletic Director and Student Services coordinator who collaborate to lead comprehensive lunch time and after-school sports programs. ELOP funding supports the development of robust competitive sports opportunities specifically designed for students in grades 3-8, providing structured physical activity and team- building experiences that extend beyond the regular school day.</li> <li>• <b>Extended Learning and Real-World Experiences:</b> Field trips and extended learning opportunities allow students to apply academic standards through authentic, real-world experiences that deepen understanding and relevance. Students participate in Outdoor Education programs that connect environmental science concepts with hands-on exploration. Additionally, organized trips to colleges and universities expose students to higher education opportunities and help develop academic aspirations.</li> <li>• <b>School Climate Assessment and Continuous Improvement:</b> TAS administers comprehensive Panorama Social-Emotional Learning surveys to students, staff, and parents to systematically assess school connectedness, safety, satisfaction, and overall engagement levels. These survey results provide valuable data for continuous improvement efforts and are formally reported in the school's Local Control and Accountability Plan (LCAP) and local indicators report, ensuring transparency and accountability in school climate outcomes.</li> </ul>		
3.2	Parent Input in Decision Making	<p>Parent input in decision-making will take place through established committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), ensuring comprehensive representation of our diverse student population. This inclusive approach guarantees that the voices of families from all demographic groups are heard and considered in school governance and program development.</p> <p><b>Required Advisory Committees</b></p> <p>The English Learner Parent Advisory Committee (EL-PAC), ELAC, and DELAC will operate per CA EC 52062(a)(2), providing specific input on programs and services for English Learners who comprise 31% of our student body. These committees play a critical role in reviewing and providing feedback on the effectiveness of our dual language immersion program and English Language Development services.</p> <p>The Parent Advisory Committee (PAC) will function per CA EC 52062(a)(1), offering broader input on school-wide policies, programs, and the Local Control and Accountability Plan. This committee ensures that all families have opportunities to participate in educational decision-making processes that affect their children's academic and social- emotional development.</p>	\$0	N

		<p><b>Language Access and Inclusivity</b></p> <p>Interpreter services will be available for all committee meetings, ensuring that language is not a barrier to meaningful participation in school governance. This commitment to language accessibility aligns with our school's mission to honor and support our multilingual community, recognizing that effective parent engagement requires removing linguistic barriers to participation.</p> <p><b>Educational Partner Engagement Process</b></p> <p>These committees will provide regular input on LCAP goals, program effectiveness, resource allocation, and school policies, ensuring that family perspectives inform educational decision-making at all levels. The feedback collected through these committees will be documented and incorporated into school improvement planning, creating a transparent process for community input and response.</p>		
3.3	Opportunities Provided To Support Parent Engagement & Participation	<p>TAS will provide all parents, including those representing unduplicated students and Students with Disabilities, with multiple opportunities and methods to engage as meaningful partners in their child's education. This comprehensive approach recognizes that family engagement is essential to student success and ensures that all families, regardless of background or circumstances, have access to resources and support systems that enhance their ability to advocate for and support their children's academic achievement.</p> <p><b>Family Engagement Coordination and Technology Support</b></p> <p>The Family Engagement Coordinator (FEC) serves as the primary liaison between families and the school, facilitating comprehensive parent outreach and strengthening communication channels throughout the school community. The FEC provides essential training to help parents access and effectively utilize the PowerSchool Parent Portal, enabling families to monitor their child's attendance, track academic progress, review grades, and maintain direct communication with teaching staff. Additionally, the FEC offers guidance on using the ParentSquare App, which serves as the primary communication platform between school and families, ensuring parents stay informed about important school updates, events, and their child's daily educational experience.</p> <p><b>Specialized Transition Support Programs</b></p> <p>For families of middle school students, TAS has partnered with the Parent Institute for Quality Education (PIQE) and City of Angels to deliver specialized workshops focused on advocating for students as they transition to high school and prepare for college pathways. These programs provide parents with essential knowledge and skills to navigate educational systems, understand academic requirements, and effectively support their children through critical educational transitions.</p> <p><b>Comprehensive Parent Education Workshop Series</b></p> <p>TAS will host an extensive series of workshops designed to address topics essential to supporting positive student outcomes, with programming responsive to family-identified</p>	\$144,849	Y

needs and interests. The workshop series includes Abriendo Puertas, which provides early childhood education classes to help parents support their youngest learners' development. PIQE workshops offer broader parent education on educational advocacy and system navigation. Technology workshops help families understand and utilize digital learning tools and platforms that support their children's education.

The series also features mathematics workshops that provide parents with strategies to support their children's mathematical learning at home

and reading workshops that offer tools and techniques for enhancing literacy development. Social-Emotional Learning (SEL) workshops equip parents with understanding of emotional intelligence and behavioral support strategies. Additionally, specialized sessions address the impact of chronic absenteeism on student outcomes and provide families with concrete strategies to improve daily attendance and establish consistent routines that support academic success.

**Leadership Engagement and Community Building**

The Leadership Team maintains ongoing opportunities for direct family engagement through regular Coffee with the Principal sessions, which provide informal settings for parents to share concerns, ask questions, and receive updates on school initiatives and priorities. These sessions foster open communication and help build trust between families and school leadership.

The school also offers Family and Community classes that strengthen the broader school community by providing educational opportunities that benefit entire families while creating connections between households and building social capital within the school community.

**Communication and Information Access**

To ensure families remain informed about school events and opportunities for engagement, TAS maintains a parent-friendly website designed with clear navigation and accessible information about programs, policies, and resources. The school also publishes a comprehensive monthly newsletter that highlights upcoming events, celebrates student achievements, shares important announcements, and promotes ongoing parent engagement and participation opportunities. These communication tools ensure that all families have consistent access to information needed to remain active partners in their children's education.

3.4	Maintaining Clean & Safe Facilities	<p>TAS strives to provide all students and staff with a safe and clean school facility that supports optimal learning conditions and promotes the health and wellbeing of the entire school community. The school maintains rigorous standards that adhere to all state and local county health department guidelines, ensuring compliance with safety regulations while creating an environment conducive to academic achievement and personal growth.</p> <p><b>Daily Maintenance and Cleaning Protocols</b></p> <p>The school implements comprehensive daily cleaning and maintenance protocols designed to maintain high standards of cleanliness and safety throughout all instructional and common areas. Custodial staff follow established schedules for routine cleaning, sanitization, and maintenance tasks that address both immediate needs and long-term facility preservation. These protocols include regular cleaning of classrooms, restrooms, common areas, and outdoor spaces, with special attention to high-touch surfaces and areas that require enhanced sanitization to promote health and safety.</p> <p><b>Health and Safety Compliance</b></p> <p>TAS maintains strict adherence to all applicable health and safety regulations established by state and local authorities. This includes compliance with environmental health standards, fire safety requirements, accessibility guidelines, and emergency preparedness protocols. TAS works closely with county health department officials to ensure that all facility operations meet or exceed required standards and that any changes in regulations are promptly implemented.</p> <p><b>Annual Facility Inspection and Assessment</b></p> <p>The school conducts comprehensive annual assessments using the Facility Inspection Tool (FIT) to systematically evaluate all aspects of facility condition and safety. This detailed inspection process examines structural elements, safety systems, cleanliness standards, and overall facility functionality to identify any areas requiring attention or improvement. The FIT assessment provides objective data about facility conditions and helps prioritize maintenance and improvement efforts.</p> <p><b>Maintenance and Repair Response System</b></p> <p>When FIT report findings identify areas needing attention, TAS implements a systematic approach to address all identified issues promptly and effectively. The school maintains relationships with qualified contractors and service providers to ensure that repairs and improvements are completed by professionals who meet all applicable licensing and certification requirements. Priority is given to any findings that could impact student or staff safety, with immediate action taken to address urgent concerns.</p> <p><b>Transparency and Accountability Reporting</b></p> <p>TAS maintains full transparency regarding facility conditions and improvement efforts through comprehensive public reporting. FIT report findings and subsequent actions are documented and reported annually in both the School Accountability Report Card</p>	\$0	N
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(SARC) and the Local Control and Accountability Plan (LCAP). This public reporting ensures that families and community members have access to detailed information about facility conditions and the school's ongoing commitment to maintaining safe and clean learning environments.

**Ongoing Improvement and Preventive Maintenance**

Beyond addressing immediate repair needs, TAS implements proactive maintenance strategies designed to preserve facility quality and prevent future issues. This includes regular inspection and maintenance of mechanical systems, grounds keeping, and facility upgrades that enhance safety, functionality, and learning environments. The school continuously evaluates facility needs and plans improvements that support educational programming while maintaining the highest standards of safety and cleanliness.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,051,112	\$1,563,499

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.8%	0%	0%	38.8%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	(TAS) has identified a need to strengthen data systems to support instructional decision-making and accelerate student achievement, particularly for unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. Current data systems have been fragmented, limiting the ability to consistently monitor progress, identify learning gaps, and target interventions for students who require additional support.	<p>This action is principally directed toward unduplicated student groups, who demonstrate greater need for timely, data-driven intervention to support access to grade-level standards. By strengthening assessment systems and data use practices, TAS ensures that teachers can identify and respond to the needs of these students more effectively through targeted instruction and intervention.</p> <p>The action is provided on a schoolwide basis because effective implementation of an MTSS framework requires universal screening and consistent progress monitoring for all students. A schoolwide approach ensures that unduplicated pupils are identified early and receive appropriate support within an inclusive system, avoiding delays in intervention and reducing</p>	<ul style="list-style-type: none"> <li>- CAASPP English Language Arts (ELA): Distance from Standard (DFS)</li> <li>- CAASPP Mathematics: Distance from Standard (DFS)</li> </ul>

		the risk of widening achievement gaps. This approach also supports coherent instructional practices across classrooms, allowing for differentiation within Tier 1 instruction and targeted Tier 2 and Tier 3 supports based on student need.	
Goal 1, Action 4	(TAS) identified significant academic needs in English Language Arts and Mathematics, with English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD) demonstrating the lowest levels of performance (Red) on the California School Dashboard. Additional student groups, including Socioeconomically Disadvantaged (SED) and Hispanic students, performed at the Orange level, indicating widespread academic challenges. These data reflect the need for accelerated learning and targeted intervention, particularly for unduplicated student groups who experience the greatest achievement gaps.	<p>This action is principally directed toward unduplicated student groups, who are disproportionately represented among students performing below grade level and requiring intensive academic support. The action provides a multi-tiered system of academic intervention, including reading and math intervention teachers, targeted tutoring, and access to instructional resources that support skill development and acceleration.</p> <p>The action is provided on a schoolwide basis because TAS serves a high concentration of unduplicated pupils, and effective implementation of an MTSS framework requires universal access to core instruction, screening, and intervention systems. A schoolwide approach ensures that students with the greatest needs are identified early and supported within an inclusive structure, while also strengthening overall instructional quality and coherence across classrooms. This approach reduces fragmentation and ensures that targeted supports are embedded within a coordinated system designed to accelerate learning and close achievement gaps.</p>	<ul style="list-style-type: none"> <li>- CAASPP English Language Arts (ELA): Distance from Standard (DFS)</li> <li>- CAASPP Mathematics: Distance from Standard (DFS)</li> </ul>
Goal 1, Action 5	(TAS) identified chronic absenteeism as a significant barrier to student achievement, with all major student groups performing at the Red level on the California School Dashboard. Rates were highest among unduplicated student groups, including Students with Disabilities (25.7%), English Learners (20.7%), and Socioeconomically Disadvantaged students (19.8%). Early elementary grades (K–3) demonstrated the highest absenteeism rates, indicating a need for early intervention. These data reflect the need for comprehensive systems to improve attendance, engagement, and access to instruction.	<p>This action is principally directed toward unduplicated student groups, who experience the highest rates of chronic absenteeism and face greater barriers related to social-emotional needs, economic challenges, and access to consistent school engagement. The action provides a comprehensive, MTSS-aligned approach, including attendance monitoring, family engagement, counseling supports, and schoolwide SEL and PBIS practices to address the root causes of absenteeism.</p> <p>The action is provided on a schoolwide basis because chronic absenteeism impacts all student groups and requires a coordinated, preventative system rather than isolated interventions. A schoolwide approach ensures early identification of at-risk students,</p>	<ul style="list-style-type: none"> <li>- Attendance Rate</li> <li>- Chronic Absenteeism Rate</li> <li>- Suspension Rate</li> <li>- Expulsion Rate</li> </ul>

		reduces stigma, and builds a positive school culture that supports attendance and engagement for all students, while providing targeted supports for those with the greatest needs.	
Goal 1, Action 6	English Learners, Socioeconomically Disadvantaged students, and Foster Youth often have less access to enrichment opportunities such as arts education, world languages, technology, coding, athletics, and other extracurricular experiences outside of school. These students benefit from increased opportunities to develop creativity, cultural awareness, communication skills, technological literacy, engagement, and a sense of belonging, all of which support academic achievement and school connectedness.	TAS will provide all students with access to a comprehensive enrichment program that includes music, art, dance, Spanish language instruction, coding, technology, and athletics. These opportunities are principally directed toward addressing the needs of unduplicated students by ensuring equitable access to experiences that may otherwise be unavailable due to economic, linguistic, or social barriers. Providing these programs on a schoolwide basis promotes inclusion, encourages participation among unduplicated students, strengthens student engagement and attendance, and supports the development of skills associated with college, career, and life readiness. Because unduplicated students comprise a significant portion of the student population and benefit from learning in an integrated environment, the action is provided schoolwide and is expected to be effective in meeting the identified needs.	<ul style="list-style-type: none"> <li>- Student Attendance</li> <li>- Chronic Absenteeism Rate</li> <li>- CA Dashboard indicators</li> <li>- Student Engagement and Climate Surveys</li> </ul>
Goal 3, Action 1	Socioeconomically Disadvantaged students, and Foster Youth often experience barriers that can negatively impact school connectedness, attendance, engagement, and access to supportive learning environments. Educational partner feedback and school data indicate the need to strengthen student belonging, social-emotional well-being, school safety, leadership opportunities, and meaningful engagement in school activities to support academic success and positive student outcomes.	TAS will provide a comprehensive system of supports that promotes a safe, inclusive, and engaging school environment for all students. These supports include campus supervision and security measures, health and wellness services, student leadership opportunities, school-wide community-building events, athletics and extracurricular programs, field trips, outdoor education, college awareness experiences, and ongoing assessment of school climate through Panorama surveys. These actions are principally directed toward meeting the needs of unduplicated students by increasing their sense of belonging, engagement, safety, and connection to school while reducing barriers to participation and learning. Because unduplicated students represent a significant portion of the student population and benefit from learning in an inclusive school community, these services are provided on a schoolwide basis. The school expects these actions to improve attendance,	<ul style="list-style-type: none"> <li>- Student Attendance</li> <li>- Chronic Absenteeism Rate</li> <li>- Suspension Rate</li> <li>- CA Dashboard indicators</li> <li>- Student, Parent and Staff Satisfaction Data</li> </ul>

		school climate, student engagement, and overall academic outcomes for unduplicated students.	
Goal 3, Action 3	English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities benefit from increased family engagement, effective school-home communication, and parent education opportunities that support academic achievement, attendance, school connectedness, and access to educational resources. Additional support is needed to ensure all families have the knowledge, tools, and opportunities to meaningfully participate in their child's education, advocate for their needs, and engage in school decision-making processes.	TAS addresses these needs by providing a comprehensive family engagement program that includes a Family Engagement Coordinator, parent education workshops, technology training, leadership engagement opportunities, transition support programs, and ongoing communication through multiple platforms. These services are principally directed toward meeting the needs of unduplicated students by increasing families' capacity to support learning at home, monitor academic progress, access school resources, advocate for their children, and actively participate in the educational process. Parent workshops focused on literacy, mathematics, social-emotional learning, attendance, technology, educational advocacy, and college awareness provide families with practical tools and strategies that directly support improved student outcomes. Because unduplicated students comprise a significant portion of the student population and benefit when all families have access to meaningful engagement opportunities and information, the action is provided on a schoolwide basis. TAS expects these efforts to increase family participation, strengthen school-home partnerships, improve attendance and engagement, and contribute to improved academic outcomes for unduplicated students.	<ul style="list-style-type: none"> <li>- Parent participation rates in workshops, school events, and advisory committees</li> <li>- Parent survey results regarding communication, engagement, and school connectedness</li> <li>- Attendance Rate</li> <li>- Chronic Absenteeism Rate</li> <li>- Student achievement measures in ELA and Mathematics</li> </ul>

### 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
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<p>Goal 1, Action 1</p>	<p>English Learners at The Accelerated School (TAS) demonstrate significant academic and language development needs. English Learners received a Red performance level in English Language Arts on the California School Dashboard and scored substantially below standard, indicating limited access to grade-level literacy. Local assessment data further confirms that a majority of English Learners are performing below grade level, and fewer than half are making adequate progress toward English language proficiency. These data indicate the need for intensified, targeted English Language Development (ELD) and academic support</p>	<p>This action is specifically designed to address the needs of English Learners through targeted, specialized supports:</p> <ul style="list-style-type: none"> <li>• ELD Instructional Coaching provides teachers with focused support in implementing both integrated and designated ELD strategies, strengthening instructional practices that accelerate language acquisition and access to grade-level content.</li> <li>• Instructional Aide Support delivers targeted, small-group and in-class assistance to reinforce language development and provide scaffolding across instructional settings.</li> <li>• Supplemental Literacy Materials (IMSE) provide structured, multi-sensory approaches to build foundational literacy skills, vocabulary, and academic language necessary for English Learners to succeed across content areas.</li> </ul> <p>Together, these supports provide a coordinated system of instruction and intervention designed to accelerate language development and close achievement gaps for English Learners.</p>	<ul style="list-style-type: none"> <li>- % of English Learners making progress toward English Language Proficiency</li> <li>- % of students achieving English Language Proficiency on the Summative ELPAC</li> </ul>
<p>Goal 1, Action 2</p>	<p>Long-Term English Learners (LTELs) at The Accelerated School (TAS) demonstrate the most significant academic needs across all student groups, receiving Red performance levels in both English Language Arts and Mathematics on the California School Dashboard. LTELs performed substantially below standard, indicating severe and persistent gaps in both language acquisition and academic achievement. A portion of LTELs are also dually identified as Students with Disabilities, reflecting complex, overlapping needs that require targeted and specialized support.</p>	<p>This action is specifically designed to address the unique needs of Long-Term English Learners through targeted instructional and intervention supports:</p> <ul style="list-style-type: none"> <li>• Professional Development (GLAD Strategies): Provides teachers with research-based strategies to integrate language development with content instruction, ensuring LTELs receive consistent language support across all subject areas.</li> <li>• Designated ELD Teacher for LTELs: Delivers intensive, targeted instruction focused on accelerating language development, addressing persistent language barriers, and supporting progress toward reclassification.</li> </ul> <p>Together, these supports provide both integrated and specialized instruction to address the long-standing</p>	<ul style="list-style-type: none"> <li>- % of LTELs making progress toward English Language Proficiency</li> <li>- % of students achieving English Language Proficiency on the Summative ELPAC</li> </ul>

		academic and language gaps experienced by LTEL students.	
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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 1).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

## 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 13,051,340.00	\$ 9,209,322.63

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	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 60,212	\$ 60,914
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	\$ 142,259	\$ 143,381
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 123,341	\$ 124,007
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 1,777,361	\$ 1,778,095
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 387,127	\$ 394,156
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 655,058	\$ 710,297
1	6	BROAD COURSE OF STUDY	Yes	\$ 352,221	\$ 356,182
1	7	SERVICES TO SUPPORT SWD	No	\$ 2,169,900	\$ 2,320,760
1	7	SERVICES TO SUPPORT SWD	Yes	\$ 323,545	\$ 587,386
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 4,855,368	\$ 494,393
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 64,000	\$ 64,097
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 613,644	\$ 614,097
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 150,000	\$ 154,232
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 231,223	\$ 233,204
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 77,720	\$ 83,045
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 386,986	\$ 396,556
3	2	PARENT INPUT IN DECISION- MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 19,000	\$ 19,682
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 114,082	\$ 124,838
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 548,293	\$ 549,999

## 2025-2026 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 (%)
\$ 2,898,576	\$ 3,025,275	\$ 3,470,756	\$ (445,481)	0.000%	0.000%

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)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 60,212	\$ 60,914
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	\$ 142,259	\$ 143,381
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	\$ 123,341	\$ 124,007
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 387,127	\$ 394,156
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 655,058	\$ 710,297
1	6	BROAD COURSE OF STUDY	Yes	\$ 250,103	\$ 356,182
1	7	SERVICES TO SUPPORT SWD	Yes	\$ 323,545	\$ 587,386
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 64,000	\$ 64,097
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 613,644	\$ 614,097
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 386,986	\$ 396,556
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 19,000	\$ 19,682

## 2025-2026 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)
\$ 7,355,669	\$ 2,898,576	0.000%	39.406%	\$ 3,470,756	0.000%	47.185%	\$0.00 - No Carryover	0.00% - No Carryover

**2026-2027 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 %)
2026-2027	\$ 7,865,396	\$ 3,051,112	38.792%	0.000%	38.792%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 8,168,974	\$ 3,534,342	\$ -	\$ 838,491	\$ 12,541,807.00	\$ 9,585,810	\$ 3,507,941

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 Learners	Yes	Limited	English Learners	TAS	2026-2027	\$ 54,551	\$ 6,750	\$ 61,301	\$-	\$ -	\$-	\$ 61,301	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Long Term English Learner	Yes	Limited	English Learners	TAS	2026-2027	\$ 139,460	\$ 3,948	\$ 143,408	\$-	\$ -	\$-	\$ 143,408	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 71,434	\$ 54,000	\$ 71,434	\$ 54,000	\$ -	\$-	\$ 125,434	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 2,194,349	\$ 1,516,533	\$ 1,544,731	\$ 1,843,874	\$ -	\$ 322,278	\$ 3,710,883	0.000%
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 711,218	\$-	\$ 711,218	\$-	\$ -	\$-	\$ 711,218	0.000%
1	6	BROAD COURSE OF STUDY	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 310,119	\$ 48,800	\$ 125,981	\$ 232,938	\$ -	\$-	\$ 358,919	0.000%
1	7	SERVICES TO SUPPORT SWD	SWD	No	Limited	All	TAS	2026-2027	\$ 444,779	\$ 666,463	\$-	\$ 929,698	\$ -	\$ 181,544	\$ 1,111,242	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide	All	TAS	2026-2027	\$ 4,923,829	\$ 99,000	\$ 4,489,512	\$ 232,938	\$ -	\$ 300,379	\$ 5,022,829	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide	All	TAS	2026-2027	\$ -	\$ 275,184	\$-	\$ 240,894	\$ -	\$ 34,290	\$ 275,184	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No			TAS	2026-2027	\$ -	\$ 156,000	\$ 156,000	\$-	\$ -	\$-	\$ 156,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No			TAS	2026-2027	\$ 27,230	\$ 208,530	\$ 235,760	\$-	\$ -	\$-	\$ 235,760	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 434,087	\$ 50,693	\$ 484,780	\$-	\$ -	\$-	\$ 484,780	0.000%
3	2	PARENT INPUT IN DECISION- MAKING	All	No			TAS	2026-2027	\$ -		\$ -	\$-	\$ -	\$-	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	Yes	Schoolwide	All	TAS	2026-2027	\$ 79,307	\$ 65,542	\$ 144,849	\$-	\$ -	\$-	\$ 144,849	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No			TAS	2026-2027	\$ 195,447	\$ 356,498	\$ -	\$-	\$ -	\$-	\$ -	0.000%

**2026-2027 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
\$ 7,865,396	\$ 3,051,112	38.792%	0.000%	38.792%	\$ 3,287,702	0.000%	41.800%	<b>Total:</b>	\$ 3,287,702
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 204,709
								<b>Schoolwide Total:</b>	\$ 3,082,993

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	\$ 61,301	0.000%
1	2	SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS	Yes	Limited	English Learners	TAS	\$ 143,408	0.000%
1	3	MEASURING STUDENT PROGRESS – ASSESSMENTS	Yes	Schoolwide	All	TAS	\$ 71,434	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	TAS	\$ 1,544,731	0.000%
1	5	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	TAS	\$ 711,218	0.000%
1	6	BROAD COURSE OF STUDY	Yes	Schoolwide	All	TAS	\$ 125,981	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	Schoolwide	All	TAS	\$ 484,780	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	TAS	\$ 144,849	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](mailto: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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

## **Plan Summary**

### ***Purpose***

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

### ***Requirements and Instructions***

#### **General Information**

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

## **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 Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### **For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

# 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 CCSP. 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 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).

