

# Local Control and Accountability Plan

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

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## Plan Summary 2021-22

### General Information

A description of the LEA, its schools, and its students.

Accelerated Charter Elementary School (ACES) was established in 2004, and features a distinctive dual language immersion model, providing 50% of instruction in Spanish and 50% in English. Our dual language immersion model has adopted the Gomez & Gomez Dual Language Enrichment model that enables students to develop academic language proficiency in two languages and multicultural skills.

Currently ACES serves approximately 492 students in grades TK-6 that include the following demographics: 97% Hispanic, 11% Students with Disabilities (SWD), 35% English Learners (EL), 0.65 Foster Youth, and 95% Socioeconomically Disadvantaged. Currently, ACES does not have any students enrolled and identified as Homeless youth.

ACES prepares students with the foundational knowledge, tools and skills needed to be productive, engaged citizens and lifelong learners. Our goal is to instill from an early age the important academic and character strengths that will help them succeed in college, career and life.

#### MISSION

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

### Reflections: Successes

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

The following chart reflects Accelerated Charter Elementary School’s Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor’s orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Suspension Rate reflected a blue performance level. For the ELA Academic Indicator, ACES received a green performance level schoolwide and for the Socioeconomically Disadvantaged and Hispanic student groups, and Yellow for English Learners. For the Mathematics Academic Indicator, ACES received a Yellow performance level schoolwide and for all numerically significant student groups.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Green	Yellow
English Learners	Orange	Blue	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	Green	Yellow
Students with Disabilities	Red	Blue	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Blue	None	None	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

## Reflections: Identified Need

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

ACES has taken numerous steps to address dashboard and local data, which have also been incorporated throughout the 2021-22 LCAP Goals and Actions.

ACES received an overall red performance level for Chronic absenteeism and for the following numerically significant student groups: Socioeconomically Disadvantaged, Hispanic and Student with Disabilities; and orange for the English Learner Student Group. For the Mathematics Academic Indicator, ACES received a Yellow performance level schoolwide and for all numerically significant student groups.

During the 2020-21 school year, ACES has continued its focus on improving the delivery of math instruction, including the engaging educators on the study of the math standards, analyzing CAASPP data and current internal assessments. One of the findings that our data analysis revealed was that students at ACES scored higher in the Concepts and Procedures claims and targets. It also revealed that ACES students in grades 3-6 needed support in the Problem Solving and Communicating Reasoning claims and targets. Classroom observations also revealed that during math instruction our students were often asked to find the correct answer in a math problem with little to no opportunities to articulate their reasoning or share out different approaches to solving math problems. As such, ACES has aligned its strategic plan to the board goal: All students will increase 50 scale score points in math by the end of each academic year.

## **MATH**

The following priorities have been identified at ACES to promote teaching and learning of mathematics:

1. John Hattie's Visible Learning - 8 Mind frames (ways of thinking) had a major impact on student learning. This year ACES has focused on Hattie's Mind frame #5 Teachers and leaders engage in dialogue not monologue. The standard for mathematical practice stresses the important of providing students with opportunities to make sense of problems and persevere in solving them. The also ask that students construct viable arguments and critique the reasoning of others. This has resulted in the implementation of Number Talks schoolwide, to support students with the standards for mathematical practice. Number talks was a focus this year but challenging with remote learning and maintaining student engagement. ACES contracted Math Solutions to provide professional learning for all educators and conduct classroom demonstration, coaching, and planning support. As a result, we have seen a shift in mindset where students are approaching math problems by engaging in dialogue with their peers on different approaches to solve a program rather than just focusing on ta quick answer. It's a more thoughtful cognitive approach. ACES educators are currently collaborating to develop Learning Outcomes and Success Criteria, in order for our students to have a clearer understanding of their learning. Our educators will continue to engage in professional learning on the math standards to improve lesson planning and student outcomes.

2. Assessment as Feedback: This past year we have continued to improve on school-wide accountability systems that includes monitoring and analyzing internal student achievement data. In 2020-21 ACES adopted and implemented i-Ready Reading and Math are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. i-Ready is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. i-Ready assessments in reading and math will be administered to all students in grades TK-6 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their child's strengths, areas of need and goal setting. In addition, we administered Interim Comprehensive Assessment (ICAs) for grades 3-6 in late October to serve as a baseline measurement of student performance.

3. Collaborative Culture: ACES has continued its focus on collaborative culture based on Fullan’s Coherence that outlines a collaborative inquiry for teachers: assess, plan, act and reflect. This is a similar model to the Plan, Do, Study, Act (PDSA) cycle on schoolwide improvement cycle. ACES has developed structures in place to support this improvement cycle with discussions on data analysis to take place during weekly professional development, grade level planning meetings, leadership meetings and schoolwide as a Professional Learning Community (PLC). ACES will continue with these 3 priorities for the 2021-22 school year as outlined in Goal 2, Action 1 (Professional Development).

### CHRONIC ABSENTEEISM

ACES received an overall red performance level for Chronic absenteeism and for the following numerically significant student groups: Socioeconomically Disadvantaged, Hispanic and Student with Disabilities; and orange for the English Learner student Group. The following chart provides the total number of students enrolled schoolwide and by student group and the percentage identified as chronically absent which resulted in a red performance level on the CA Schools Dashboard. For the 2019-20 school year, Chronic absenteeism was 5.5%; and XX% for the current school year (preliminary). The CDE did not publicly report chronic absenteeism rates for 2019-20 school year because of the inconsistent method of recording absences due to school closure in March 2020; and for the current school year, attendance was based on revised guidelines outlined in Senate Bill 98, which end on June 30, 2021.

Based on a root cause analysis we identified that chronically absent students struggled with social-emotional issues.

ACCELERATED CHARTER ELEMENTARY							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	476	31	6.5%	SCHOOLWIDE	484	68	14.0%
HISPANIC	467	30	6.4%	HISPANIC	482	67	13.9%
EL	219	8	3.7%	EL	221	18	8.1%
SOC. ECON DISADV.	466	30	6.4%	SOC. ECON DISADV.	471	62	13.2%
SWD	39	7	17.9%	SWD	57	13	22.8%

To address Chronic Absenteeism, ACES designed a network of resources to provide a social-emotional counselor to address student’s SEL and mental health needs; and we implemented Habits of Success and Mind Frames, to build a positive school climate and culture. We provided parent workshops to inform them of SEL, and discuss strategies to reduce student absences and improve attendance.

- Attendance Committee was formed comprised of school leaders and staff that meet weekly to review individual student attendance rates, identify trends and patterns and monitor attendance/chronic absence rates.
- Attendance incentives were implemented for students with monthly perfect attendance rates who are recognized and rewarded virtually this year, and will continue for the upcoming 2021-22 school year in-person. This past academic school year, Mondays were identified as

the day of the week we struggled most with student attendance. To increase attendance rates we implemented a grade level incentive program for the grade level team with the highest attendance rate.

- Student outreach: when a student is absent (hybrid or remote learning) the parent is contacted immediately through a phone call, by a school staff, then correspondence sent home and home visits when absences continue. We have implemented the tiered reengagement strategies with fidelity in the 2020-21 school year. Another strategy implemented this year is the practice of having key staff members conduct weekly check-ins (in addition to the required check-in by the classroom teacher).

#### For **English Learners:**

- Improving instruction for EL especially with Mathematics through the use of evidence-based pedagogical strategies through differentiation.
- To support ELs, ACEs has improved the quality of Professional Development, conducting classroom observations on a regular basis, and hosting parent workshops to improve EL student outcomes.
- For the 2020-21 school year, ELs receive both designated and integrated ELD instruction through small group instruction including ELA or SLA instruction.
- Increase in the use of target vocabulary, and teachers provide sentence frames for each lesson, and students are assigned texts based on their reading Lexile level.
- Mathematics: Teachers are leveraging strategies during Number talks to elicit opportunities to learn and practice oral English language in order for literacy skills to flourish.
- Use of internal assessments (i-Ready, Illuminate, A2i) to measure and monitor EL/LtEL student progress.
- Use data to identify students for additional supports with MTSS
- 2020-21: Each student was provided an individualized goal with learning outcomes and success criteria, in order for students to take ownership of their progress/learning.
- Implementation of Tier 2 math Support via small groups by the Math Interventionist
- Use assessment data findings to identify students for Summer Intervention Program.

## LCAP Highlights

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

Accelerated Charter Elementary School is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of Rtl and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus for Accelerated Charter Elementary School.

- Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.
- Goal #2: Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.
- Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Accelerated Charter Elementary School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

# Comprehensive Support and Improvement

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

## Schools Identified

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

Accelerated Charter Elementary has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Support for Identified Schools

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

Accelerated Charter Elementary has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

## Monitoring and Evaluating Effectiveness

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

Accelerated Charter Elementary has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Panorama Education Surveys were distributed to staff (certificated and classified), administrators, students, and parents/families. The survey focused on social-emotional learning, multi-tiered system of supports, response to intervention, school climate, and student voice. Utilizing the visual dashboards in the platform, we were able to interpret the data and identify actions necessary to improve student outcomes, school climate, and systems of supports. We were able to capture feedback about teaching and learning and classroom experiences through the lens of the students. We were able to understand the factors that foster safe, social, and positive learning environments. Survey data allowed us to use information as a means to support productive and professional conversations between teachers, staff and school leaders.

As part of the planning process for this LCAP, we consulted with a diverse group of stakeholders in the following ways:

- **Site Leadership Team:** Provided schoolwide areas of strength and areas of growth which were used to adjust LCAP goals, actions, and services.
- **English Learner Advisory Council:** Reviewed, discussed, and provided feedback on sections of the LCAP involving English Learner Support
- **Parents:** Feedback on our school's performance on the 8 state priorities collected from: LCAP Stakeholder Survey; Title I Survey; Feedback and Discussion from Coffee with the Principal
- **Students:** Feedback on our school's performance on the 8 state priorities collected from LCAP Stakeholder Survey
- **Teachers:** Feedback on our school's performance on the 8 state priorities collected from LCAP Stakeholder Survey
- **SELPA:** Reviewed, discussed, and provided feedback on sections of the LCAP involving Students with Disabilities
- **Charter School Local Governing Board of Trustees:** Feedback on our school's performance on the 8 state priorities

The consultations listed above allowed us to identify specific goals and actions in the LCAP that needed more attention. We also used the collected data from these different sources to ensure that our LCAP and SPSA were in alignment, and that the goals in each document were aligned with the most urgent needs of our students and our school.

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team: There is a need to continue to strengthen the Multi-tiered System of Supports to ensure the academic, social-emotional and behavioral needs of students are met to improve student outcomes.

Teachers: would like to create a detailed science curriculum, goal setting, with intentional observations on implementation.

Staff: There is a need to strengthen intervention programs to improve student academic outcomes.

Parents including PAC, ELAC/DELAC & EL-PAC: there is a need for the school to improve family input and parent participation in workshops using multiple forms of communication and community building. There is also a need to promote college access and readiness.

Students: would like additional VAPA opportunities, to expand “everybody dance for all.”

SELPA:

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school’s Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Initial implementation of a Multi-tiered System of Supports (MTSS with Rti)
- Continue to strengthen the delivery of academic intervention and supports
- Continue to address the social-emotional and mental health needs of students.
- Continue to provide robust professional learning for all teachers including ongoing instructional coaching to improve the quality and delivery of instruction including the use of evidence-based effective pedagogical strategies to address the diverse learning needs of all students (EL, SPED, Socioeconomically Disadvantaged).
- Develop a systematic and evidence-based strategies to reduce chronic absenteeism.
- Continue to implement strategies to improve parent/family input and participation through community-building and communication.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered % of students made 1-year growth: Gr 3-6: XX% (i-Ready)				+50 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered % of students made 1-year growth: Gr 3-6: XX% (i-Ready)				+50 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+15 Scale Score gain annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	88.4%				955
Chronic Absenteeism Rate	%				
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	100%				100%
Suspension Rate	0%				0%
Expulsion Rate	0%				0%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%

\* For the 2020-21 school year, A2i (K-1), i-Ready (2-6) Reading & Math Assessments were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.

\*\* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver

\*\*\* For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	<p>Accelerated Charter Elementary School (ACES) will employ a <i>Principal and a total of 20 appropriately credentialed</i> and assigned classroom teachers for students in grades TK-6, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p> <p>ACES will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p>	\$2,128,555	Y

Action #	Title	Description	Total Funds	Contributing
		<p>All teachers will participate in 5 days of intensive Summer Professional Development, an additional 5 days in the summer for “new” teachers to the profession, to prepare for the 2021-22 academic school year, and an additional 5 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the academic school year.</p> <p>Therefore 10% of salaries are being funded with LCFF S&amp;C.</p>		
2	<b>MEASURING STUDENT PROGRESS – ASSESSMENTS</b>	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> <li>• <b>A2i Assessments:</b> K-1 (Title I funded)</li> <li>• <b>i-Ready Reading &amp; Math Assessments</b> for K-5: (Title I Funded)</li> <li>• <b>State mandated assessments:</b> CAASPP ELA &amp; Math, CAST, ELPAC, PFT</li> </ul> <p>ACES will adopt and implement <b>Performance Matter data management system</b> where all student data and assessments will be housed to develop student, grade level and schoolwide reports to measure and monitor student performance.</p>	\$48,135	Y
3	<b>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. Our interventions were designed to further</p>	\$532,522	Y

Action #	Title	Description	Total Funds	Contributing
		<p>mitigate learning loss and close achievement gaps. Instructional Aides will support students during guided reading.</p> <p>The Intervention Support Coordinators for Literacy and Math will analyze data to identify students performing below grade level to provide push-in and small group instruction during the instructional day.</p> <p>Our school will employ to address learning loss:</p> <ul style="list-style-type: none"> <li>• <b>4 Instructional Aides</b></li> <li>• <b>Intervention Support Coordinator</b> - Literacy (credentialed teacher): (Title I funded)</li> <li>• <b>Intervention Support Coordinator</b> – Math (credentialed teacher): (Title I Funded)</li> </ul> <p>Based on findings from assessment data, students will be identified for additional supports that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Spring Intersession:</b> (2-weeks)</li> <li>• <b>Summer School 2022</b></li> <li>• Science Camp for Grade 6 aligned to NGSS</li> </ul> <p>ACES will also provide:</p> <ul style="list-style-type: none"> <li>• <b>ARC After-school academic &amp; social enrichment</b> (ASES Funded)</li> </ul> <p>Students will also have access to:</p> <ul style="list-style-type: none"> <li>• <b>Leveled Classroom Libraries</b></li> <li>• <b>Raz kids</b></li> <li>• <b>Nearpod</b></li> <li>• <b>Brain Pop</b></li> <li>• <b>NewsELA</b></li> </ul>		

Action #	Title	Description	Total Funds	Contributing
4	<b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b>	The ACES school community has been severely impacted by the COVID-19 pandemic and in order to improve student academic outcomes, their social-emotional and mental health needs must be addressed. ACES will implement <b>Second Step SEL curriculum</b> that focuses on strategies for students to cope and express their emotions. The Mindfulness Coach will provide additional strategies for students to learn how to self-regulate and cope with anxiety. The <b>Social-emotional Specialist</b> will support students through support groups to address grief, anxiety, and social skills. Workshops will also be provided to parents.	\$162,820	Y
5	<b>BROAD COURSE OF STUDY</b>	ACES will provide all students with a broad course of study beyond core subjects that include the following: <ul style="list-style-type: none"> <li>• <b>Everybody Dance:</b> Gr TK-3</li> <li>• <b>Public School Science</b> (ELO Funded)</li> </ul>	\$40,000	Y
6	<b>SERVICES TO SUPPORT SWD</b>	Accelerated Charter Elementary School SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure required services for Student with Disabilities (SWD) will be provided per the student's IEP. The SPED Team comprised of the <b>Director of Curriculum &amp; Instruction (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Speech &amp; Language Pathologist, Psychologist, and Social-emotional Specialist</b> will provide all required services to SWD to ensure the academic, social-emotional and	\$633,107	Y

Action #	Title	Description	Total Funds	Contributing
		behavioral needs are met, and support services are provided. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.		

## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal

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

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
% of students with access to Standards-aligned materials	100%				100%		
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	<b>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>					<b>OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</b>	
		<b>2020-21</b>					<b>2023-24</b>
	ELA	4				ELA	4
	ELD	4				ELD	4
	MATH	4				MATH	4
	NGSS	2				NGSS	3
	HISTORY	2				HISTORY	3
	HEALTH	2				HEALTH	4
	PHYSICAL ED.	4				PHYSICAL ED.	4
	WORLD LANG.	3				WORLD LANG.	4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers appropriately credentialed & assigned	100%				100%
% EL who progress in English Proficiency (ELPI)	2019 Dashboard ELPI 47.1% (Medium)				50%
EL Reclassification Rate	4.1%				15%
% EL with access to CCSS & ELD Standards	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROFESSIONAL DEVELOPMENT</b>	<p>Accelerated Charter Elementary School educators will participate in a robust evidence-based professional development for 1-week during the summer, (5 additional days for “new” teachers, weekly during the academic school year, and 5 non-instructional days during the academic year. To address the learning loss and findings from the initial student achievement data, professional development areas of focus organization wide include:</p> <ul style="list-style-type: none"> <li>• Goal Setting and Monitoring Using Success Criteria</li> <li>• Generating Learning through Student-to-Student Dialogue</li> <li>• Using Assessment Data to Drive Planning &amp; Instruction</li> <li>• Providing Impactful Feedback on Student Work</li> </ul> <p>An area of focus for ACES is to continue to deepen our educators capacity on the state academic standards specifically for Mathematics, an identified area based on the CA school dashboard. Our educators will participate in extensive professional development from Math Solutions</p>	\$429,516	Y

Action #	Title	Description	Total Funds	Contributing
		<p>and Unbound Standards Institute. Additionally, in order for our students to gain grade level mastery in Mathematics, they also need to develop and strengthen their foundational skills in language and literacy. Our educators through professional development/learning will build their knowledge on evidence-based pedagogical strategies that support emergent bilingual students with language and literacy development. We envision our model to include a certified teacher in each classroom with administrators supporting the instructional program by designing evidence-based professional development, conducting classroom/teacher observations, and providing feedback to all teachers using the C3 teacher evaluation framework.</p> <ul style="list-style-type: none"> <li>• <b>Assistant Principal</b> will coach teachers in grades TK-2; and oversee the EL Program, and provide professional development on the ELD standards</li> <li>• <b>Literacy Consultant:</b> Guided reading coach</li> <li>• <b>Assistant Principal</b> – coach teachers</li> <li>• <b>Director of Elementary Education</b></li> </ul> <p>The critical areas of focus for ACES Schoolwide include:</p> <ul style="list-style-type: none"> <li>• Deepening capacity with the academic state standards: Learning Outcomes &amp; Success Criteria</li> <li>• Leveraging a Collaborative Culture</li> <li>• Using Assessment as feedback (goals and systems)</li> </ul> <p>Other focus areas for schoolwide professional learning includes:</p> <ul style="list-style-type: none"> <li>• <b>Mindfulness Coach - SEL Mindfulness Training</b></li> <li>• <b>Systematic ELD</b></li> <li>• <b>Math Solutions: Number talks/Content</b></li> <li>• <b>Unbound Standards Institute (Title II Funded)</b></li> <li>• <b>Gomez &amp; Gomez: dual language</b></li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>ACES will support teachers and leadership team with conferences:</p> <ul style="list-style-type: none"> <li>• <b>CABE</b></li> <li>• <b>Unbound Standards Institute</b></li> <li>• <b>Systematic ELD</b></li> </ul> <p>To support teacher effectiveness and credential clearance, ACES will reimburse <i>teacher induction expenses. (Title II Funded)</i></p>		
2	<b>STRENGTHENING EL PROGRAM &amp; SERVICES</b>	<p>ACES will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The Assistant Principal (see Goal 2, Action 1) will provide all teachers with additional training on integrated/designated ELD, standards, and strategies to address the language needs of ELs and monitor the academic progress of ELs.</p> <p>The <i>Instructional Aide</i> (Title III Funded) will provide additional/supplemental academic support for EL students during designated ELD instruction. EL students will also access <i>Rosetta Stone</i>, as a supplemental tool to improve English language acquisition.</p>	\$43,974	Y
3	<b>CORE CURRICULAR PROGRAM NEEDS</b>	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> <li>• <b>Math, ELD: Wonders/Maravillas</b></li> <li>• <b>Literature novels</b></li> <li>• <b>Classroom libraries</b></li> <li>• <b>Guided Reading</b></li> </ul>	\$24,133	N

Action #	Title	Description	Total Funds	Contributing
4	<b>CLOSING THE DIGITAL DIVIDE</b>	ACES has implemented a 1:1 student to device ratio, schoolwide and will acquire <b>Go Guardian</b> licenses for all student devices and employ IT tech support.	\$47,274	Y

# Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal

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

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary				Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	83%				>85%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	74%				90%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	96%				>95%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &amp; SAFE LEARNING ENVIRONMENT</b>	<p>Accelerated Charter Elementary School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> <li>• <b>Campus Aides for supervision</b></li> <li>• <b>Security Guard</b></li> <li>• <b>Raptor Security</b></li> <li>• <b>Student incentives (Kickboard)</b></li> <li>• <b>School Nurse</b></li> <li>• <b>COVID-19 testing</b></li> </ul> <p><b>Field Trips</b> and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for <b>college field trips</b> to create a college &amp; career going focus for students. Students in <b>Grade 6 will participate in Science Camp</b> that encompasses the science standards.</p> <p>ACES will administer <b>Panorama SEL surveys</b> to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school's LCAP and local indicators report.</p>	\$399,867	Y
2	<b>PARENT INPUT IN DECISION-MAKING</b>	At ACES parent input in decision-making will take place through the following:	\$0	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), DELAC, &amp; EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> </ul>		
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>ACES will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school’s website will be designed to be parent friendly, and accessible.</p> <p>The <b><i>bilingual Family Engagement Coordinator (FEC)</i></b> will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). Trainings, workshop and events include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Coffee with the Leadership Team</li> <li>• Training on accessing <b>Parent Portal – PowerSchool</b> so parents can view student grades, attendance, student progress and communicate with school staff.</li> <li>• Family Workshops</li> <li>• <b>Family Book Mobile</b> – a lending library for students and parents to increase literacy skills, and love for reading</li> <li>• <b>Remind App</b> – communicate with families and school staff</li> </ul>	\$106,306	Y

Action #	Title	Description	Total Funds	Contributing
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITIES</b>	ACES strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	\$170,978	N

## Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.29%	\$1,463,545

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

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

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

### Requirements and Instructions

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

**Local Control and Accountability Plan:**

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.

- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.