

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Accelerated Charter Elementary School
CDS code:	19-64733-0100743
LEA contact information:	Karin Figueroa, Principal
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	5,731,933
LCFF supplemental & concentration grants	\$	1,463,545
All other state funds	\$	512,675
All local funds	\$	836,767
All federal funds	\$	880,119
Total Projected Revenue	\$	7,961,495
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	8,398,314
Total Budgeted Expenditures in the LCAP	\$	4,697,191
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,463,545
Expenditures not in the LCAP	\$	3,701,123
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	552,981
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	1,330,716

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
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LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0100743

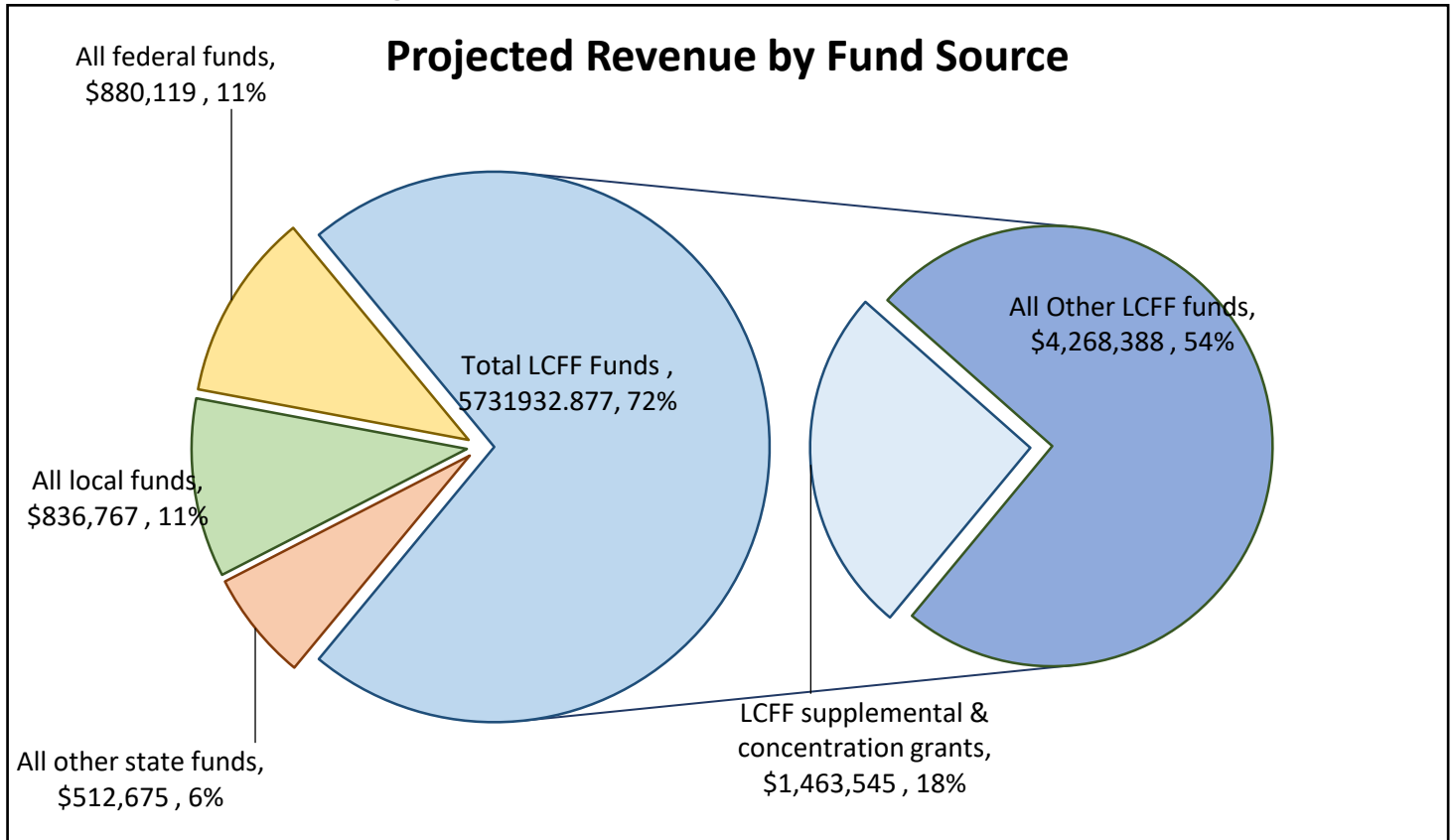
School Year: 2021 – 22

LEA contact information: Karin Figueroa, Principal

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 2021 – 22 School Year

Projected Revenue by Fund Source

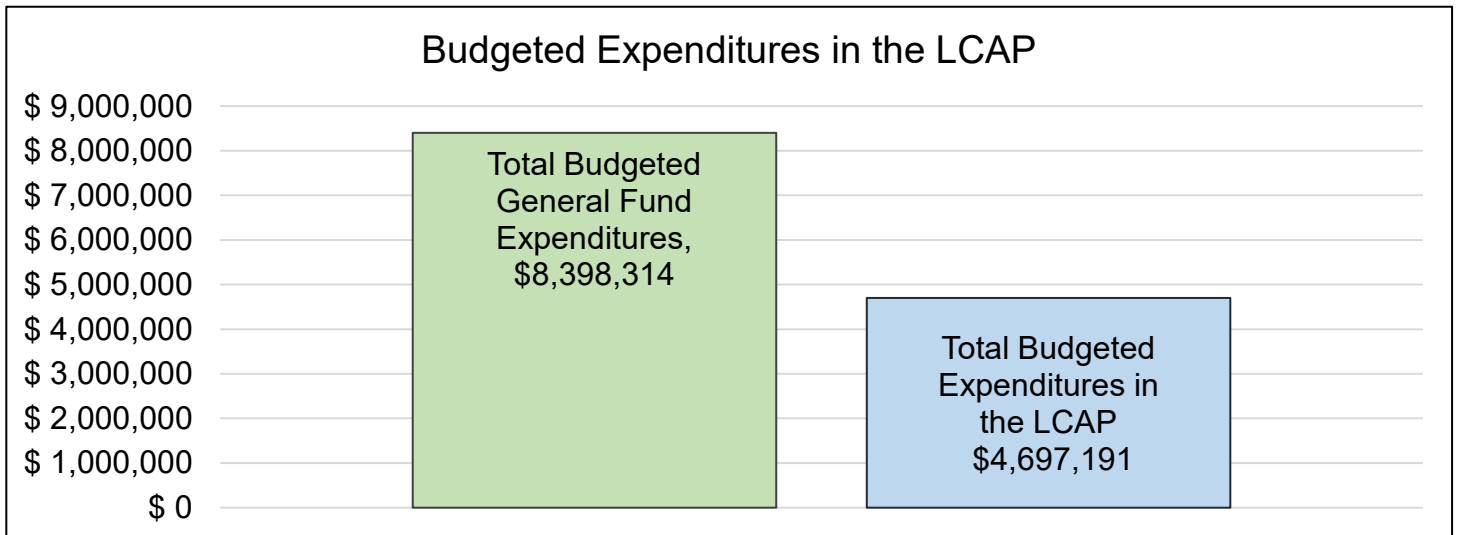


This chart shows the total general purpose revenue Accelerated Charter Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Accelerated Charter Elementary School is \$7,961,494.85, of which \$5,731,932.88 is Local Control Funding Formula (LCFF), \$512,675.20 is other state funds, \$836,767.44 is local funds, and \$880,119.34 is federal funds. Of the \$5,731,932.88 in LCFF Funds, \$1,463,544.88 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Accelerated Charter Elementary School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

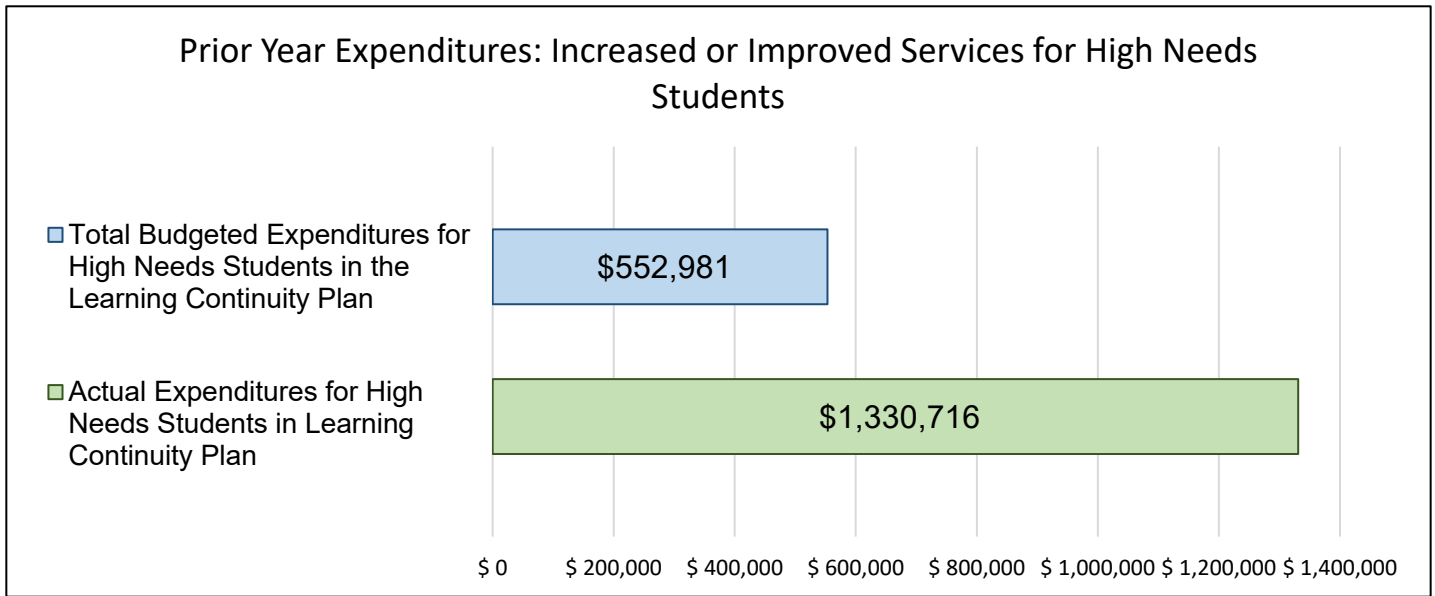
Accelerated Charter Elementary School plans to spend \$8,398,313.56 for the 2021 – 22 school year. Of that amount, \$4,697,191.00 is tied to actions/services in the LCAP and \$3,701,122.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee general insurance other fees and services depreciation and auxiliary salaries. In Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Accelerated Charter Elementary School is projecting it will receive \$1,463,544.88 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter Elementary School plans to spend \$1,463,544.88 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 2020 – 21



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

In 2020 – 21, Accelerated Charter Elementary School's Learning Continuity Plan budgeted \$552,981.00 for planned actions to increase or improve services for high needs students. Accelerated Charter Elementary School actually spent \$1,330,715.60 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase student academic achievement to ensure college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Basic Services - Highly Qualified/Credentialed teachers	2019-20: 100%
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	2019-20: 100%

Expected	Actual																								
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1073 142 1549 240">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th data-bbox="1073 240 1318 289"></th> <th data-bbox="1318 240 1549 289">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 289 1318 337">ELA</td> <td data-bbox="1318 289 1549 337">4</td> </tr> <tr> <td data-bbox="1073 337 1318 386">ELD</td> <td data-bbox="1318 337 1549 386">4</td> </tr> <tr> <td data-bbox="1073 386 1318 435">MATH</td> <td data-bbox="1318 386 1549 435">4</td> </tr> <tr> <td data-bbox="1073 435 1318 483">NGSS</td> <td data-bbox="1318 435 1549 483">3</td> </tr> <tr> <td data-bbox="1073 483 1318 532">HISTORY</td> <td data-bbox="1318 483 1549 532">2</td> </tr> <tr> <td data-bbox="1073 532 1318 581">CTE</td> <td data-bbox="1318 532 1549 581">3</td> </tr> <tr> <td data-bbox="1073 581 1318 630">HEALTH</td> <td data-bbox="1318 581 1549 630">2</td> </tr> <tr> <td data-bbox="1073 630 1318 678">PHYSICAL ED.</td> <td data-bbox="1318 630 1549 678">4</td> </tr> <tr> <td data-bbox="1073 678 1318 727">VAPA</td> <td data-bbox="1318 678 1549 727">2</td> </tr> <tr> <td data-bbox="1073 727 1318 768">WORLD LANG.</td> <td data-bbox="1318 727 1549 768">4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	2	CTE	3	HEALTH	2	PHYSICAL ED.	4	VAPA	2	WORLD LANG.	4
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Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered																								
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered																								
Course Access	All students have access to courses needed for successful transition to middle school. Students receive differentiated instruction and support in each subject area including Spanish as a dual immersion program.																								
Basic Services - Facilities	2019-20: Exemplary Score on FIT report																								
Course of Study	See “Course access”																								

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 (3) 100% of all teachers are fully credentialed and properly assigned.	A: \$1,740,000 B: \$85,000 C: \$925,000 D: \$ LCFF Funds A: Certificated Wages B: Classified Wages C: Employee Benefits D:	A: \$1,197,762 B: \$0 C: \$94,104
1.2(3) Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas.	A: \$140,000 B: \$ C: \$ D: \$ LCFF Funds A: Books & Supplies B: C: D:	\$122,639
1.3(3) Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists.	A: \$75,000 B: \$ A: Books & Supplies B:	\$410,347
1.4(3) Provide high quality substitutes to support classroom instruction.	A: \$125,000 B: \$ LCFF Funds	\$102,866

	A: B:	
1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.	A: \$ B: \$ C: \$ D: \$ E: \$ See 1.02 A: B: C: D: E:	\$990
1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students.	A: \$70,000 B: \$12,000 LCFF Funds A: B:	\$87,500
1.7(3) Provide funding for Library Clerk to help fulfill the primary expectation of serving all students including the students of low income and unduplicated count.	A: \$ B: \$ C: \$ D: \$ A: B: C: D:	\$0
1.8(3) School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration.	A: \$650,000 B: \$ C: \$	\$1,014,770

	D: \$ LCFF Funds A: Certificated Wage B: C: D:	
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 3: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 5: There was a cost for EL Achieve professional development not previously budgeted for.
- Action 7: Library clerk was not hired
- Action 8: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Accelerated Charter Elementary School (ACES) purchased and provided its students with an extensive amount of supplemental ELA reading/literacy, Spanish and math intervention programs to support struggling students. Students are assessed using multiple types of assessments such as i-Ready, A2i, Illuminate to monitor student progress and identify learning gaps.

ACES has implemented a 1:1 student to device ratio which supported the transition to distance learning. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA

and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging, and meaningful to students, resulting in higher participation and engagement. Academic supports and interventions were provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Goal 2

Increase student engagement and whole child outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Pupil Engagement – school attendance rates	2019-20: 97.1%
School Climate – Suspension & Expulsion Rates	2019-20: Suspension Rate: 0% 2019-20: Expulsion Rate: 0%
Pupil Outcomes	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, Physical Fitness Test (PFT) was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 (3) Implement college and career activities to support and promote a college-going culture.	A: \$5,000 B: \$ C: \$ D: \$ LCFF Funds A: Other Operating Costs B: C:	\$0

	D:	
2.2(3) Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio-emotional support.	A: \$ B: \$ C: \$ D: \$ See 1.06 A: B: C: D:	\$0
2.3(3) Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy.	A: \$ B: \$ C: \$ D: \$ See 1.06 A: B: C: D:	\$0
2.4(3) Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.	A: \$15,000 B: \$ C: \$ LCFF Funds A: Other Operating Costs B: C:	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Actions 1-3: There were no budgeted expenditures, and no actual expenditures.
- Action 4: There were no actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Academic support and intervention were provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Counselors provided social-emotional support to students in need of counseling. Our school also set up a mental health hotline for students/families. In addition, our school provided families with the California Parent and Youth Helpline that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

Goal 3

Improve practices supporting effective student instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment was not administered
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA Assessment was not administered
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA/Math Assessment was not administered

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1(3) Provide instructional staff with professional development to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis.	A: \$10,000 B: \$ C: \$ D: \$	\$41,914

	LCFF Funds A: Other Operating Costs B: C: D:	
3.2(3) Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students.	A: \$10,000 B: \$ C: \$ LCFF Funds Federal A: Other Operating Costs B: C:	\$0
3.3(3) Implement Learning Community Committee's to support the mission and vision of the school – to prepare students to attend the college of their choice.	A: \$ B: \$ C: \$ D: \$ A: B: C: D:	\$0
3.4(3) Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data.	A: \$ B: \$ C: \$ D: \$ E: \$ A: B:	\$0

	C: D: E:	
3.5(3) Provide additional instruction on Saturdays to support struggling students.	A: \$15,000 B: \$ C: \$ LCFF Funds A: Certificated Wages B: C:	\$68,188
3.6(3) Provide planning time for teachers to promote the academic and social/emotion success of students.	A: \$ B: \$ See 1.06 A: B:	\$0
3.7(3) Provide field trips and classroom guest speakers.	A: \$8,000 B: \$ C: \$ D: \$ E: \$ LCFF Funds A: Other Operating Costs B: C: D: E:	\$0
3.8(3) Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program.	A: \$ B: \$	\$106,668 Salaries

	C: \$ D: \$ E: \$ A: B: C: D: E:	\$4,894 Safety Consultant
3.9(3) Offer summer program to support the academic growth of all students.	A: \$22,500 B: \$ LCFF Funds A: Certificated Wages B:	\$49,418

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 3:

- Action 1: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 2: PD to improve EL instructional practices did not take place due to school closure.
- Actions 3-4: There were no budgeted expenditures, and therefore no actual expenditures
- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 5: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Actions 6-7: No actual expenditures
- Actions 8-9: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

ACES provided all teachers with evidence based professional development and supported new teachers with induction costs to clear their credentials. Professional development focused on student's cognitive thinking, open-ended questions, and data analysis. Teachers were provided with planning days and coaching to support curriculum development and creation of structured routines. Teachers participate in 1 week of summer professional development, an additional week for new teachers, 5 non-instructional days during the academic year, weekly professional development; and Wednesday workshops (optional) were provided to support teachers with targeted support.

Teachers participated in Professional Development to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction. Initially the focus was on English Language Arts and Mathematics, then integrating Social Studies and Science. All teacher's set-up office hours to provide small group and individual instruction. Professional Development for all teachers continued on a weekly basis during school closure.

As a result of Distance Learning the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. The Kindergarten graduation and 6th grade culmination was changed to a virtual Zoom meeting. A letter was issued to students and parents with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA and Math.

Goal 4

Increase parent engagement, involvement, and satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parent Involvement	2019-20: Outcome met. Overall Parent survey results – The Accelerated Schools Participation Rate 72.3% See survey results under “analysis” section

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians.	A: \$5,000 B: \$ C: \$ D: \$ LCFF Funds Federal A: Other Operating Costs B: C: D:	\$1,000

<p>4.2(3) Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events.</p>	<p>A: \$10,000 B: \$ C: \$ LCFF Funds A: Certificated Wages B: C:</p>	<p>\$3,101</p>
<p>4.3(3) Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.</p>	<p>A: \$12,000 B: \$ C: \$ D: \$ LCFF Funds A: Book & Supplies B: C: D:</p>	<p>\$6,210</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 4:

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 2: Budgeted expenditures far exceeded Actual expenditures and the action was fully implemented.
- Action 3: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Throughout distance learning, the Accelerated Schools, provided families with updates and resources via email, Class Dojo, and on our school's COVID-19 updates website. This site also provided helplines for school and community resources. Surveys were administered monthly to assess family needs with regards to food, technology, mental health, shelter, and other services. Ongoing communication through check-ins and surveys with families was essential to the success of our Distance Learning program, and addressing the needs of families. Stakeholder survey results were analyzed and used to measure the effectiveness of our Distance Learning program and identify additional resources and/or support services our families needed.

The following are the overall parent survey results:

- 84.7% of parents who took the survey indicated that the school is clean and is in good repair
- 89.1% of parents who took the survey indicated that the school is safe and has security procedures in place
- 85.4% of parents who took the survey indicated that there are high standards and sound instructional practices in place for students
- 79.3% of parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 93.3% of parents who took the survey indicated that the school provides additional support and resources for students and parents – (workshops, mental health, bullying prevention, etc.)
- 95.8% of parents who took the survey indicated that the school maintains a positive school climate and culture
- 95.1% of parents who took the survey indicated that the school involves all stakeholders as decision making partners
- 96.3% of parents who took the survey indicated that the school has strong school-family communication systems in place
- 91.4% of parents who took the survey indicated that they believe that students learn and benefit from the instructional practices provided at the school
- 89.7% of parents who took the survey indicated that students receive the support they need for academic and course planning
- 93.3% of the parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 91.5% of the parents who took the survey indicated that the school effectively addresses attendance and absenteeism
- 96.3% of parents who took the survey indicated that they would recommend someone to work at or to attend this school
- 97% of parents who took the survey indicated that the school is welcoming to parents and provides academic support and training for families to support student growth and achievement

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	\$1,981,212	*\$2,031,995	Y
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$137,200	\$149,900	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

For the 2020-21 school year, Accelerated Charter Elementary (ACES) provided all students with a longer school day (300 daily instructional minutes and an additional 60 minutes daily for teacher office hours to provide all students with academic support), and longer school year (180 instructional days) that exceeded SB98 requirements of 175 instructional days, and 180-240 instructional minutes (depending on grade level). Additionally, all teachers participated in 5 days of intensive summer professional development, 5 additional days for “new teachers,” and 5 non-instructional days during the academic school year for professional development.

*As a result, 15% of salaries were funded with LCFF S&C funds (Contributing)

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On Monday April 12th ACES opened for in-person/hybrid instruction. Approximately 40% (~200 students) of its students (families) opted for in-person instruction, and 60% remained in distance learning. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation. The School's leadership and support staff conducted significant parent outreach and home visits to communicate with disengaged families. In addition, school tours took place on Mondays to demonstrate to families the safety protocols that had been implemented and the Principal led several parent meetings for each grade level, including Town Halls and reiterated the requirements of COVID-19 testing for all students and staff. We also prioritized families with 3+ children to provide hybrid instruction to ensure continuity of instruction and student participation.

Prior to offering hybrid instruction, ACES implemented (pods) cohorts of at-risk students who had been disengaged (chronically absent) and struggling with distance learning including English Learners, low-income, homeless, students with Disabilities in grades 1,4 7 6, that received support onsite.

Challenges: Approximately 5 classes out of 19 classes are being taught by substitute teacher for hybrid instruction, as we've struggled to have teachers return to in-person/hybrid instruction. Another challenge is that 60% of students/families have opted to remain in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: Illuminate, NWEA MAP, A2i Assessment, i-Ready (Reading, Math)	\$20,487	\$40,210	N
Technology devices: Chromebooks, iPads, MacBooks, Wi-Fi Hotspots, internet, headsets	\$60,260	\$438,709	N
SPED Services and staffing	\$662,833	\$548,114	N
Core Curriculum: Wonders (ELA/ELD), EL Achieve (ELD), Engage NY (Math), Inspire Science McGraw-Hill (Spanish), Social Studies	\$53,061	\$21,117	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Google Voice, Zoom, Kami, BrainPop, Raz Kids, Summit, NearPod, Kickboard, Clever	\$52,646	\$35,897	Y
Professional Development	\$25,837	\$26,005	N
Assistant Principal - supports intervention, afterschool program, coaches teachers, provides PD	\$116,850	\$114,000	N
In House Substitute Teachers (2) - covering classes to ensure learning continues without interruption; in-house subs provide continuity of instruction	\$77,490	\$75,600	Y
Director of Elementary Education to provide support with teacher professional development; After-school Programs; and collaborate with the "support team"	\$79,950	\$78,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- NWEA MAP assessments, Summit, and Kickboard were not implemented

- Additional substitutes were contracted (outsourced)

Although these assessments/programs were not implemented other types of assessments (A2i, i-Ready), online standards-aligned curriculum were to adequately meet the needs of our elementary students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: ACES designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction.

For the 2020-21 school year, our staff designed a structured distance learning schedule that provided continuity of instruction for our students and families. For students in grades K-6, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction.

Our students participated in daily live (synchronous) instruction; and asynchronous instruction.

Our students utilized the following online platforms: Wonders ELA, Engage NY – Eureka Math, inspire Science, NewsELA, BrainPop, Buzz Math, Scholastic, NearPod, Raz Kids, and Clever.

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, ACES struggled with student attendance, participation and engagement. ACES struggled with student attendance, participation and engagement. For many they lacked adult supervision. This was one of the main reasons our school prioritized initial pods and then hybrid instruction so that students could come to school and learn.

Access to Devices & Connectivity:

- Successes: All Students in grades TK-1 were equipped with tablets; grades 2-6 with a Chromebook. Teachers were provided ThinkPads to support online learning instruction. Students who lacked connectivity at home were provided with a Wi-Fi hotspot; and our IT department shared resources for low-cost broadband internet services for low-income households.

- Challenges: Most families lacked high speed internet at home, and for some Wi-Fi hotspots worked intermittently because of the limited bandwidth issues.

Pupil Participation & Progress:

- Successes: With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case, it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning.

For the 2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the ACES administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- Mindfulness - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building
- Challenges: Despite numerous effort including implementing tiered reengagement strategies, ACES struggled with student attendance, participation and engagement. For many they lacked adult supervision. This was one of the main reasons our school prioritized initial pods and then hybrid instruction so that students could come to school and learn.

Distance Learning Professional Development:

- Successes: Accelerated Charter Elementary was commitment to providing ongoing support, guidance and resources for all teachers to maintain high quality distance learning programs for students has been evident throughout the year. All teachers participated in 1-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging and rigorous lessons via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator facilitated and led training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this was an essential training to ensure the needs of our students were met. The Social-emotional Counselors, School Psychologist/Special Education Administrator also facilitated professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

ACES also designated mentor teachers to provide support for other teachers who struggled with technology during distance learning.

- Challenges: There were no challenges with professional development

Staff Roles & Responsibilities:

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.
- Challenges: there were no identified challenges.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: For English Learners: Our English Learners received integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Systematic ELD curriculum and El Achieve for K-6 that included an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supported long-term English Learners (LtELs). To continue to develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. The ELD curriculum was paired with online platforms that included but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

The Intervention Specialist provided additional academic support for students with unique needs including Unduplicated Pupils (Low income, English learners, foster youth) based on student performance on internal and benchmark assessments. English learners will receive increased support in small reading groups from an additional instructional assistant.

For K-6, EL students had a separate block of time for designated ELD support. A focus for the year was to provide teachers with professional development around both designated and integrated ELD strategies.

For Students with Disabilities: Our Students with Disabilities received instruction through push-in and pull-out models. The pull-out program was a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher worked together to plan lessons and provide accommodations for SWD. The co-teaching model utilized breakout rooms for more personalized support. The RST met with small groups of students including the Instructional Aides to provide support. Scheduling was challenging but also led to student academic success. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continued to provide push in support for students. A focus for the year was to provide both IAs and general education teachers training on how to provide effective support online. Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the RSP teacher co-taught with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

- Challenges: Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, approximately 60%, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School	\$43,060	\$58,352	Y
Instructional Assistants	\$100,612	\$98,158	N
After School Program (funded by ASES Grant): Academic & Social Enrichment	\$69,103	\$99,877	N
Spring Intervention was provided to students to accelerate learning	--	\$26,640	N
ARC Contracted services to provide push-in support when launching hybrid instruction	--	\$108,000	N
Rosetta Stone licenses were purchased to support ELs with additional supplemental supports during designated ELD	--	\$26,000	N
Scholastic Literacy Pro licenses were purchased to provide students with access to digital books	--	\$4,500	N
Math manipulatives were purchased and distributed to students to support math instruction and other additional instructional materials – 3 times during the year	--	\$3,677	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- Spring Intervention (intercession)
- ARC contracted services for tutoring, homework assistance and supervision (during hybrid instruction)
- Rosetta Stone – academic support for designated ELD
- Scholastic Literacy Pro which provided all students with access to digital books

- Math manipulatives purchased to provide for all students during distance/remote learning during 3 separate schoolwide distributions of instructional materials to students/families (pick-up)

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: ACES For the 2020-21 school year, our staff designed a structured distance learning schedule that provided continuity of instruction for our students and families. For students in grades K-6, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction.

Our students participated in daily live (synchronous) instruction; and asynchronous instruction.

Our students utilized the following online platforms: Wonders ELA, Engage NY – Eureka Math, inspire Science, NewsELA, BrainPop, Buzz Math, Scholastic, NearPod, Raz Kids, and Clever.

For English Language Arts (ELA) - our key organization wide goal was to support students in bi-literacy. Our goal was to ensure that students that begin with us in K, exit 2nd grade reading at grade level. Therefore, there was a strong emphasis in early literacy skills in the K-2 grades. Teachers administered reading conferences with students to be able to gather data on the reading skills that students were strong in and skills they need support in. This informed lesson design during small group instruction. Our teachers have studied and implemented Daily Five literacy centers. These centers focused on phonemic awareness, phonics and reading comprehension. At the 3-6 level, students focused primarily on reading comprehension and analysis as well as developing longer pieces of writing, with students who struggled with phonics and decoding received intervention supports during small group time. Across K-6, there were several instructional features that were present in daily live interaction:

Learning Outcome and Success Criteria- Teachers and students were able to reference their learning outcomes and success criteria for the lesson. Teachers had students reflect on these before, during, and after the lesson.

Assessment As Feedback to Me - ACES administered assessments in English Language Arts, Spanish Language Arts and Math throughout the year. In addition to establishing assessment windows, we also designated time in professional development to analyze student data to inform our planning. Daily lessons were reflective of student needs and Common Core State Standards.

Collaborative Culture- Based on Michael Fullan's work around drivers that move a school forward, this year ACES teachers focused on cultivating a collaborative culture that moves instruction forward for all students. Collaborative work at ACES this year focused on

learning, building capacity and ensured that we had a measurable impact on student learning. The purpose was to ensure equity with instruction that all students receive across grade levels.

For grades TK/K: Teachers scheduled smaller group instruction throughout the day 30-45 minutes and implemented effective strategies such as Total Physical Response (TPR), visuals and songs to engage students with learning.

For Math: Across K-6, teachers worked on developing students' conceptual understanding, procedural skills and fluency. Therefore, a typical math block included these components at different levels. Instructional features on the K-6 math program were:

- Learning Outcome and Success Criteria- Teachers and students knew or were able to reference their learning outcomes and success criteria for the lesson. Teachers had students reflect on these before, during, and after the lesson.
- Number Talks - Math instruction started with numbers talks. At ACES we worked on supporting students with developing accuracy, flexibility and efficiency. In addition, we continued to focus on John's Hattie mind frame of "Dialogue over monologue" - which meant that during number talks it promoted an exchange of ideas around mathematical ideas.
- Assessment As Feedback to Me - ACES administered math assessments throughout the year, and established assessment windows and designated time in professional development to analyze student data to inform our planning. Daily lessons reflected student needs and Common Core State Standards.
- Challenges include: during distance learning, students struggled to turn in projects and complete coursework despite flexibilities provided and ongoing communication with families. An additional Instructional assistant was hired to support students who were struggling academically. Teachers in K-2 also provided office hours for parent support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

For the 2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the ACES administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- Mindfulness - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building

School-Based Mental Health: ACES continued to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor provided one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum was incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff identified and referred using our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically absent students.

For students suffering from loss due to death in the family, our school partnered with Our House, that provided grief counseling services for children.

Behavior Support Systems: To promote a positive school climate, onsite and virtually, students were provided a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices were implemented specifically at the secondary level, for prevention and targeted intervention to support students.

Staff Support: Appropriate training was provided to teachers and staff to help them cope with emotional and mental health concerns. In addition, staff were provided with resources, self-care strategies, and opportunities to reconnect with their colleagues. To keep students, staff, and families connected with their school, our school developed virtual events, such as a virtual welcome back, spirit week, and award assemblies, and maintained student and staff recognition, awards, and traditions. The Administrative team conducted daily check-ins with their staff to gauge instructional practices, identify the social-emotional needs of their staff. For staff that were in need of social-emotional support, the Special Education Administrator, who is a School Psychologist, and the School Counselor provided professional development to the entire staff on coping with trauma; and addressing social-emotional and well-being.

The Social-emotional Counselors, School Psychologist/Special Education Administrator also facilitated professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

- Challenges include: despite a multitude of strategies implemented and staff involved, ACES struggled with reducing the number of students who were chronically absent. Many of students' families faced job, food and/or housing insecurity, family members who fell ill or died due to COVID-19, faced anxiety, stress, and/or depression. For our youngest students in distance learning, many lacked an adult who could assist them at home with connecting and participating in distance learning, others had to rely on siblings who were also

participating in distance learning, and for families who were non-English speaking struggled with understanding distance learning, lacked technology skills, despite having bilingual staff to support families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach:

ACES continued to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. ACES worked closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that supported mental health, online engagement, and diversity and inclusion.

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Created a centralized feedback system for families
- Provided education for families around supported children on non-physical learning days
- Established home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensured all families stayed “connected” to The Accelerated Schools

- Successes with parent engagement: parents provided positive feedback when surveyed and during Zoom meetings in regard to the plethora of services our school provided during distance learning and with the transition to hybrid instruction.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

The Administrative team also contacted families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepared and analyzed student achievement data reports that was presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff was used in various capacities. Our supervision staff supported our attendance policy, making daily phone calls for students who were absent from class. Supervision staff were trained in parent outreach including strategies to provide families with

resources to participate in distance learning classes. Other non-certificated staff roles were modified to support the school with the attendance policy and with family and student outreach, provided tech support, and resources for families.

- Challenges include: Despite numerous efforts to communicate with families especially for those whose children were disengaged, this was an area for growth.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

- Successes include that meal distribution occurred daily via curbside in a non-congregate setting. During hybrid instruction meals were provided as grab and go during dismissal.

- Challenges include that ACES contracted meal services with a local vendor which incurred significant costs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-being	Social Emotional Learning Specialists (SEs) - make calls to families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students with and without disabilities during asynchronous time; provide support to not only their assigned student during synchronous and non-synchronous times, but provide general instructional aide support to both SWDS and non-SWDS during synchronous times based on schedule created by RSP teacher and site administrators.	\$86,100	\$84,000	Y
Pupil and Family Engagement and Outreach	Remind App	\$2,267	\$2,000	Y
Pupil and Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - Tech support)	\$136,668	\$158,919	Y
Mental Health and Social and Emotional Well-being	School Psychologist: 33%	\$32,595	\$31,200	N
Pupil and Family Engagement and Outreach	Nurse (2 split 1/3 to each school budget) & medical supplies	\$73,800	\$36,000	Y
Pupil and Family Engagement and Outreach	Uniforms for Unduplicated Pupils	\$1,000	\$0	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The following are the substantive differences between the planned actions and what was actually implemented:

- Uniforms were not purchased because our school waived uniform requirements for the 2020-21 school year during hybrid instruction.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. ACES has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement
- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service,
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: will continue daily SEL Community Circles for all students and support staff (Counselor and Social Emotional Learning Specialists).
- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities,
- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Accelerated Charter Elementary School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- A2i Reading Assessment: Grades K-2, 4 times/year
- Interim Comprehensive Assessments (ICA): Mid-Year
- i-Ready ELA: Gr. 3-6, 3 times/year
- i-Ready Math: Gr. K-6, 3 times/year
- Running records, Gr. K-2

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue the use of technology applications adopted in different platforms (ex. Nearpod) for Math & Number Talks
- Continue use of technology devices during instruction and other tools: NearPod, Google Classroom, Raz Kids, etc.
- Continue to utilize Zoom meeting platforms for parent meetings including townhalls which has resulted in higher parent involvement, engagement and participation.
- Continue Cycle of Assessments to measure and monitor student progress (i-Ready assessments and the tools it provides with student personalized learning pathways)
- Continue to strengthen and systemize the school's Multi-tiered System of Supports (MTSS)
- Continue to expand academic supports for students
- Continue to expand social-emotional and mental health services for students.
- Continue with grade level planning teams which resulted in a higher level of collaboration; where teachers met and studied the standards.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

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

Plan Summary 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: 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 a 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 32% 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 RtI 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.

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: provided suggestions that were incorporated in the LCAP specifically Goal 1, Action 6.

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: 45% (i-Ready)				+50 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered % of students made 1-year growth: Gr 3-6: 39% (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%				95%
Chronic Absenteeism Rate	32%				8%
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: i-Ready (3-6) 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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	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.	\$2,128,555	Y

Action #	Title	Description	Total Funds	Contributing
		<p>ACES will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <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 15% of salaries are being funded with LCFF S&C.</p>		
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<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"> • A2i Assessments: K-1 (Title I funded) • i-Ready Reading & Math Assessments for K-5: (Title I Funded) • State mandated assessments: CAASPP ELA & Math, CAST, ELPAC, PFT <p>ACES will adopt and implement Performance Matter data management system where all student data and assessments will be housed to develop student, grade</p>	\$48,135	Y

Action #	Title	Description	Total Funds	Contributing
		level and schoolwide reports to measure and monitor student performance.		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<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 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"> • 4 Instructional Aides • Intervention Support Coordinator - Literacy (credentialed teacher): (Title I funded) • Intervention Support Coordinator – Math (credentialed teacher): (Title I Funded) • In-house substitutes <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"> • Spring Intersession: (2-weeks) • Summer School 2022 • Science Camp for Grade 6 aligned to NGSS <p>ACES will also provide:</p> <ul style="list-style-type: none"> • ARC After-school academic & social enrichment (ASES Funded) <p>Students will also have access to:</p>	\$532,522	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Leveled Classroom Libraries • Raz kids • Nearpod • Brain Pop • NewsELA 		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	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 Second Step SEL curriculum 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 Social-emotional Specialist will support students through support groups to address grief, anxiety, and social skills. Workshops will also be provided to parents.	\$92,820	Y
5	BROAD COURSE OF STUDY	ACES will provide all students with a broad course of study beyond core subjects that include the following: <ul style="list-style-type: none"> • Everybody Dance: Gr TK-3 • Public School Science (ELO Funded) 	\$40,000	Y
6	SERVICES TO SUPPORT SWD	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 (Option 3). Members of the SPED team will participate in Option 3 committees and professional development. The Director of Curriculum & Instruction will serve as the SPED Administrator (split	\$633,107	Y

Action #	Title	Description	Total Funds	Contributing
		<p>between all 3 Accelerated Schools) will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Team comprised of the Director of Curriculum & Instruction (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>		

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.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
		2020-21				2023-24
	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
% 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	PROFESSIONAL DEVELOPMENT	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	\$429,516	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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"> • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work <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 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>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assistant Principal will coach teachers in grades TK-2; and oversee the EL Program, and provide professional development on the ELD standards • Literacy Consultant: Guided reading coach • Assistant Principal – coach teachers • Director of Elementary Education <p>ACES will use Whetstone’s classroom observation software that provides teachers with feedback, observation notes, action steps, rubrics in one place.</p> <p>The critical areas of focus for ACES Schoolwide include:</p> <ul style="list-style-type: none"> • Deepening capacity with the academic state standards: Learning Outcomes & Success Criteria • Leveraging a Collaborative Culture • Using Assessment as feedback (goals and systems) <p>Other focus areas for schoolwide professional learning includes:</p> <ul style="list-style-type: none"> • Mindfulness Coach - SEL Mindfulness Training • Systematic ELD • Math Solutions: Number talks/Content • Unbound Standards Institute (Title II Funded) • Gomez & Gomez: dual language <p>ACES will support teachers and leadership team with conferences:</p> <ul style="list-style-type: none"> • CABE • Unbound Standards Institute • Systematic ELD 		

Action #	Title	Description	Total Funds	Contributing
		To support teacher effectiveness and credential clearance, ACES will reimburse teacher induction expenses. (Title II Funded)		
2	STRENGTHENING EL PROGRAM & SERVICES	<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 Instructional Aide (Title III Funded) will provide additional/supplemental academic support for EL students during designated ELD instruction. EL students will also access Rosetta Stone, as a supplemental tool to improve English language acquisition.</p>	\$43,974	Y
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Math, ELD: Wonders/Maravillas • Literature novels • Classroom libraries • Guided Reading 	\$24,133	N
4	CLOSING THE DIGITAL DIVIDE	ACES has implemented a 1:1 student to device ratio, schoolwide and will acquire Go Guardian licenses for all student devices and employ IT tech support , maintain website , ensure uninterrupted power source , and purchase hotspots as needed.	\$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	<p>PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT</p>	<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"> • Campus Aides for supervision • Security Guard • Raptor Security, RFIDs • Student incentives (Kickboard) • School Nurse • COVID-19 testing <p>Field Trips 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 college field trips to create a college & career going focus for students. Students in Grade 6 will participate in Science Camp that encompasses the science standards.</p> <p>ACES will administer Panorama SEL surveys 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

Action #	Title	Description	Total Funds	Contributing
2	PARENT INPUT IN DECISION-MAKING	<p>At ACES parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<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 <i>bilingual Family Engagement Coordinator (FEC)</i> 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"> Coffee with the Leadership Team Training on accessing Parent Portal – PowerSchool so parents can view student grades, attendance, student progress and communicate with school staff. Family Workshops Family Book Mobile – a lending library for students and parents to increase literacy skills, and love for reading Remind App – communicate with families and school staff 	\$106,306	Y

Action #	Title	Description	Total Funds	Contributing
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	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.

The following are the actions and services that represent how our school has considered the needs of our English Learners, Foster Youth and Low-income students prior to implementation of the actions in order to address their needs primarily but also how these actions are effective in meeting the goals for these students.

- Goal 1, Action 1: Longer school day and longer school year to provide additional time for intervention and support
- Goal 1, Action 2: 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: Illuminate Assessments, A2i Assessments: and i-Ready Reading & Math Assessments,
- Goal 1, Action 3: Our school will employ Instructional Aides to support UP with address learning loss. Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: Spring Intervention, summer Intervention, and 2 Intervention Support Coordinators for Literacy and Math.
- Goal 2, Action 1: ACES will employ (2) Assistant Principals, Director of Elementary education, and contract a Literacy coach to provide instructional coaching, teacher evaluation and conduct classroom observations). Coaching will be based on Accelerated's C3 Coaching and Teacher Effectiveness Framework. The goal is to improve the quality and delivery of instruction schoolwide, accelerate student learning, engagement, motivation and further mitigate learning loss for all student groups.
- Goal 2, Action 2: 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 Instructional Aide will provide academic support for English learners to improve reclassification rates and English Language Acquisition.

- Goal 3, Action 1: Field Trips and extended learning opportunities allow for students to learn standards through real world experiences, that encompasses the science and social studies standards. ACES will administer Panorama SEL surveys 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.

- Goal 3, Action 2: Accelerated Charter Elementary School (ACES) bilingual Family Engagement Coordinator 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. The bilingual Family Engagement Coordinator (FEC) 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): Family Workshops, and Family Book Mobile – a lending library for students and parents to increase literacy skills, and love for reading

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

Many of the actions and services directed to Unduplicated Pupils have shown effectiveness on academics based on internal assessments and we will be implementing new evidence-based services, programs and actions to address the academic, social-emotional and mental health needs of our students as our school returns to full in-person instruction. The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 34.29% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

- There is a need to increase academic support and intervention for our Unduplicated Pupils especially with the preliminary academic achievement data as a result of distance learning. Our chronic absenteeism rate for the past year has been 32% most of whom were unduplicated pupils.

- Improve the quality and delivery of instruction through ongoing evidence-based professional development and coaching across all disciplines and grade levels.

- Increase parent/family engagement towards a lens with parent education support for themselves and their children in the area of social-emotional wellness; and strategies to support their child at home academically. There is also an identified need for increased SEL and mental health support for students based on survey findings, discussions with students, staff and parents.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,505,525	\$ 629,304	\$ -	\$ 562,358	4,697,187	\$ 3,777,001	\$ 920,186

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 2,128,555	\$ -	\$ -	\$ -	\$ 2,128,555
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	\$ 30,385	\$ 17,750	\$ -	\$ -	\$ 48,135
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 198,645	\$ 99,877	\$ -	\$ 234,000	\$ 532,522
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 92,820	\$ -	\$ -	\$ -	\$ 92,820
1	5	BROAD COURSE OF STUDY	All	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ 40,000
1	6	SERVICES TO SUPPORT SWD	SPED	\$ 160,744	\$ 340,317	\$ -	\$ 132,046	\$ 633,107
2	1	PROFESSIONAL DEVELOPMENT	All	\$ 252,263	\$ 151,360	\$ -	\$ 25,893	\$ 429,516
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 13,000	\$ -	\$ -	\$ 30,974	\$ 43,974
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 24,133	\$ -	\$ -	\$ -	\$ 24,133
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 47,274	\$ -	\$ -	\$ -	\$ 47,274
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	\$ 299,422	\$ -	\$ -	\$ 100,445	\$ 399,867
3	2	PARENT INPUT IN DECISION-MAKING	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 106,306	\$ -	\$ -	\$ -	\$ 106,306
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 131,978	\$ -	\$ -	\$ 39,000	\$ 170,978

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 3,349,414	\$ 4,502,076
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 3,349,414	\$ 4,502,076

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Schoolwide	EL, LI, FY	ALL	\$ 2,128,555	\$ 2,128,555
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Schoolwide	EL, LI, FY	ALL	\$ 30,385	\$ 48,135
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Schoolwide	EL, LI, FY	ALL	\$ 198,645	\$ 532,522
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Schoolwide	EL, LI, FY	ALL	\$ 92,820	\$ 92,820
1	5	BROAD COURSE OF STUDY	Schoolwide	EL, LI, FY	ALL	\$ 20,000	\$ 40,000
1	6	SERVICES TO SUPPORT SWD	Schoolwide	EL, LI, FY	ALL	\$ 160,744	\$ 633,107
2	1	PROFESSIONAL DEVELOPMENT	Schoolwide	EL, LI, FY	ALL	\$ 252,263	\$ 429,516
2	2	STRENGTHENING EL PROGRAM & SERVICES	Schoolwide	EL, LI	ALL	\$ 13,000	\$ 43,974
2	3	CORE CURRICULAR PROGRAM NEEDS	Schoolwide		ALL	\$ 24,133	\$ 24,133
2	4	CLOSING THE DIGITAL DIVIDE	Schoolwide	EL, LI, FY	ALL	\$ 47,274	\$ 47,274
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Schoolwide	EL, LI, FY	ALL	\$ 299,422	\$ 399,867
3	2	PARENT INPUT IN DECISION-MAKING	Schoolwide		ALL	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Schoolwide	EL, LI, FY	ALL	\$ 106,306	\$ 106,306
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Schoolwide		ALL	\$ 131,978	\$ 170,978

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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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.