

LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0100743

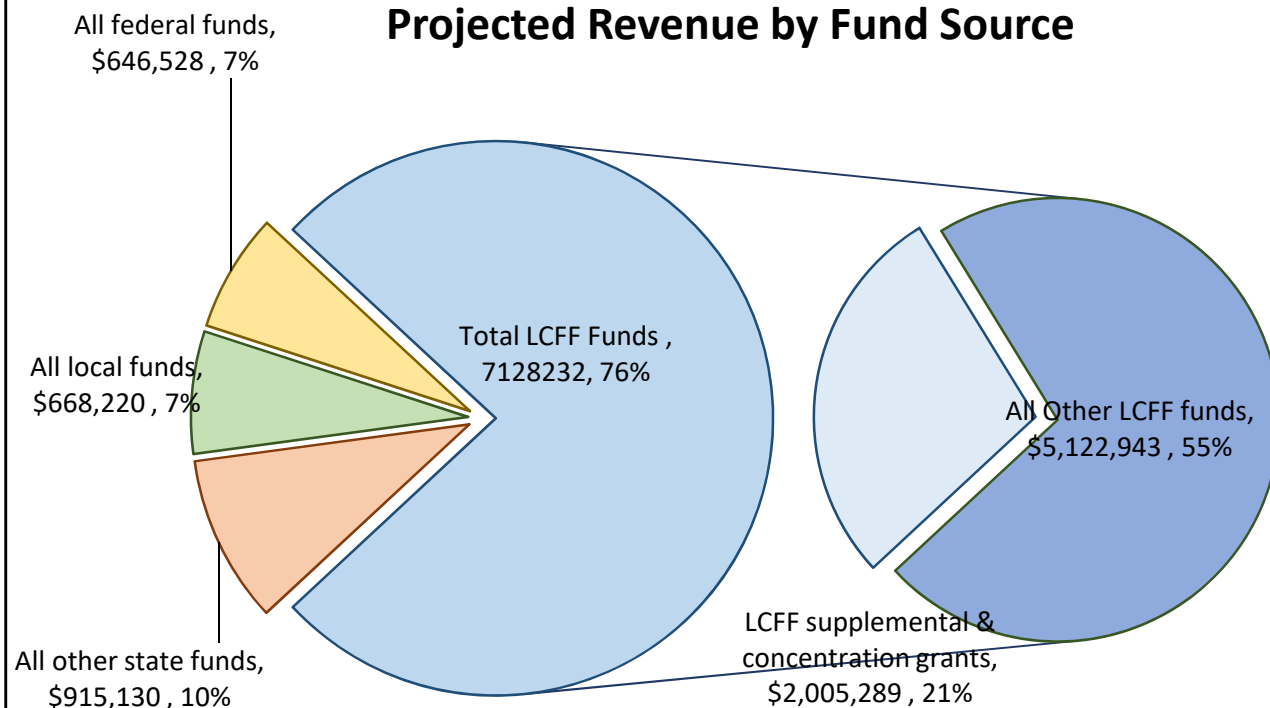
School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

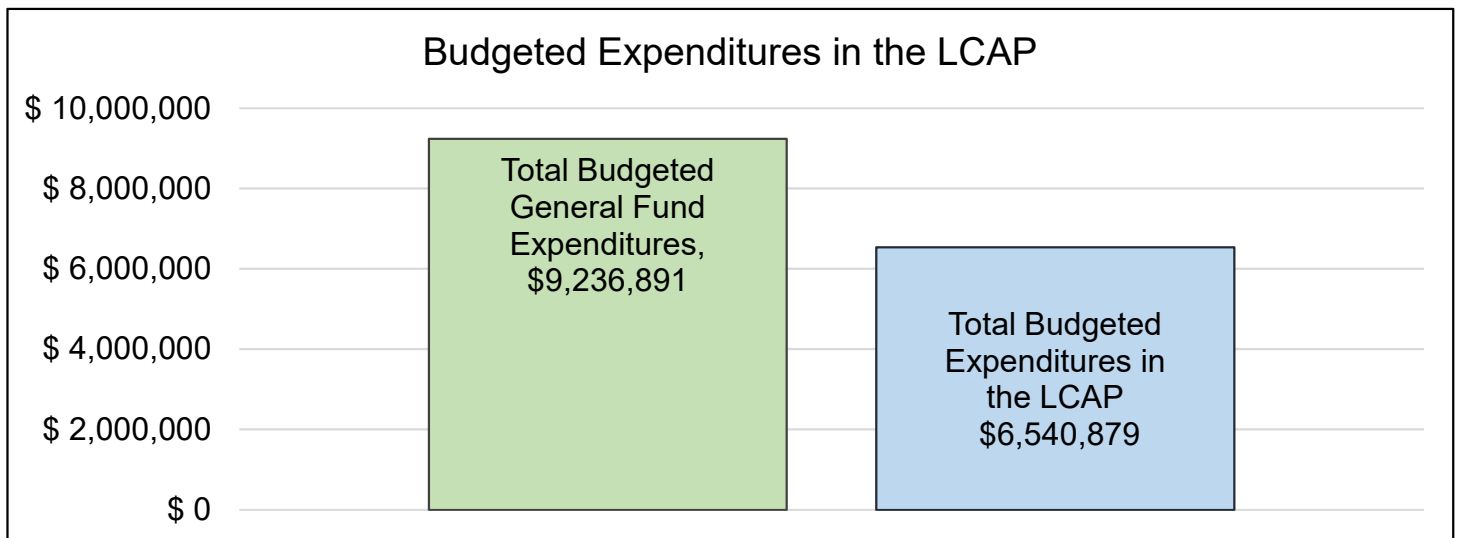


This chart shows the total general purpose revenue Accelerated Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter Elementary School is \$9,358,110.00, of which \$7,128,232.00 is Local Control Funding Formula (LCFF), \$915,130.00 is other state funds, \$668,220.00 is local funds, and \$646,528.00 is federal funds. Of the \$7,128,232.00 in LCFF Funds, \$2,005,289.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Accelerated Charter Elementary School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

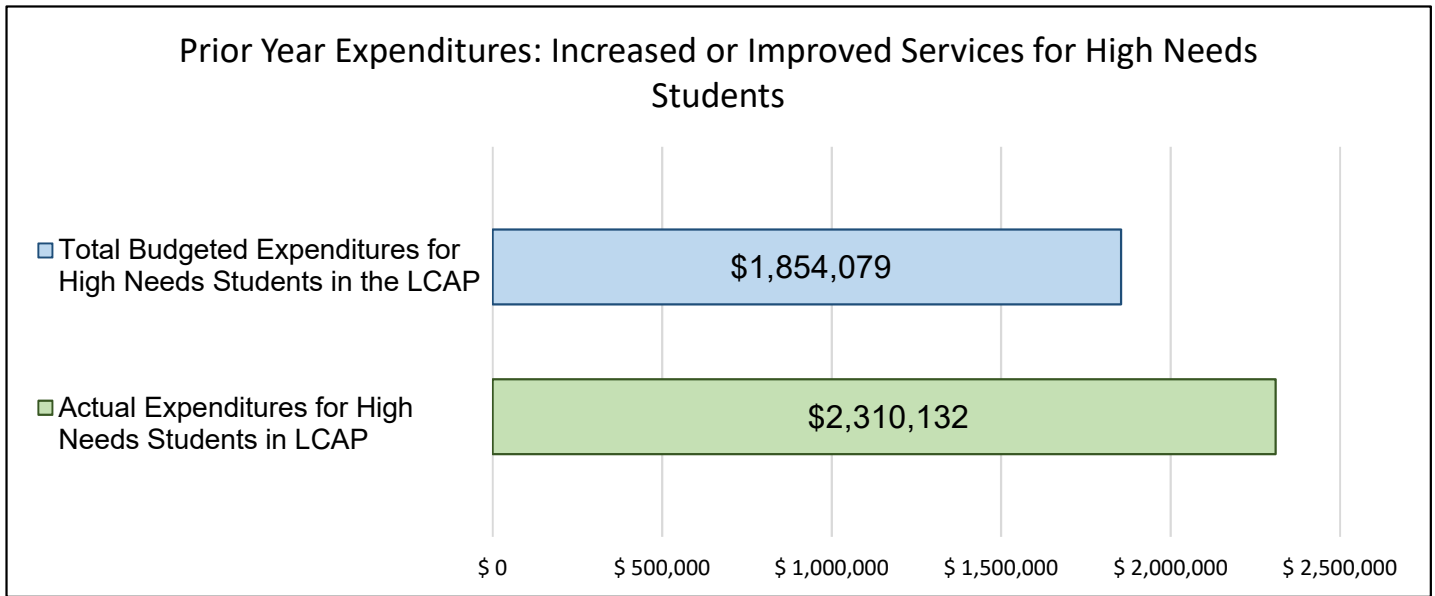
The text description of the above chart is as follows: Accelerated Charter Elementary School plans to spend \$9,236,891.00 for the 2023-24 school year. Of that amount, \$6,540,879.00 is tied to actions/services in the LCAP and \$2,696,012.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Accelerated Charter Elementary School is projecting it will receive \$2,005,289.00 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter Elementary School plans to spend \$2,062,211.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Accelerated Charter Elementary School's LCAP budgeted \$1,854,079.00 for planned actions to increase or improve services for high needs students. Accelerated Charter Elementary School actually spent \$2,310,132.00 for actions to increase or improve services for high needs students in 2022-23.

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 2023-24

General Information

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

Accelerated Charter Elementary School (ACES) 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.

ACES features a distinctive dual language immersion model – providing 50 percent of classroom instruction in Spanish and 50 percent in English. The only one of its kind in Los Angeles, this specialized curriculum uses the Gomez & Gomez Dual Language Enrichment model, which enables students to not only develop English and Spanish language skills, but also important self-expression and multicultural skills. Thanks to ongoing partnerships with The American Heart Association, Lorax Teaching gardens and the USC Viterbi School of Engineering, ACES students get unique opportunities to work on real-world problem solving and sustainability issues.

In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating visual and performing arts into the classroom curriculum.

The unique curriculum and learning opportunities all help ensure our students are prepared for greater participation in the larger Los Angeles community and for a more diverse workforce of the future.

Currently, ACES serves approximately 500 students in grades TK-6 that include the following demographics: 99% Hispanic, 1% African American, 12% Students with Disabilities (SWD), 37% English Learners (EL), 0.2% Foster Youth, and 97% Socioeconomically Disadvantaged.

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.

One of the key features of our educational program at the Accelerated Charter Elementary is our distinctive Gomez & Gomez dual language immersion program. For over ten years ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural, and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish. The Gomez & Gomez model honors and builds on our student's primary language. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation. This provides a strong foundation for all of our students and prepares them to transfer these skills to L2 as they begin second grade. Another key highlight of our dual language program is that we are closely monitoring student progress in literacy in the primary grades with the Developmental Reading Assessment (DRA) for English and Evaluación del Desarrollo de Lecto-escritura (EDL) for Spanish. In grades 2-6 we utilize our curriculum Wonders & Maravillas to monitor and assess student's literacy skills. A unique feature of our program is that beginning in TK all of our students are receiving content knowledge in their L2. For example, mathematics is taught in English and science is taught in Spanish. To support Emergent Bilinguals, our classroom teachers work to provide the necessary scaffolds such as visuals, sentence frames, etc. ACES continues to implement a dual language program that honors students and supports their brilliance and bilingualism.

21st Century Learners -Mathematicians & Cientificxs – 21st Century learning is at the core of all instruction at ACES. We are committed to prepare our students for success in the 21st century. Our profile of a graduate includes students who are curious, critical thinkers, effective communicators, and innovative thinkers. Through our dual language program our students are acquiring the 21st century skills they will need to be successful. A key feature of our program is teaching language through content, which is why mathematics is taught in English and science in Spanish. These two particular content areas are of utmost importance for our school community because according to a new Pew Research Center report, “Latino workers remain underrepresented in science, technology, engineering and math (STEM) workforces, and found that more visible representation of successful Latinos in STEM would make those workforces more attractive to other Latinos.” At ACES we want to be able to prepare our students for success in these fields. That is why over the last few years, ACES teachers have been thinking critically around the Standards for Mathematical Practices and ensure that our daily math lessons have a strong real-world connection. In science, we have adopted a new science curriculum, Inspira. We provide hands-on experiences in the sciences through our partnerships with PS Science and USC Scout Science.

Reflections: Successes

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

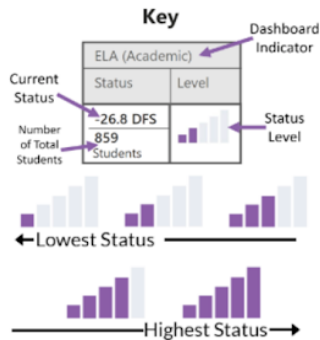
The following chart reflects ACES 2022 Dashboard performance:



Dashboard Student Group Report

Accelerated Charter Elementary

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	8.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	46.5% n=142		-8.3 dfs n=263		-36.9 dfs n=263		0% n=526		12.5% n=519			
Student Program												
English Learner	46.5% n=142		-26.9 dfs n=142		-47.4 dfs n=142		0% n=195		10.9% n=192			
Foster Youth			n=1		n=1		n=5		n=5			
Homeless Youth												
Socioeconomically Disadvantaged			-9.3 dfs n=257		-38 dfs n=257		0% n=512		12.3% n=506			
Students with Disabilities			-74.5 dfs n=28		-75 dfs n=28		0% n=67		15.4% n=65			
Student Race/Ethnicity												
Black/African American							n=4		n=4			
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-8.3 dfs n=263		-36.9 dfs n=263		0% n=521		12.1% n=514			
Pacific Islander												
White							n=1		n=1			
Multiple Races/Two or More												

ACES has identified the following successes:

- Suspension Rate of 0% (Very high performance level) on the 2022 Dashboard for all students and student groups.
- All local indicators on the CA Schools Dashboard were “standard met.”

SUPSPENSION RATE: The Accelerated Charter Elementary School provides socio-emotional and academic support to students that is responsive to shifting needs. Support provided to students include in-class lessons provided by ACES counselors that develop students’ executive functioning through Second Step. Currently, all ACES classrooms have received at least one workshop from an ACES counselor that promotes healthy and responsible decision-making. This initiative undertaken by ACES counselors reflects our school community’s proactive approach to equipping students with the socio-emotional tools to navigate and resolve conflict responsibly.

ACES leadership recognizes that socio-emotional and academic supports work hand-in-hand in creating a school that is inclusive and scholarly; and, as such, leadership has implemented a robust school-wide tutoring program that supports students with accessing rigorous grade level content learning that is standards based. Tutors meet with students regularly to provide differentiated and scaffolded instruction in small groups in math, and ACES leadership has already noticed a shift in student self-perceptions and agency in mathematics. The support of the classroom teacher in delivering high quality tier 1 instruction as well as the tutors’ intensive focus on meeting students’ instructional needs have been essential components of ACES’ school culture, a culture that leverages socio-emotional learning and its academic program to communicate to all students that they belong at ACES and deserve to be successful.

ACES leadership is proactive in supporting students with a culturally responsive learning environment that celebrates students for making responsible decisions. The ACES Golden Ticket is provided to classrooms when the Entire Classroom is lining up promptly and safely, sitting in line in the correct area, and keeping hands, feet, and objects to themselves. Students are able to collaborate with classmates to collaboratively choose responsibly and are celebrated for doing so. ACES High Fives are provided to individual students who are following behavioral expectations on the yard, cafeteria, lunch shelter areas. While positive student behavior is the expectation and is often rewarded, members of the ACES community acknowledge that, sometimes, more intensive support should be provided to students. Some of the interventions offered are Tutoring, English Language Development (ELD) classes, Student Support Progress Team Meetings, Academic Counseling, Mental Health Support, Safety Plans, Restorative Justice Projects, and Behavior Support Contracts. Interventions, supports, and services are put in place based on individual student needs and are removed once the need is no longer prevalent. In order to monitor progress of each intervention created for students, they are tracked by a teacher, counselor, or site leader who will hold follow up meetings with necessary stakeholders to review progress and adjust interventions and supports as necessary.

Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis. ACES serves a student population of 500 students. We serve a student population that is predominantly Latinx. Our community has historically had to navigate the many impacts ensued by poverty, violence, and food insecurity. Now there is an added layer of the collective trauma of the pandemics. That is why a key feature of our educational program is to support the social emotional well-being of our community members. At ACES we strive to be able to support our students not only in academics but also with their social emotional wellbeing. We believe that in order for children to learn they need to be in an environment that is safe. In that same manner we have extended this support to our parents and staff. Part of our school

community is our social worker, social emotional learning specialist and external partners: People's Yoga & The Teaching Well. All with the goal of creating spaces and implementing programs to support our community with their social-emotional well-being.

This year we have been able to implement a multi-tiered support system for all ACES students. This has allowed us to be more systematized with how we allocate resources to students. Our social-emotional team started the year strong and developed a scope and sequence for our character development program, Second Step. In collaboration with the principal, program specialist the social-emotional team developed a referral process for counseling and communicated that to the teaching staff. So far we have had success in getting students the adequate support they need. We assess the effects of our program during bi-weekly check-ins with the principal, dean of culture, program specialist and counselors. We are consistently revising our process for referral as needed. Please see below for the different tiered social emotional support provided to ACES students.

Tier 1 Character Development & Mindfulness

- ***Second Step SEL Curriculum*** - Both our Social Worker and Social Emotional Learning Specialist are supporting and leading the implementation of Second Step, which is a social-emotional learning program, for grades TK-6th. Second Step focuses on students' emotional and social growth. Much of this curriculum works as building blocks to help students set goals, empathize with one another, solve their problems individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units around self-esteem, anti-bullying, conflict resolution and much more. In addition, our campus aides work closely with our counselors to ensure that skills, such as conflict resolution, that are taught through Second Step are reinforced in the playground.
- ***Mindfulness***- ACES continues to partner with People's Yoga to bring mindfulness and yoga to our school community. They focus on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma. During these sessions, students are focusing on various themes that include: self-esteem, confidence, courage and gratitude. Our mindfulness sessions include our parents. Over the course of the academic school year, our families are welcome to attend sessions on managing stress, yoga and events such as Family Yoga. Mindfulness sessions are especially important for our school community given the many challenges that they face on a regular basis and the impact that pandemic has left behind. In addition, this year we have expanded our mindfulness program to include our teachers. ACES has partnered with The Teaching Well, a non-profit organization that provides wellness to the adults. They have facilitated professional development for our team of teachers on wellness as well as offer 1-1 coaching for our new teachers and members of the leadership team.
- ***Social Emotional Counseling***- ACES has hired one social worker and a social emotional learning specialist. This year they are supporting the social emotional needs of our students. Both support both general education students and students who carry an IEP with their social-emotional and mental health needs through both individual and group counseling. They use evidence-based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student's ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

John Hattie's Visible Learning -Evidenced-Based Strategies- In the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie. In Visible Learning eight mind frames and evidenced-based strategies were identified as having the most impact

on student learning. Utilizing this research ACES has identified the following priorities to guide our instructional program for 2022-2023: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

Assessment as Feedback to Me- The 'Assessment as Feedback to Me' mind frame continues to be an ongoing priority at ACES. This is an evidenced-based practice highlighted by John Hattie as having a 1.09 impact on learning. The Accelerated Schools has developed board goals to ensure that our students are making the necessary academic progress. To support these goals, ACES continues to implement a robust school-wide assessment calendar that allows our team to monitor student achievement in both reading and mathematics at least three times a year. We continue to be intentional about designating protected time for teachers to engage in a deep analysis of the assessment results to identify next steps for their instruction and focus students to support in small group instruction. Our team has developed data protocols to support this process and supports our team of teachers to celebrate the growth that students have made and the best teaching practices that contributed to the growth. In addition, the ACES team is continuing to use the results of the assessment to co-develop student goals with students and families in the areas of reading and mathematics. The academic goals are established early in the academic year and monitored throughout during parent conferences. This has resulted in a high level of student investment in their academic goals and is a key motivator to them. In addition, grade level teams are collaborating on the use of shared assessments, both formative and summative to monitor student progress toward their individual goals. Each team/teacher will get the opportunity to meet with administrators to collaborate around the identified next steps that resulted from the data analysis to ensure that we are regularly monitoring student progress.

High Student Expectations that are Standards Based- ACES has chosen this priority because it is the logical next level of work. It is one small layer added to what we have already done. Within this priority we have: Standards work we started last year. Last year, we mastered identifying priority standards, unpacking our units in math, and naming the essential learning. Standards continue to guide everything. We prioritize the utmost important standards for our grade levels. Learning Outcomes & Success Criteria, as we name the Learning Outcomes, Success Criteria, and academic standards work for students. We continue to ensure that, again, these Learning Outcomes are standards based. Student Goal Setting, so that students are aware of the standards work they are working toward and have next steps they are pursuing daily.

Leveraging a Collaborative Culture- According to Michael Fullan, author of Coherence, a collaborative culture at schools builds knowledge and skill amongst teams while reinforcing a culture of growth and collaborative improvement. For this academic school year, we have been intentional in creating spaces for our grade level teams to engage in collaboration around the study of priority standards, math content and pedagogy. Our teachers get an opportunity to meet with grade level teams at least 3 times a week. Our teams are utilizing this time to engage in planning and designing clear learning outcomes and success criteria for lesson plans, analysis of student work to identify next steps and sharing best practices amongst each other. In addition, ACES is now in its fourth year of implementation of Collaborative Learning Rounds. During these rounds, school leaders, directors and teachers get an opportunity to visit all classrooms with a designated lens. The goal of the collaborative learning rounds is to be able to learn from each other, highlight best practices and identify next steps for the school to move towards positive student outcomes. A School-Wide Coaching Model is one way that ACES continues to leverage a collaborative culture. Beyond instructional strategies that support our best learning, Accelerated Charter Elementary School believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. The coaching model begins with administrators who are regularly coached and participate in monthly professional development delivered by school directors and the chief executive officer. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and goal setting on a regular basis. Progress is documented and teachers receive immediate feedback. To support school-wide ownership of learning across departments, Collaborative Learning Rounds (CLR) are a practice Accelerated

Charter Elementary School continues to utilize, where teachers, administrators, directors, and executive level employees work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for teachers at the classroom level, and the school site as a whole through professional development. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development that is centered around the CLR feedback. Additionally, Accelerated Charter Elementary School continues to support teachers through ongoing instructional coaching.

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 identified the following needs from the 2022 CA Schools Dashboard:

- English Learner Progress Indicator earned a “Medium” 45.6% of English learners advanced a level on the 2022 Summative ELPAC assessment.
- ELA & Math Academic indicator “low” status”
- Chronic Absenteeism Rate “low status”

There are no indicators where the performance was two or more performance levels below the “all students,” however, indicators that received a “low” performance include: Chronic absenteeism, ELA, and Math Indicators for all students and for our numerically significant student groups as illustrated in the dashboard snapshot on the previous page.

ELPI Indicator: The report shows that 46.5% of students are making progress towards English language proficiency which is below the State at 50.3%. Please provide a root cause analysis and detailed plans that outline the actions of the school’s executive team, Governing Board, and school-site leadership to improve English Learner Progress.

Accelerated Charter Elementary School’s English Language Development program for the 2022-2023 school year prioritized quality integrated and systematic English language instruction. ACES site leadership has identified systematic language development as one primary lever for creating the conditions that optimize students’ progress in English language acquisition. Last year, ACES teachers and leaders worked toward the goal of teaching at least four units of instruction; and 10 out of 12 ELD teachers reached this goal. While most teachers met ACES’ ELD instructional goal last year, we remain focused on achieving a 100% success rate in 22-23, guiding all ELD teachers toward implementing and assessing four standards based instructional units in one year. This will lead to all English Learners at ACES engaging in equitable learning that is rigorous and research based.

ACES site leadership has implemented accountability and guidance measures, aimed at strengthening the tier 1 support provided to English Language Learners. Additional steps taken by ACES site leadership supporting tier 1 instruction include implementing school wide classroom walkthroughs that capture data and provide feedback based on research based best practices. ACES Teachers have engaged in several ELD professional development workshops that make clear the alignment between ACES’ ELD curricular units, the California English Language Development standards, and student report cards; and this supports all ACES members in accurately determining students’ present levels and support needs, with respect to standards.

ACES prioritizes strengthening tier 1 and tier 2 systems that support English Learners’ progress in English. Specifically, ACES site leaders targeted students from Kindergarten through Fifth Grade for ACES Summer Extension. While English Learners represent roughly one-third of the ACES student body, they were intentionally overrepresented in ACES Summer Extension learning opportunities. While approximately 35% of ACES students are English Learners, the following numbers represent their participation in Summer Extension by grade level: 55% of Kindergarteners; 27% of First Graders; 50% of Second Graders; 56% of Third Graders; 50% of Fourth Graders; and 46% of Fifth Graders. While literacy and mathematics proficiency informed ACES site leaders’

decisions in providing students targeted learning opportunities in the summer, the English Language proficiency of participants was a considerable part in selection criteria.

While ACES leaders and educators are taking steps to ensure all English Learners make progress and become English proficient, we know that our efforts must constantly shift in order to respond to students' needs. For ACES Summer Extension 2023 as well as the 23-24 school year, the ACES community is planning for targeted interventions for English language learners in the form of ACES Language Clubs; and, will be identifying students who would most benefit from long-term sustained support. Criteria will guide ACES in strategically improving how its instructional program better supports EL's. The ACES World Languages Club will support students whose ELPAC Writing score is less than 2, Speaking score is greater than 2, and overall score is at a level 2. The focus of the ACES World Languages Club will be improving students' writing and speaking, according to CCSS. The ACES Scientists Club will support students whose ELPAC Writing score is less than or equal to 3, Speaking score is greater than or equal to 3, and overall score is 3. The focus of the ACES Scientists Club will be improving students' writing skills according to CCSS as well as knowledge of science content, according to NGSS.

ACES has taken a multi-tiered/multi-faceted approach to addressing student academic needs as evidenced on the dashboard (ELA/Math Indicator) and internal assessments.

ELA Academic Indicator: 2022 California School Dashboard report on the school's performance in ELA indicates that the school has earned a Status level of "Low" for All Students which is similar to the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -8.3 in ELA for the All Students group, which is above the State average (DFS) of -12.2. The school has three numerically significant student groups, English Learner, Latino, and Socioeconomically Disadvantaged. All three numerically significant student groups have a DFS higher than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in ELA.

The California Dashboard indicates that ACES earned a status level of "low" for all students. It is important to note however, that ACES demonstrated growth on the 2021-22 SBAC in English Language Arts. In 2018-2019, 46.95% of our students met or exceeded the standards. 21-22 SBAC ELA results show that 49.06% of our students met or exceeded the standards. This demonstrates that ACES outperformed the state of CA and also many of our surrounding neighborhood schools. We attribute this growth in literacy partially to our dual language program and our focus on evidence-based strategies based on John Hattie's work in Visible Learning. Our organization-wide initiative around Student-Student Dialogue and Assessment as Feedback to Me has positively impacted our literacy instruction.

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

ACES teachers, leaders, and staff have sought to address the needs of ACES' numerically significant subgroups through the use of data based small group instruction in literacy. English Language Arts as well as Spanish Language Arts teachers at ACES have implemented small reading groups that engage students in authentic reading experiences. Authentic reading opportunities in small groups have served to both affirm students' reading identities and provide instruction that is within students' Zone of Proximal Development. ACES teachers often receive feedback regarding their small group implementation from instructional leaders, as this is one important opportunity for teachers and leaders to discuss areas of success as well as next steps.

ACES Instructional Aides' small group literacy instruction is one additional feature that makes ACES' literacy support for numerically significant subgroups robust and effective. ACES Instructional Aides have received several trainings from the site Principal, trainings that have equipped Instructional Aides with the knowledge and skills to successfully plan for and implement small groups in literacy. Students' small group lessons are determined based on data; and supports are provided in-class, during center or independent work time. ACES Instructional Aides provide support through small group instruction to ACES students TK - 6 and, as evidenced in ACES literacy data, have proven to be a critical part of ACES' success in literacy.

Math Academic Indicator: 2022 California School Dashboard report on the school's performance in Math indicates that the school has earned a Status level of "Low" for All Students which is similar to the state's Status level of "Low." The report shows an average Distance from Standard (DFS) of -36.9 in Math for the All Students group, which is above the State average (DFS) of -106.9. The school has three numerically significant student groups, English Learner, Latino, and Socioeconomically Disadvantaged. All three numerically significant student groups have a DFS higher than the State's average DFS for those student groups. Please provide a root cause analysis and describe any new or improved systems, strategies, or programs put in place this year to support student outcomes in Math. Please address outcomes for both the All Students group and for the school's numerically significant student groups.

Accelerated Charter Elementary School (ACES) has sustained its focus on mathematics for the 2022-2023 school year. Site leaders, teachers, and support staff have engaged in an intensive study of the Standards of Mathematical Practice, primarily in the form of student performance tasks. This year's study of student performance tasks represents a progression of learning, one that builds on ACES' prior two years of learning—engaging students in conceptual mathematics as well as instruction driven by the priority standards for the 20-21 and 21-22 school years, respectively. ACES site leaders have aligned all components of ACES instructional program to support teachers' and students' intensive learning of performance tasks, as this will support ACES' three numerically significant student groups. This is evident through ACES' standard driven professional development, one-on-one instructional coaching, collaborative learning rounds, observational feedback, mathematics intervention program, and a new mathematics instructional coach.

ACES site leadership is dedicated to accelerating student learning for all students, particularly subgroups. This year, teachers are supporting the performance of subgroups in mathematics by delivering small group math instruction. Teachers are receiving instructional coaching focused on small groups from site leaders, where teachers and leaders regularly analyze data and craft goals for underperforming students. Alongside the in-class differentiated support provided by the classroom teachers, ACES Tutors are providing tier 2 small group support to students who are approaching grade level. Students receiving tutoring supports meet with an academic tutor at least twice every week for a minimum of one hour. ACES Tutors are focused on providing standards based, grade level learning in math, as this will help narrow and ultimately close the achievement gap.

This year, site and district leaders have collaborated to deliver a series of professional development workshops that are centered around developing students' and educators' conceptual understanding of the Standards of Mathematical Practice. Teachers engaged in professional development workshops centered around priority standards driven pacing plans, analysis of student work through the lens of priority standards, creation of small groups based on standard mastery, and the implementation of standards based performance tasks in small groups. ACES leadership has leveraged

standard learning to deepen teachers' capacity and drive learning that closes the achievement gap for all ACES scholars, especially students who are part of significant subgroups. Lastly, ACES leadership has leveraged Schoolwide Collaborative Learning Rounds and the ACES instructional coaching model to ensure that teachers are supported in their delivery of high quality mathematics instruction.

In addition to the content learning provided to ACES teachers and staff through professional development and coaching, teachers' instructional capacity has been further developed in conceptual mathematics through training. This year, all ACES grade teams received a series of three intensive workshops from the UCLA Math Project. Teachers met with consultants to learn mathematical facilitation skills that bring student thinking to the surface. Currently, teachers in grades Tk - 6 often leverage Number Talk strategies and features of CGI math. Teachers often engage in student data analysis during professional development as well as instructional coaching, as this ensures that the ACES subgroups are constantly at the forefront of instructional decision-making.

Academic Supports- Our goal at ACES is to support students towards grade level proficiency in both English Language Arts, Math and Spanish Language Arts.

- Tier 1- Solid standards aligned classroom instruction with frequent observations and feedback for our teachers in both English Language Arts and mathematics

- Tier 2- This year, we added a math intervention teacher to support our students who are performing 2-3 years below grade level. With the support of the principal, the math intervention teacher engages in data analysis and identifies students who would benefit from math support. The math intervention takes the lead in supporting tutors by providing them with professional development that includes 1-1 math interviews for all students identified and planning math lessons that will support their academic growth in math. The math intervention teacher and tutors are fairly new roles to ACES. They have been proving to be effective thus far. We are currently working on developing a track system that includes assessment for these students so that we can closely monitor their progress. In addition, our students who are reading 2-3 levels below grade level are receiving small group instruction in reading with our instructional aides. With the support of the principal, the instructional aide team meets bi-weekly to identify students who are struggling in reading, analyze data and plan instruction to support students. The principal with the instructional aide lead, supports in building their capacity around the teaching of reading.

Professional Development – This year our focus for our internal professional development was centered on our school-wide priorities:

1. High expectations based on standards
2. Assessment as feedback to me
3. Leveraging a collaborative culture

Our focus has centered on mathematics, given that our data demonstrates this as an area of need for our students. Please see response for question two to learn more about our in-house professional development for our team. The site leadership meets twice a year with our Site Professional Development Committee to get feedback on pd and how it's meeting the needs of our teaching staff.

National Council of Mathematics Teachers- This year we had the opportunity to send four of our teachers, including one of our RST teachers, to attend the annual National Council of Mathematics Teachers conference. This provided the team an opportunity to continue to develop their mathematical knowledge and build their capacity around math instruction.

UCLA Lab School - Teachers in grades TK-6 engaged in a three day cycle of learning with consultants from the UCLA Lab School. The learning focused on the Standards of Mathematical Practice and math warm-ups. Math warm-ups included choral counting, number talks and counting collections. The three-day cycle included demonstration, planning and coaching.

CABE 2023- This year we have planned to have three of our teachers, two parents, parent engagement coordinator and administrators attend the annual California Association of Bilingual Educators conference. This will continue to develop our teacher's capacity around our dual language program.

Chronic absenteeism: The report shows that 12.5% of students are absent 10 percent or more of the instructional days they were enrolled, which is lower than the State at 30.0%. The school has three numerically significant student groups, English Learners, Latino, and Socioeconomically Disadvantaged. All three student groups' Status level is below the State's level. Please provide a root cause analysis and detailed plans that outline the actions of the school's executive team, Governing Board, and school-site leadership to improve overall student academic performance in Chronic Absenteeism as measured by the percentage of students who are absent 10% or more of the instructional days they were enrolled. Please address outcomes for both All Students and for all student groups.

At the close of the 2021-2022 school year, ACES leadership prioritized analyzing student attendance data and listening to our parents' concerns—the goal being to take several proactive measures to mitigate high levels of absenteeism in the future. At the close of the 21-22 school year, ACES created a new position—the ACES Dean of Culture—a leadership team member whose focus is to create the ideal school climate and culture that are centered around academics and socio-emotional well-being. When the ACES Dean of Culture interviewed parents about high absenteeism during the summer, factors such as us post-pandemic family trauma, high levels of stress, state health covid-regulations, and a family's beliefs and concerns about their child's well-being were some of parents' reported reasons for keeping children at home.

The ACES Dean of Culture took the initial step of strategically interviewing families individually of students with high levels of absenteeism. The ACES Dean of Culture led this initiative and frequently shared data with site leadership. Parents and students received information regarding the importance of attendance in the school and strategies to keep good attendance habits. As the ACES Attendance Committee had been formed during the 21-22 school year to analyze, monitor, plan, design and implement strategies that promote and maintain attendance at 95% percent; the Dean of Culture sought to continue a system of proactive attendance monitoring. The ACES Attendance Committee has sought to respond to the attendance data through perfect attendance rallies, where students are celebrated for their monthly perfect attendance. During these ceremonies, students receive pencils and certificates as incentives for their commitment to come to school every day. During the ACES Perfect Attendance celebrations, students are provided with a guest speaker who shares a personal experience that underscores the importance of consistent and responsible attendance. Students who reach five to seven absences in a short period of time are placed in focus groups where they are monitored by members of the attendance committee and support staff. This is a data-based strategy aimed at re-engaging the students in good attendance habits. Students are provided with individual and group contracts where they get the chance to meet attendance goals and earn incentives for accomplishing them. Students are monitored weekly by having attendance check-ins and check-outs with a staff member.

Targeting students' collective efforts to improve attendance, the ACES Dean of Culture launched Perfect Attendance Class Parties, as this would serve to challenge and motivate students to come to class every day. The class with the highest attendance rate for the entire month participates in a pizza party celebration and becomes the champion attendance class for the month. These students are able to house the ACES Eagle in their classroom for the entire month and then hand-off the trophy to the next winning classroom.

To cultivate pride and a mindset of perfect attendance champions, a perfect attendance champion bulletin board has been created to celebrate and honor classroom triumphs over absenteeism. Pictures of each winning classroom is posted on the champion's bulletin board and are memorialized for the entire school year. ACES leadership has leveraged data analysis to proactively target attendance dips before they happen through school wide events scheduled when students are most likely to be absent. This has been evident through ACES Spirit Weeks, ACES Literature Parade, dance performances, hot chocolate week and multicultural activities such as Latino history month and black history month. As parent communication is essential to achieving our goal as a community, the ACES Parent Coordinator has leveraged Class Dojo to communicate celebrations, school wide goals, and areas of improvement. The ACES Family Coordinator has reached 99% of parents on Class Dojo, an accomplishment that enables us to communicate with parents proactively and consistently. Finally, letters with absences reports are sent home to parents, followed by phone calls to discuss the student's absences rate, importance of attendance and support to maintain good attendance performance.

TAS Board of Trustees became aware of the chronic absenteeism that was pervasive nationwide and in Los Angeles County during pandemic shutdowns. They regularly reviewed attendance data during distance learning and also reviewed attendance data at every board meeting. TAS Board of Trustees also instituted an attendance incentive program in partnership with TAS Foundation for students. TAS Board of Trustees also funded attendance clerks at each of our schools to assist with attendance tracking and provide support to families so attendance does not become a barrier in their learning.

The executive team supports ACES and the attendance committee as they monitor and provide tiers of intervention to reduce chronic absences. All educational partners, including the newly funded ACES Attendance Clerk, are committed to every student's need for academic success, which starts with positive attendance. ACES is committed to universal strategies for every student to encourage and reward positive attendance. ACES also uses strategies aimed at early intervention designed to help students who need more support to avoid chronic absences. ACES offers more intensive support to students facing challenges attending school.

Through our comprehensive needs assessment, we identified that students facing chronic absenteeism require strategies that involve:

1. Engaging the students and parents
2. Recognizing good and improved attendance
3. Attendance data and practices/procedures.
4. Personalized early outreach and intervention.
5. Develop responses and plan for barriers to attendance.
6. Access to short-term and long-term independent study program.

LCAP Highlights

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

Accelerated Charter Elementary School has implemented 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

Additional highlights of the 2022-23 LCAP include:

- Robust professional learning opportunities for our educators and support staff
- Strengthening Tier 1 and Tier 2 services for students to improve student academic achievement
- Strengthening and expanding Social-emotional support services
- Strengthening communication, outreach and partnering with families
- Addition of an inclusion support coach as a part of the instructional coaching team focused on supporting SWDs, ELLs and students with other barriers.

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

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

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 School was not eligible for CSI.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process Accelerated Charter Elementary used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the Accelerated Charter Elementary School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- Principals/Administrators and leadership team met onsite on a weekly basis to discuss LCAP goals, actions, and the comprehensive needs assessment.
- Teachers were consulted during staff development and professional development meetings that took place onsite weekly/bi-weekly.
- Other School Personnel (classified) were consulted during monthly staff development/professional development onsite.
- Students: Met with 6th grade student focus groups onsite and administered a comprehensive student LCAP survey Spring 2023.
- Parents were consulted through parent surveys (online).
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted throughout the year (9/16/22, 10/18/22, 12/6/22, 1/10/23, 3/25/23 and 5/8/23) during Coffee with the Leadership Team that took place onsite.
- ELAC/DELAC/EL-PAC: were consulted during ELAC meetings (9/16/22, 10/18/22, 12/6/22, 1/10/23, 3/25/23 and 5/8/23) that took place onsite quarterly.
- SELPA was consulted on 5/3/23 via email – Joshua Griffiths, Program Specialist with LAUSD, COP Division.

Dates of Public comment period: May 25 – June 1st.

LCAP Public Hearing; June 1st

LCAP Adoption; and approval of 2023-24 Budget took place on: 6/22/23.

Local Indicators were presented to the governing board on: 6/22/23

A summary of the feedback provided by specific educational partners.

Accelerated Charter Elementary School consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators and Leadership Team feedback included the need to continue many of the academic interventions and supports that were implemented in the 2022-23 school year as part of the schoolwide MTSS initiative. These include Intervention teachers (reading and math), Academic tutors and Hey Tutors (contracted) during the instructional day); and professional development for educators led by Gomez & Gomez (Dual immersion).
- Teacher’s feedback focused on the need to increase opportunities for parent involvement and volunteer opportunities; and provide parent education workshops on Math, Science, and Literacy to partner with parents in their child’s education.

- Other School Personnel (Classified staff) feedback focused on their desire to receive instructional coaching/training on effective strategies for small reading groups.
- Student feedback included they would like enrichment classes to continue (Dance, PS Science); playground equipment and field trips.
- Parents:
 - Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities would like the school to continue with the learning rich opportunities through the expanded learning opportunities program, additional tutoring opportunities, and to campus security (school safety)
 - ELAC/DELAC/EL-PAC: would like the school to provide parent workshops on how to support their child to reclassify; additional parent workshops on strategies to support their child academically at home (across various disciplines); and requested that uniforms include a sweater and/or jacket for students (tied to safety), rather than students wearing their own sweater/jacket.
 - SELPA: agreed with the school’s LCAP Goal 1, Action 5 – Services to Support Students with Disabilities (SWD). They commented that the action was well thought out and comprehensive.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- The engagement process included the development of this LCAP as follows:
- Goal 1, Action 3: Intervention Teachers: Math & reading
 - Goal 1, Action 3: Instructional Aides
 - Goal 1, Action 3: Academic Tutors; and Hey Tutors (during the instructional day)
 - Goal 1, Action 3: Expanded Learning Opportunities Program (ELOP): Afterschool, intersession & summer programming
 - Goal 2, Action 1: Instructional Coach
 - Goal 2, Action 1: Gomez & Gomez Professional development
 - Goal 3, Action 1: Campus Aides and Security Staff
 - Goal 3, Action 3: Parent Education Workshop

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
CAASPP ELA Source: CDE	2018-19: 46.95% met or exceeded standard	2020-21: not administered	2021-22: 47.06% met or exceeded standard		50%
CAASPP Math Source: CDE	2018-19: 37.02% met or exceeded standard	2020-21: not administered	2021-22: 33.38% met or exceeded standard		40%
CA Science Test: Gr 5 Source: CDE	2018-19: 27.69% met or exceeded standard	2020-21: not administered	2021-22: 29.45% met or exceeded standard		30%
Attendance Rate Source: CALPADS	2019-20: 88.4%	2020-21: 88%	2021-22: 87.42%		95%

Metric	Baseline			Year 1 Outcome			Year 2 Outcome			Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism Rate Source: Dataquest	2018-19 Chronic Absenteeism			2020-21 Chronic Absenteeism			2021-22 CHRONIC ABSENTEEISM				10%
		Count	Rate		Count	Rate		Number	Rate		
	Schoolwide	68	14.0%	Schoolwide	165	33.3%	Schoolwide	65	12.5%		
	Hispanic	67	13.9%	Hispanic	160	32.7%	Hispanic	62	12.1%		
	EL	18	8.1%	EL	61	34.3%	EL	21	10.9%		
	SWD	13	22.8%	SWD	24	40.0%	SWD	10	15.4%		
	SED	62	13.2%	SED	159	32.7%	SED	62	12.3%		
Suspension Rate Source: Dataquest	2019-20: 0%			2020-21: 0%			2021-22: 0%				<1%
Expulsion Rate Source: Dataquest	2019-20: 0%			2020-21: 0%			2021-22: 0%				0%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%			2021-22: 100%			2021-22: 100%				100%

Accelerated Charter Elementary School serves grades TK-6: therefore, the following metrics do not apply:

- Priority 4: % Pupils completed A-G; CTE Pathway, A-G/CTE courses, pass AP courses, prepared as measured by EAP
- Priority 5: MS & HS Dropout rates; and HS graduation rates
- Priority 8: Other Pupil Outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Accelerated Charter Elementary School (ACES) will employ a principal and 20 appropriately credentialed teachers for students in grades TK-6 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the educational program. ACES will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175	\$2,397,608	Y

Action #	Title	Description	Total Funds	Contributing
		<p>instructional day requirement. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework.</p> <p>New teachers to ACES will participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p>		
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments:</p> <ul style="list-style-type: none"> • Illuminate Assessments • i-Ready Reading & math assessments (K-6) 3 times/year • State mandated assessments <p>Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.</p>	\$60,168	N
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Our internal assessments and review of student assessment data has identified learning and achievement gaps. Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school.</p> <p>Intervention teachers (ELA & Math) will provide Tier 2 support for students performing below grade level: and for students performing 2 or more years below grade level in Math. Instructional Aides and Academic Tutors will</p>	\$857,810	Y

Action #	Title	Description	Total Funds	Contributing
		<p>provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). An Academic Tutor will provide small group instruction in literacy and math during the instructional day.</p> <p>ACES will also provide the following academic intervention program and services:</p> <ul style="list-style-type: none"> • Spring intercession: TK-8 academic & social enrichment • ARC after school academic & social enrichment (ASES) • Summer School academic and social enrichment • Raz Kids • Near Pod • Brain Pop • Learning A-Z • NewsELA • Scholastic Pro 		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis.</p> <p>Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners.</p> <p>The Dean of Culture will lead implementation and training of PBIS and Second Step SEL Curriculum, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and bilingual culture. The Dean of Culture and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards.</p>	\$388,869	Y

Action #	Title	Description	Total Funds	Contributing
		As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher and Mindfulness Coach will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline.		
5	BROAD COURSE OF STUDY	<p>Accelerated Charter Elementary School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • Dance (TK-3) • Public School Science: Gr 1, 3-6 	\$95,120	Y
6	SERVICES TO SUPPORT SWD	<p>In an effort to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist and the Administrator of Special Education hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports are reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A “Key Caseload” calendar is created each year, updated throughout the year, and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants.</p> <p>In addition, the special education administrator and the 3 program specialists across our school meet weekly. These meetings serve as an opportunity for collaboration across our schools. During these meetings we review implementation of our Instructional Program with a focus on supporting our students with disabilities. We review, discuss, and analyze caseload data including but not limited to student services/tracking of services, attendance, grades, IEP goal progress, etc. During school closures, a major focus has been to improve online student attendance and student engagement. We also</p>	\$1,166,604	N

Action #	Title	Description	Total Funds	Contributing
		<p>identify professional development opportunities and analyze student assessment data.</p> <p>Accelerated Charter Elementary School's site administration also participates in weekly meetings with either the Program Specialist and RSTs, or with the Special Education Administrator. These meetings serve as an opportunity for our team to examine how we are supporting students with disabilities.</p> <p>During these meetings, we review RST push-in schedules, and analyze, and discuss caseload data and potential professional development opportunities.</p> <p>Moreover, at the beginning of each school year, all general education teachers are provided with Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP, which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.</p> <p>Consistent with the educational program monitoring practices for all students, the Special Education Administrator participates in the Collaborative Learning Rounds (CLRs) for all staff at The Accelerated School. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.</p> <p>ACES's Special Education Department will ensure that Students with Disabilities will be provided access to the general education curriculum to close academic achievement gaps.</p> <p>Our year-long professional development plan emphasizes providing professional development to all staff to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, different educational partners lead professional development, including our Instructional Coaches, School Site/District Administrators, Special Education administrators, Program Specialists, and Teachers. These PD workshops focus on delivering strategies and tools our teachers need to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities.</p>		

Goal Analysis for 2022-23

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

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

- Action 1: Grade 5 teacher position remained vacant despite numerous teacher recruitment efforts conducted by human resources.
- Action 2: DRA assessment was administered to students in grades K-1 to further measure student reading levels.
- Action 3: The ELA Intervention Teacher position remained vacant despite numerous recruitment efforts conducted by human resources. ACES contracted with Hey tutors to provide additional intervention and support for mathematics both during the instructional day and after-school; and 3 Academic tutors to provide small group reading support during the instructional day.
- Action 4: SEL Counselor position remained vacant despite numerous recruitment efforts conducted by human resources.
- Action 5: TOSA position remained vacant despite numerous recruitment efforts conducted by human resources

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

K-12 Public schools have been facing staffing shortages during and post-pandemic at the county, state and national level. There are material differences between Budgeted Expenditures and Estimated Actual Expenditures because of unfilled (vacant) positions. However, whenever possible positions were filled with contracted persons (substitutes, tutoring services, etc.) in order to continue continuity of services. At times, the costs for contracted services exceed that of hiring of staff.

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

Second Step- Both our Social Worker and Social Emotional Learning Specialist are supporting and leading the implementation of Second Step, which is a social-emotional learning program, for grades TK-6th. Second Step focuses on students' emotional and social growth. Much of this curriculum works as building blocks to help students set goals, empathize with one another, solve their problems individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units around self-esteem, anti-bullying, conflict resolution and much more. In addition, our campus aides work closely with our counselors to ensure that skills, such as conflict resolution, that are taught through Second Step are reinforced in the playground.

Both our Social Worker and Social Emotional Learning Specialist, support both general education students, and Students with Disabilities (SWD) with their social-emotional and mental health needs through both individual and group counseling. Our team has developed a multi-tiered referral process for students whose teachers identify as benefiting from counseling, refer to the chart below. In addition, counselors alongside teachers have identified students who would benefit from a small group. This year we have had a girl's empowerment group for 6th grade students. They use evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their

ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student’s ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

Mindfulness- ACES continues to partner with People’s Yoga to bring mindfulness and yoga to our school community. They focus on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma. During these sessions, students are focusing on various themes that include: self-esteem, confidence, courage and gratitude. Our mindfulness sessions include our parents. Over the course of the academic school year, our families are welcome to attend sessions on managing stress, yoga and events such as Family Yoga. Mindfulness sessions are especially important for our school community given the many challenges that they face on a regular basis and the impact that pandemic has left behind. In addition, this year we have expanded our mindfulness program to include our teachers. ACES has partnered with The Teaching Well, a non-profit organization that provides wellness to the adults. They have facilitated professional development for our team of teachers on wellness as well as offer 1-1 coaching for our new teachers and members of the leadership team.

ACES has hired one social worker and a social emotional learning specialist. This year they are supporting the social emotional needs of our students. Both support both general education students and students who carry an IEP with their social-emotional and mental health needs through both individual and group counseling. They use evidence-based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede on their ability to learn in the classroom. In addition, they provide student and parent psychoeducation on topics including mental health, trauma, grief, and other social-emotional topics that may impact a student’s ability to be successful both socially and academically. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

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.

No changes will be made to planned goal, metrics, desired outcomes, and actions for the upcoming year.

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

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 Source: SARC	2020-21: 100%		2021-22: 100%		2022-23: 100%				100%	
Implementation of the Academic content & performance Standards – measured using CDE’s Self-Reflection Local Indicator Priority 2 (Source)	2020-21: Implementation		2021-22: Implementation		2022-23 Implementation				2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards				Academic Standards	
	ELA	4	ELA	5	ELA	5			ELA	4
	ELD	4	ELD	4	ELD	5			ELD	4
	Math	4	Math	4	Math	5			Math	4
	NGSS	2	NGSS	3	NGSS	3			NGSS	3
	History	2	History	3	History	3			History	3
	Health	2	Health	4	Health	4			Health	4
	PE	4	PE	4	PE	4			PE	4
	World Language	3	World Language	4	VAPA	4			World Language	4
					World Language	4				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CALPADS	2020-21: 100%	2021-22: 95%	2022-23: 96%		100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 6.94%	2021-22: 9.78% Proficient	2022-23: results pending		15%
Reclassification Rate Source: Dataquest	2020-21: 16.4%	2021-22: 14.6%	2022-23: 11.4%		10%
% EL with access to CCSS & ELD Standards Source: Textbook Inventory & SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROFESSIONAL DEVELOPMENT	<p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff.</p> <p>To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework.</p> <p>New teachers to ACES participate in an additional 5 days of training during the summer.</p>	\$409,137	Y

Action #	Title	Description	Total Funds	Contributing
		<p>All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</p> <p>Organization-wide areas of focus for PD include:</p> <ul style="list-style-type: none"> • Goal setting & feedback • Assessment as feedback • C3 Coaching; and Teacher Effectiveness Framework • Student dialogue & student feedback <p>Areas of focus for schoolwide professional learning:</p> <ul style="list-style-type: none"> • Conceptual mathematics • Math Standards & Domain Specific PD • Leveraging & Collaborative Culture • Assessment as feedback: analyzing student work and use of i-Ready • Gomez & Gomez Dual Language • PBIS • English Language Development (ELD) • Special Education PD (strategies) <p>The Assistant Principal will provide instructional Coaching. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management.</p> <p>To support teacher effectiveness and credential clearance, ACES will reimburse teacher induction expenses.</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	Accelerated Charter Elementary School 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/ELD Instructional Coach (See Goal 2, Action 1) will provide all	\$14,900	Y

Action #	Title	Description	Total Funds	Contributing
		<p>teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs.</p> <p>In addition, a designated ELD Intervention teacher will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment.</p> <p>ELs will also have access to Rosetta Stone online intervention program to support with language proficiency.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>Accelerated Charter Elementary School will purchase the following standards aligned curriculum and consumables:</p> <ul style="list-style-type: none"> • Engage NY: Gr. TK-6 • Science Inspire Consumables • EL Achieve Units 	\$45,150	N
4	CLOSING THE DIGITAL DIVIDE	<p>Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.</p>	\$176,202	N

Goal Analysis for 2022-23

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

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

Action 1: ACES contracted UCLA Math Project for math professional development; and teachers attended the National Math Conference. Literacy consultant provided writing specific professional development.

Action 2: Lexia was not purchased nor utilized for EL. Our leadership team and ELD Instructional coach made the decision that there was no need for this program.

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

Material differences occurred for the additional professional development provided for our educators as noted above.

Lexia was not purchased therefore these costs were not included in Action 2.

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

One of the key features of our educational program at the Accelerated Charter Elementary is our distinctive Gomez & Gomez dual language immersion program. For over ten years ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual, have cognitive, economic, social-cultural and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish. The Gomez & Gomez model honors and builds on our student’s primary language. To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation.

Our focus has centered on mathematics, given that our data demonstrates this as an area of need for our students. Please see response for question two to learn more about our in-house professional development for our team. The site leadership meets twice a year with our Site Professional Development Committee to get feedback on pd and how it’s meeting the needs of our teaching staff.

National Council of Mathematics Teachers- This year we had the opportunity to send four of our teachers, including one of our RST teachers, to attend the annual National Council of Mathematics Teachers conference. This provided the team an opportunity to continue to develop their mathematical knowledge and build their capacity around math instruction.

UCLA Lab School - Teachers in grades TK-6 engaged in a three day cycle of learning with consultants from the UCLA Lab School. The learning focused on the Standards of Mathematical Practice and math warm-ups. Math warm-ups included choral counting, number talks and counting collections. The three-day cycle included demonstration, planning and coaching.

CABE 2023- This year we have planned to have three of our teachers, two parents, parent engagement coordinator and administrators attend the annual California Association of Bilingual Educators conference. This will continue to develop our teacher’s capacity around our dual language program.

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.

Lexia online program will not be utilized for English Learners. Rather the ELD Intervention teacher will provide designated ELD and intervention for English Learners through small group instruction.

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

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 increase opportunities for parent involvement and volunteer opportunities; and provide parent education workshops on Math, Science, and Literacy to partner with parents in their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary	2022-23: Good		Good
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 74% Sense of safety 74% School connectedness	2021-22: 55% Sense of safety 68% School connectedness	2022-23: 75% Sense of safety 92% School Connectedness		>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 83% School connectedness	2021-22: 78% Sense of safety 82% School connectedness	2022-23: 97% Sense of safety 66% School Connectedness		>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: Not reported - Sense of safety 96% School connectedness	2021-22: 40% Sense of safety 69% School connectedness	2022-23: 100% Sense of safety 100% School Connectedness		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 2 6. 3 7. 3 8. 2	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 3		Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 2 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4		Rating 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<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 – visitor software monitoring • Panorama school climate surveys 	\$486,333	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> School Nurse – health screenings (vision, hearing, etc.) Host schoolwide events <p>ACES will provide field trips and extended learning opportunities allow for students to learn standards through real world experiences.</p> <p>The School Safety Plan will be reviewed and revised by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture and shared with the ELAC and PAC for input</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>		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Accelerated Charter Elementary School will provide all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities to engage as partners in their child education.</p> <p>The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach, including volunteer opportunities. to increase parent engagement and provide interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child’s attendance, academic progress, grades, and communicate with staff, using Class Dojo for communication.</p> <p>Additional workshops that will be provided to families include:</p>	\$108,240	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Mental Health: Parent Ed • Parenting Adolescents: Parent Ed • Mindfulness for parents • Series of workshops on Literacy, Math & Literacy <p>The Leadership Team will continue to host:</p> <ul style="list-style-type: none"> • Coffee with the Leadership Team • Literacy Night, Math Night • Open House, Back-to-School Night <p>To keep families up to date on school events, promote parent engagement and participation, the school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	\$334,739	N

Goal Analysis for 2022-23

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

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

Action 3: ACES did not contract services with PIQE but did provide a series of Parent Education Workshops. In addition, Class Dojo was adopted. To further increase parent engagement, ACES established a parent/teacher event committee.

Action 4: Facility repairs including playground were made to ensure a safe facility site.

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

As a result of not contacting with PIQE there was a slight difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Rather than contract parent education services to a vendor, ACES chose to collaborate with their educational partners to build community, capacity, and strengthen communication and continue to build a positive relationship with families.

Parent Engagement- This is the second year that we have the role of Parent Engagement Coordinator. Both the principal and Parent Engagement Coordinator work together to be able to develop and implement a program for parents that empowers parents to support their child at home. So far this school year, we have been able to provide updates and get input from our parents through the monthly Coffee with the Leadership team. In addition, we have been able to offer four parent workshops around positive parenting, anti-bullying, coping with stress and much more. We have also been able to establish our ELAC/DELAC parent and teacher committee to support English Language Learners at ACES.

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.

Provide parent volunteer opportunities and parent workshop led by school staff and educators rather than utilize a vendor.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,769,677	\$235,612

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.14%	0%	\$0	39.14%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 effects of the pandemic especially with remote learning has had a negative impact on academic and social-emotional growth of our students, resulting in learning loss, achievement gaps, behavioral challenges, high levels of anxiety and trauma. This has resulted in challenges not just on our educational program but also our instructional program including the increased need for instructional coaching for our teachers, increased academic interventions, during the instructional day and through expanded learning opportunities. In addition, to address the behavioral challenges additional counselors and support staff have been added to improve school culture, climate, student engagement and train our staff on strategies to address behavioral challenges in the classroom. Therefore, the following actions are being provided on a “schoolwide” basis to maximize their efficiency, effectiveness, and to streamline implementation so that targeted support can be provided to the identified Unduplicated Pupils (Low income, English Learners, Foster Youth), while also allowing other students to benefit as needed. We identified these needs based on the 2022 CA School Dashboard, our schoolwide needs assessment, an analysis of local data, and input/feedback provided by our educational partners with the development of the 2023-24 LCAP.

Accelerated Charter Elementary School anticipates that by providing these actions/services to meet the unique needs of our Unduplicated Pupils, our school will achieve the anticipated outcomes to meet each identified student group’s stated need(s). The justification for how these serviced are increased or improved is contained in the actions described in the LCAP goals and actions.

- Goal 1, Action 1: ACES will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making; and the new Math Framework.

New teachers to ACES will participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.

- Goal 1, Action 3: Our internal assessments and review of student assessment data has identified learning and achievement gaps. Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school. Instructional Aides will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). Academic Tutors will provide small group instruction in literacy and math during the instructional day. ACES will also provide the following academic intervention program and services including afterschool tutoring services.

- Goal 1, Action 4: Our school community like many of the surrounding schools have had to navigate the many challenges of a global pandemic the trauma that it has left behind. ACES has been serving the South Los Angeles community for over 10 years, and we understand the challenges that our school community faces on a daily basis. Through our MTSS framework, we identified SEL supports and strategies that will be implemented and/or expanded as a result of the analysis of data since the return of in-person instruction and feedback provided by our educational partners. As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher and Mindfulness Coach will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline.

- Goal 1, Action 5: ACES will provide students with access to electives that include: Dance & Public School Science.

- Goal 2, Action 1: The Assistant Principal will provide instructional Coaching. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management. Teachers will receive coaching and professional learning from Gomez & Gomez (dual language); UCLA Math Project, and PS Science.

- Goal 3, Action 1: To maintain a safe school environment campus aides will be employed; and a school nurse.

- Goal 3, Action 3: The Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach, including volunteer opportunities. to increase parent engagement and provide interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child’s attendance, academic progress, grades, and communicate with staff, using Class Dojo for communication. In addition, parent workshops will be provided (PIQE, Mental Health, Abriendo Puertas)

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

Goal 2, Action 2 – ELs will also have access to Rosetta Stone online intervention program to support with language proficiency.

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

The additional concentration grant add-on funding will be used to increase the number of Intervention Teachers for ELA & Math (Goal 1, Action 3) that provide direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,285,483	\$ -	\$ -	\$ 255,396	6,540,879	\$ 4,878,410	\$ 1,662,468

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		\$ 2,013,124	\$ -	\$ -	\$ -	\$ 2,013,124
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		\$ 384,484	\$ -	\$ -	\$ -	\$ 384,484
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS		\$ 60,168	\$ -	\$ -	\$ -	\$ 60,168
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		\$ 274,563	\$ -	\$ -	\$ -	\$ 274,563
1	3b	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		\$ 583,247	\$ -	\$ -	\$ -	\$ 583,247
1	4a	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS		\$ -	\$ -	\$ -	\$ 248,976	\$ 248,976
1	4b	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS		\$ 139,893	\$ -	\$ -	\$ -	\$ 139,893
1	5	BROAD COURSE OF STUDY		\$ 95,120	\$ -	\$ -	\$ -	\$ 95,120
1	6	SERVICES TO SUPPORT SWD		\$ 1,166,604	\$ -	\$ -	\$ -	\$ 1,166,604
2	1a	PROFESSIONAL DEVELOPMENT		\$ 340,987	\$ -	\$ -	\$ -	\$ 340,987
2	1b	PROFESSIONAL DEVELOPMENT		\$ 61,730	\$ -	\$ -	\$ 6,420	\$ 68,150
2	2	STRENGTHENING EL PROGRAM & SERVICES		\$ 14,900	\$ -	\$ -	\$ -	\$ 14,900
2	3	CORE CURRICULAR PROGRAM NEEDS		\$ 45,150	\$ -	\$ -	\$ -	\$ 45,150
2	4	CLOSING THE DIGITAL DIVIDE		\$ 176,202	\$ -	\$ -	\$ -	\$ 176,202
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT		\$ 407,169	\$ -	\$ -	\$ -	\$ 407,169
3	1b	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT		\$ 79,164	\$ -	\$ -	\$ -	\$ 79,164
3	2	PARENT INPUT IN DECISION-MAKING		\$ -	\$ -	\$ -	\$ -	\$ -
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION		\$ 96,312	\$ -	\$ -	\$ -	\$ 96,312
3	3b	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION		\$ 11,928	\$ -	\$ -	\$ -	\$ 11,928
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES		\$ 334,739	\$ -	\$ -	\$ -	\$ 334,739

23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 5,122,943	\$ 2,005,289	39.14%	0.00%	39.14%	\$ 2,062,111	0.00%	40.25%	Total:	\$ 2,062,111
								LEA-wide Total:	\$ -
								Limited Total:	\$ 14,900
								Schoolwide Total:	\$ 2,047,211

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1a	ADMIN & EDUCATORS THAT SUPPORT	No	Schoolwide		ACES	\$ -	0.00%
1	1b	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	ACES	\$ 384,484	0.00%
1	2	MEASURING STUDENT PROGRESS – A	No	Schoolwide		ACES	\$ -	0.00%
1	3a	ADDRESSING ACADEMIC NEEDS TO AC	No	Schoolwide		ACES	\$ -	0.00%
1	3b	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	All	ACES	\$ 583,247	0.00%
1	4a	ADDRESSING SOCIAL-EMOTIONAL & BE	No	Schoolwide		ACES	\$ -	0.00%
1	4b	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	ACES	\$ 139,893	0.00%
1	5	BROAD COURSE OF STUDY	Yes	Schoolwide	All	ACES	\$ 95,120	0.00%
1	6	SERVICES TO SUPPORT SWD	No	Schoolwide		ACES	\$ -	0.00%
2	1a	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	ACES	\$ 340,987	0.00%
2	1b	PROFESSIONAL DEVELOPMENT	No	Schoolwide		ACES	\$ -	0.00%
2	2	STRENGTHENING EL PROGRAM & SER	Yes	Limited	English Learners	ACES	\$ 14,900	0.00%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	Schoolwide		ACES	\$ -	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	No	Schoolwide		ACES	\$ -	0.00%
3	1a	PROMOTING POSITIVE SCHOOL CLIMA	Yes	Schoolwide	All	ACES	\$ 407,169	0.00%
3	1b	PROMOTING POSITIVE SCHOOL CLIMA	No	Schoolwide		ACES	\$ -	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	No	Schoolwide		ACES	\$ -	0.00%
3	3a	OPPORTUNITIES PROVIDED TO SUPPO	Yes	Schoolwide	All	ACES	\$ 96,312	0.00%
3	3b	OPPORTUNITIES PROVIDED TO SUPPO	No	Schoolwide		ACES	\$ -	0.00%
3	4	MAINTAINING SAFE & CLEAN SCHOOL I	No	Schoolwide		ACES	\$ -	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,931,476.00	\$ 6,213,871.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPPORT THE ED PROGRAM	No	\$ 1,745,457	\$ 1,894,182
1	1	ADMIN & EDUCATORS THAT SUPPPORT THE ED PROGRAM	Yes	\$ 455,115	\$ 566,646
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 23,939	\$ 37,220
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 395,216	\$ 405,219
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 369,340	\$ 542,360
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 279,450	\$ 365,124
1	5	BROAD COURSE OF STUDY	Yes	\$ 41,450	\$ 59,950
1	6	SERVICES TO SUPPORT SWD	No	\$ 821,290	\$ 820,857
2	1	PROFESSIONAL DEVELOPMENT	No	\$ 38,120	\$ 38,200
2	1	PROFESSIONAL DEVELOPMENT	Yes	\$ 291,732	\$ 334,067
2	2	STRENGTHENING EL PROGRAM & SERVICES	No	\$ 14,900	\$ -
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 41,500	\$ 10,693
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 161,071	\$ 157,265
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 513,665	\$ 335,986
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 367,259	\$ 365,909
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 16,333	\$ 39,069
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 74,615	\$ 76,076
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 281,024	\$ 165,048

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,770,588	\$ 1,858,079	\$ 2,310,132	\$ (452,053)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPPORT THE ED PROGRAM	No	\$ -	\$ -	0.00%	0.00%
1	1	ADMIN & EDUCATORS THAT SUPPPORT THE ED PROGRAM	Yes	\$ 455,115	\$ 566,646.00	0.00%	0.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ -	\$ -	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ -	\$ -	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 369,340	\$ 542,360.00	0.00%	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 258,568	\$ 365,124.00	0.00%	0.00%
1	5	BROAD COURSE OF STUDY	Yes	\$ 41,450	\$ 59,950.00	0.00%	0.00%
1	6	SERVICES TO SUPPORT SWD	No	\$ -	\$ -	0.00%	0.00%
2	1	PROFESSIONAL DEVELOPMENT	No	\$ -	\$ -	0.00%	0.00%
2	1	PROFESSIONAL DEVELOPMENT	Yes	\$ 291,732	\$ 334,067.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	No	\$ -	\$ -	0.00%	0.00%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ -	\$ -	0.00%	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ -	\$ -	0.00%	0.00%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ -	\$ -	0.00%	0.00%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 367,259	\$ 365,909.00	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ -	\$ -	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 74,615	\$ 76,076.00	0.00%	0.00%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ -	\$ -	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,538,060	\$ 1,770,588	0.00%	39.02%	\$ 2,310,132	0.00%	50.91%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

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