

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Accelerated School

CDS Code: 19-64733-6112536

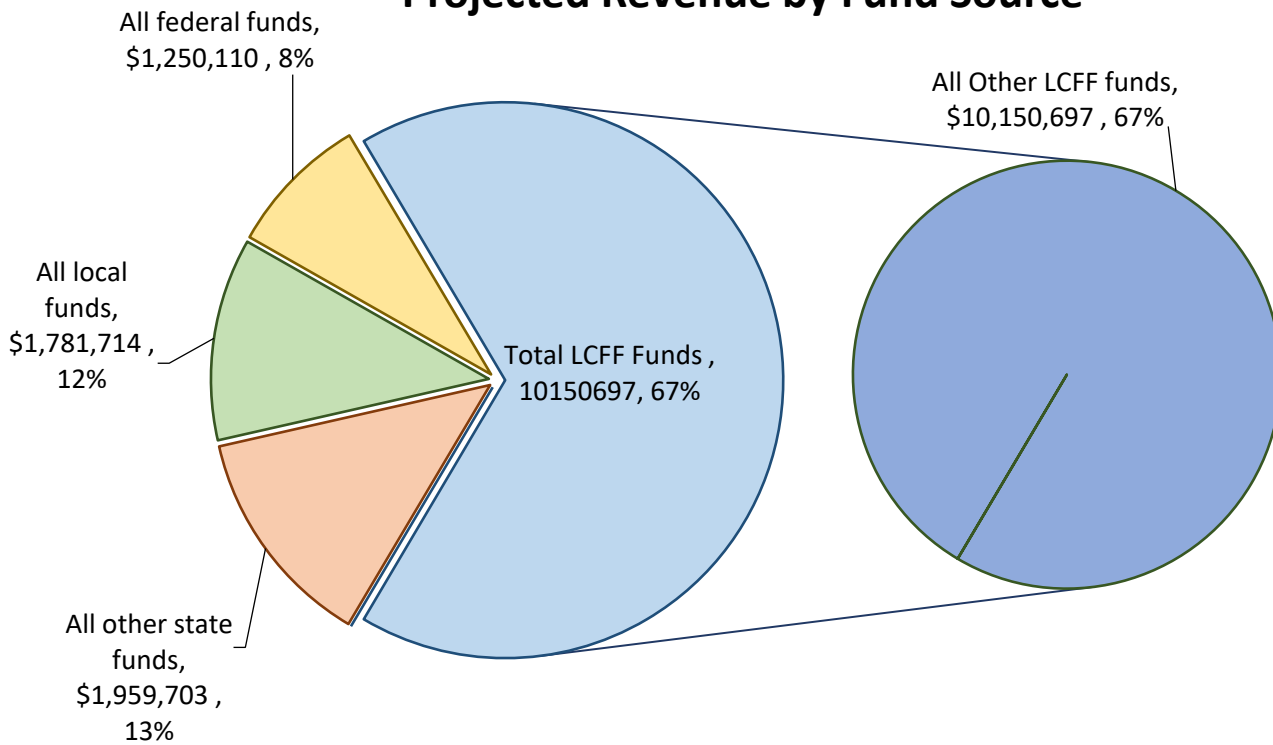
School Year: 2025-26

LEA contact information: Jesse Melgares, CEO, 323-235-6343, [jmlegares@accelerated.org](mailto:jmlegares@accelerated.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

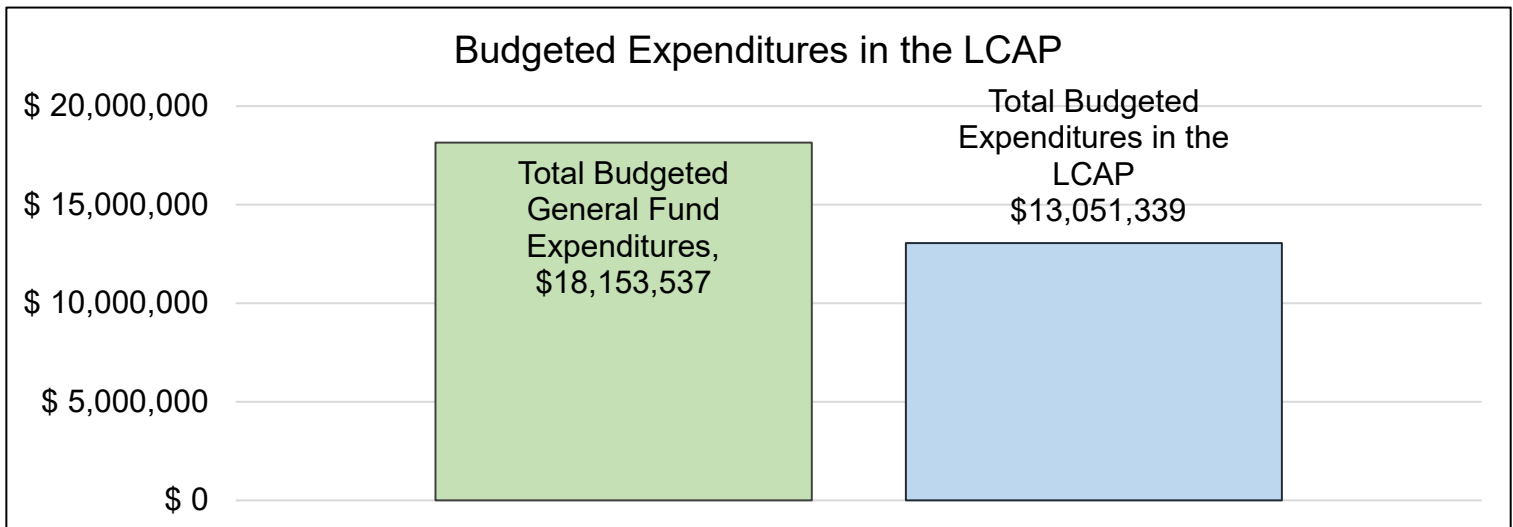


This chart shows the total general purpose revenue The Accelerated School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Accelerated School is \$15,142,224.00, of which \$10,150,697.00 is Local Control Funding Formula (LCFF), \$1,959,703.00 is other state funds, \$1,781,714.00 is local funds, and \$1,250,110.00 is federal funds. Of the \$10,150,697.00 in LCFF Funds, \$0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much The Accelerated School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

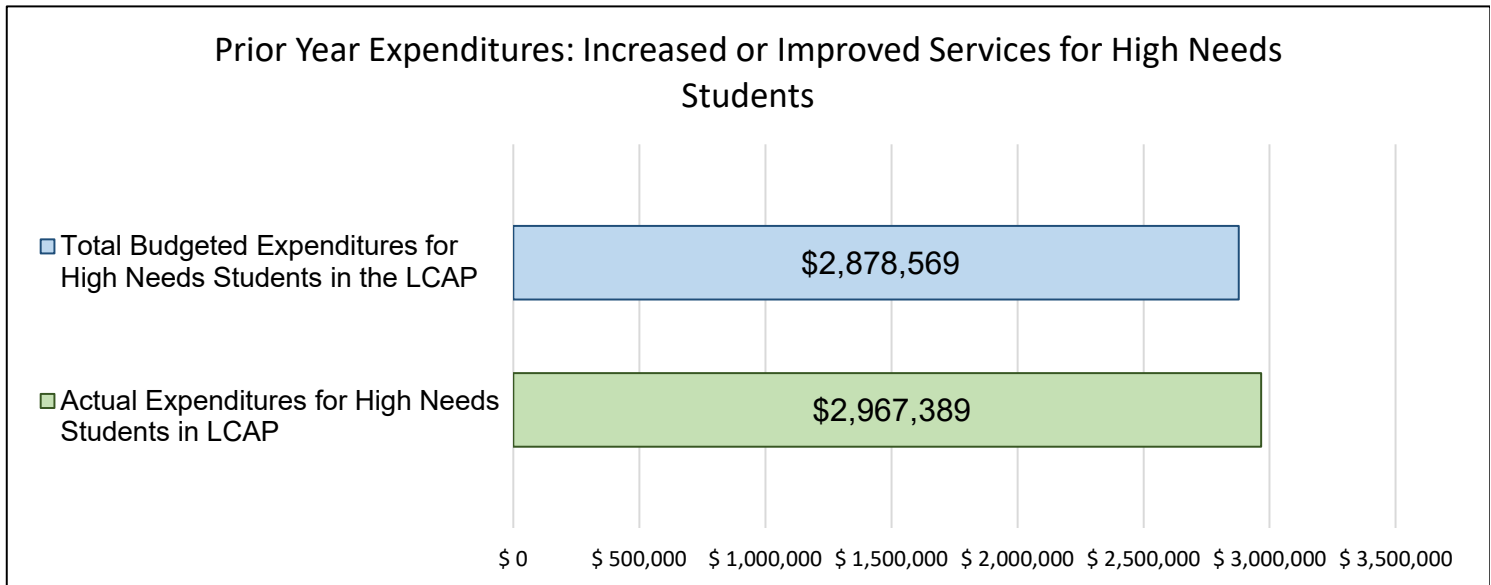
The text description of the above chart is as follows: The Accelerated School plans to spend \$18,153,537.00 for the 2025-26 school year. Of that amount, \$13,051,339.00 is tied to actions/services in the LCAP and \$5,102,198.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, The Accelerated School is projecting it will receive \$0.00 based on the enrollment of foster youth, English learner, and low-income students. The Accelerated School must describe how it intends to increase or improve services for high needs students in the LCAP. The Accelerated School plans to spend \$2,887,091.00 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, The Accelerated School's LCAP budgeted \$2,878,569.00 for planned actions to increase or improve services for high needs students. The Accelerated School actually spent \$2,967,389.00 for actions to increase or improve services for high needs students in 2024-25.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title     | Email and Phone  |
|-------------------------------------|----------------------------|--|
| The Accelerated School              | Lucy, Hilarides, Principal | <a href="mailto:lhilarides@accelerated.org">lhilarides@accelerated.org</a><br>(323) 235-6343 |

## Plan Summary 2025-26

### General Information

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

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

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

Currently, TAS serves 729 students in grades TK-8 that include the following demographics: 99% Hispanic, 1% White, 34% English Learners; 0.2% Homeless; 13% Students with Disabilities (SWD), and 90% Socioeconomically Disadvantaged.

**2024-25 SCHOOL YEAR ENHANCEMENTS:** Building upon its established foundation, TAS has implemented several significant program enhancements during the 2024-25 school year. The school successfully piloted the Coordination of Services Team (COST) as part of its MTSS framework to better streamline tiered student support and progress monitoring. This collaborative team meets weekly to review referrals, analyze school-wide data trends, and coordinate interventions across all service levels.

TAS has also expanded educational opportunities through strategic partnerships and successful grant acquisition, including the Barona Education Grant for Literacy Development and the Azusa Pacific "Keeping History Alive" mini grant. Additionally, the school has strengthened community partnerships through renewed collaboration with the Colburn School's Summer Encounters program and USC's Troy Camp, while six eighth-grade students were selected for the transformative C5LA Leadership Program.

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

1. Quality Tier 1 instruction: through Strategic Planning (Connecting to District Priority): How are we using unit planning to adjust curriculum to support students to master standards?
2. Assessment as Feedback to Me through MTSS (Connecting to District Priority 2): When students at all levels aren't achieving their goals, how are we differentiating to meet their needs?

### 3. Culture of Equity: How are we fostering belonging and supporting our school community in development of their identities?

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

- ***Learning Outcomes and Success Criteria, Goal Setting and Progress Monitoring*** This is our 4th year continuing to build on the evidence-based practices as outlined in the research of John Hattie that have demonstrated accelerated learning more than a typical year's growth. Our focus has been on all teachers engaging in work around setting Learning Outcomes, Success Criteria, Goals and Progress Monitoring. The decision to focus on Learning Outcomes, Success Criteria, Goals and Progress Monitoring is connected to Hattie's practice for teachers to use "Assessment as Feedback" for students' day-to-day performance in lessons, participation, use of dialogue, and achievement on their assessments, as implications for their own instruction. For the 2023-2024 school year, TAS is focused on formative assessment to analyze students' level of understanding for lessons. Teachers collected information on student learning through exit tickets, checklists, and checks for understanding (fist to five, thumb up/thumb down, self-assessment rubric). Goal Setting is an ongoing process for students in each class K-8. Students work with their teachers to identify where they are and where they are going based on their performance on district diagnostic assessments. They work collaboratively with their teacher to brainstorm strategies on how they can accomplish these goals. Parents meet with teachers three times a year to review the goals set by students and the path needed to accomplish this goal.
- ***Student Dialogue and Discussion rather than Teacher Monologue*** Since the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie and the belief that classroom dialogue is one of the highest leverage classroom practices to accelerate student learning beyond one year's growth in one year's time. This year, we have continued this focus on our school-wide classroom dialogue practices. Our focus is on students' ability to explain their thinking and how they solved problems. Teachers utilize cooperative groups, small-group dialogue, think-pair-share, number talks, Math Language Routines, and other student dialogue strategies to increase student engagement in cognitive learning and expand students' metacognition.
- ***Focus on Collective Teacher Efficacy*** Accelerated uses PLCs as a method of teacher learning during Professional Development. Teachers meet in cross grade level groups once a month to do more learning about a topic. For the 2023-2024 school year, teachers are in PLC groups that focus on our three school-wide strategy foci for the year: writing, metacognition, and formative assessments (exit tickets). In these groups, teachers assess school needs, develop an inquiry question, collect data, reflect on data, and make decisions – all with learning in mind. In addition, TAS has bi-weekly grade level and department collaboration in which the teachers analyze data, develop, and evaluate curriculum, reflect on instruction, and track student progress. This discussion centers around our three strategy foci for the 2023-2024 school year: writing, metacognition, and formative assessments. Teachers bring artifacts to grade level/department collaboration meetings to discuss best practices and determine next steps as a grade level or department.
- ***Supporting Teachers to Deliver Quality Instruction through a School-Wide Coaching Model*** Beyond instructional strategies that support our best learning, Accelerated believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting, and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. The coaching model begins with administrators who participate in monthly professional development delivered by the executive team and the Chief Executive Officer. Administrators also work directly with unassigned coach outside of the organization to support personal growth. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and goal setting on a regular basis. Progress

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

- **Targeted Tier 2 & 3 Intervention Block and MTSS Coordination** Growl for GOLD is our Tier 2 literacy and math instruction block that occurs four times per week in all K-5 classes and for specific students Middle School Students (4x a week). GOLD stands for Growing Ownership in Literacy Development however due to our success in 22-23, TAS has expanded this model to mathematics. During this time, which is 60 minutes in K-5 classes and 90 minutes in 6-8, students are receiving personalized instruction at their level. In 2024-25, TAS enhanced its MTSS framework through the successful implementation of the Coordination of Services Team (COST). This multidisciplinary team, including instructional coaches, counselors, administrators, intervention leaders, dean of students, family engagement coordinator, and office manager, meets weekly to review referrals for short-term support and acute needs, track individual student progress, and analyze school-wide data trends. The COST model has significantly improved the school's ability to streamline tier 2 and 3 interventions while identifying systemic areas requiring additional attention or reform.

## COMMUNITY PARTNERSHIPS AND ENRICHMENT OPPORTUNITIES

TAS has strengthened its commitment to providing comprehensive educational experiences through strategic community partnerships and successful grant acquisition. Current partnerships include:

- **Colburn School Summer Encounters Program:** A renewed partnership providing immersive performing arts experiences for students from Title I public schools, encompassing diverse musical and artistic styles that create transformative experiences for participants.
- **USC Troy Camp:** A collaboration where 16 third through fifth grade students participate in this USC student-run philanthropy providing long-term mentorship for children throughout South Los Angeles, engaging in educational, extracurricular, and leadership activities.
- **C5LA Leadership Program:** Six eighth-grade students were selected for this transformative summer experience featuring outdoor adventures and leadership development focused on social awareness and community action.

-

## GRANT FUNDING AND SPECIAL PROGRAMS

TAS has successfully secured funding through the Barona Education Grant for Literacy Development, enhancing reading instruction and intervention capabilities. Additionally, the school received the Azusa Pacific "Keeping History Alive" mini grant, supporting social studies curriculum and cultural awareness programming.

The Accelerated School (TAS) is not eligible for Equity Multiplier funds. The Accelerated School has expended its Learning Recovery Emergency Block Grant (LREBG) funds.

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

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

## Reflections: Annual Performance

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

The following table reflects the Accelerated School’s (TAS) performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

| Student Group                   | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---------------------------------|--------------------------|---------------------|-----------------|-----------------|-----------------------|-------------|
| All Students                    | N/A                      | Yellow              | Blue            | N/A             | Yellow                | Yellow      |
| English Learners                | Green                    | Yellow              | Blue            | N/A             | Yellow                | Yellow      |
| Foster Youth                    | N/A                      | --                  | --              | N/A             | --                    | --          |
| Socioeconomically Disadvantaged | N/A                      | Yellow              | Blue            | N/A             | Yellow                | Yellow      |
| Students with Disabilities      | N/A                      | Orange              | Green           | N/A             | Orange                | Orange      |
| African American                | N/A                      | --                  | --              | N/A             | --                    | --          |
| Hispanic                        | N/A                      | Yellow              | Blue            | N/A             | Yellow                | Yellow      |
| White                           | N/A                      | --                  | --              | N/A             | --                    | --          |

### Excerpt from 2024-25 LCAP (2023 CA School Dashboard)

**English Learner Progress Indicator:** To improve English Learner progress, TAS has shifted to a more systematic structure to implement the designated ELD program with fidelity and using the various assessment data to inform lesson planning and delivery. Our middle school ELD program shifted in 2022-2023 with a new curriculum that provided a more focused approach to language instruction. In elementary, all TK-5



teachers have been trained in the science of reading through the Institute of Multisensory Education which supports our students' phonics and vocabulary development.

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

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

1. School-Wide Focus on Tier 2 Reading Instruction (expansion from last year’s focus in grades K-2, now includes grades 3-8).
2. Focus on Writing and Reading in school-wide areas of instructional focus.
3. Continuation and Refinement of regular Grade Level and Department Meetings.
4. Increased Special Education focus through the hiring of an inclusion coach, and the restructuring of one of the Assistant Principals’ roles to add a SPED focus.
5. Focus on structured planning through development of Unit Plans.
6. Analysis of vertical alignment of ELA standards across the grades to adjust scope and sequence
7. Peer Feedback and Collaboration.
8. Grade Level Release Days Focused on Data Analysis and Team Building.
9. Continuation of the PLC Model of Collaboration through Teacher Instructional Leadership Teams as well as a PLC Inquiry Model of Professional Development

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

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

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



ensures that students are getting what they need when they need it, and that teachers are using formative assessments to guide their ability to provide each student with what they need.

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

**Expanding Tier 2 Intervention Model and Strategic Focus on Key Grade Levels:** Refining our intervention model in the 2022-2023 school year proved to be highly successful, especially for students in grades K-3 where our model was highly systematized. As such, this school year, we have focused on extending this systematic model (Growl for GOLD) to grades 4-8. Last year, grades 4-5 participated in our intervention model and provided Tier 2 interventions, but we have expanded that to be more systematic, where teachers in these grades have a specialized hour in the day dedicated solely to Tier 2 Intervention where reading tutors and our reading interventionist push into classes to provide Tier 2 reading intervention alongside the classroom teacher. Math intervention is also included in Growl for GOLD where there is space, otherwise students are pulled out for math intervention. In response to our dashboard and internal data, our reading interventionist provides specialized support to 2nd grade. We noted an internal data trend that the transition from 2nd to 3rd grade is challenging for students, and although students may have shown success in reading in K-1, they begin to dip in grades 2 and 3. We have responded to this data with a strategic focus on grade 2 by having our reading interventionist collaborate and plan with grade 2 teachers.

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

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

### Middle School

**Root Cause Analysis:** A root cause analysis of growth in ELA indicates that our progress toward the standard in grades 6-8 was due to an increased focus on high quality and rigorous tier I instruction across disciplines, specifically focused on evidence-based practices such as close reading, student dialogue, and annotation strategies. We also introduced consistent department meetings (for Math, ELA, Science, and History) focused on planning and evidence-based strategies to support teacher professional learning. These department teams-built vision statements to guide our work and set instructional goals. The consistent structure and team building had a positive impact on teacher practice and

collaboration. Additionally, professional development for the middle school team moved away from one-off sessions to an ongoing Inquiry PLC structure, with teachers investigating strategies and collaborating to build their capacity to help students grow in key choice areas. We also introduced a project/unit planning structure to help teachers backwards plan using our curriculum on the Summit Learning Platform. (say more).

**Focus on Tier 2 and 3 Instruction:** Although we made growth last year toward the standard, we were also able to identify focus areas for the 2023-24 school year. Our assessment data (NWEA Reading) revealed that about 20% of students were reading far below grade level and needed additional intervention to fully engage with grade level content. In the 2022-23 school year, we developed a partnership with Hey Tutor to engage additional academic tutors to support our students during the school day. We identified students and classes that would benefit from an additional adult to support small group instruction and individual student needs within the classroom. Through this pilot of the partnership last Spring, we learned that tutors were more effective when they were directly paired with one teacher, so that they could build routines and trust to support students effectively. We used anecdotal data from teachers, students, and tutors, along with academic progress from students to come to this conclusion. We also found that tutoring was more effective when we had tutors engage with specific intervention groups, rather than just offering general support to a class. Consequently, we shaped the tutoring structure this year based on the learning from last Spring. This year we moved forward with a model for Reading Intervention targeting the students below the 20th percentile to offer direct support with either foundational reading and decoding skills, fluency, or vocabulary and comprehension. We assessed all middle school students who scored below the 20th percentile on the Fall NWEA Reading test to understand their barriers in reading and grouped them by the phonics or reading skills that they need to develop. We trained all tutors in the Science of Reading (Orton Gillingham) to provide phonics intervention. These intervention groups take place during our Self-Directed Learning & Mentorship block so that students are not missing core content or electives. This fall, 77% of students in a reading intervention group demonstrated growth in Reading from August to December as measured with NWEA assessment, and we anticipate this growth to increase as students gain phonemic awareness.

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

### **Next Steps:**

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

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

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

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

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

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

**Tier 1 Instruction Refinement and Support with PD:** In the 2023-2024 school year TAS has partnered with iReady to provide monthly professional development open to all teachers. Recognizing that in 2022-2023 teachers struggled to implement our supplemental math program, iReady, we partnered with iReady to deliver custom PD. We utilize surveys of teachers, classroom observation, diagnostic data and dialogue with teachers to determine the content of each PD so that it is differentiated. Each PD is also accompanied by day-long observations, coaching, feedback, and one-on-one sessions with iReady curriculum specialists for teachers and administrators. The PD sessions take place after school hours and is voluntary, however, almost all elementary teachers have attended these optional PDs.

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

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

**Focus on Special Education:** In response to the low performance of our students with disabilities as indicated on the dashboard, TAS has focused on restructuring the role of one of the three Assistant Principals to have a narrowed focus on cohesion with our Special Education department. The Assistant Principal meets regularly with Special Education Teachers, the Direction of Equity, Access, and Inclusion, and the

Program Specialist. The Assistant Principal supports more effective collaboration between Special Education and General Education teachers through support with planning and assessment.

### **Middle School Math: Root Cause Analysis:**

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

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

**Tier 2 and 3 Intervention and Support:** In addition to Tier 1 instruction, in 2022-23 we strengthened our Math interventions to expand our "GROWL for GOLD" Elementary model to include Middle School Mathematics. In the spring of 2023, our Math Intervention TOSA led math tutors in small group intervention for students who were below grade level in Math. These students were pulled out of classes throughout the day to receive additional math support, and the math tutors also worked directly with our math teachers to support learning within the classroom. From this pilot, we learned that tutoring was the most effective when tutors worked directly with a specific teacher throughout the day, and when intervention pull outs were not disruptive to students' courses. At the end of the 2022-23 school year, we also assessed the effectiveness of our ENCORPS STEM tutoring program and determined that on-site tutoring/intervention and partnership with Math teachers was a more effective approach than the virtual STEM ENCORPS tutoring, thus shifting our resources toward in-person tutoring.

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

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

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

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

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



## 2024 CA School Dashboard

The following table reflects the Accelerated School's (TAS) performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

| Student Group                   | English Learner Progress | Chronic Absenteeism | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---------------------------------|--------------------------|---------------------|-----------------|-----------------|-----------------------|-------------|
| All Students                    | N/A                      | Red                 | Orange          | N/A             | Orange                | Yellow      |
| English Learners                | Yellow                   | Red                 | Blue            | N/A             | Red                   | Yellow      |
| Long-Term English Learners      | Blue                     | Yellow              | Blue            | N/A             | Red                   | Red         |
| Foster Youth                    | N/A                      | --                  | --              | N/A             | --                    | --          |
| Socioeconomically Disadvantaged | N/A                      | Red                 | Orange          | N/A             | Orange                | Yellow      |
| Students with Disabilities      | N/A                      | Red                 | Orange          | N/A             | Red                   | Red         |
| African American                | N/A                      | --                  | --              | N/A             | --                    | --          |
| Hispanic                        | N/A                      | Red                 | Orange          | N/A             | Orange                | Yellow      |
| White                           | N/A                      | --                  | --              | N/A             | --                    | --          |

**NOTE:** The Accelerated School has expended its Learning Recovery Emergency Block Grant (LREBG) funds.

### English Language Arts (ELA): Needs Assessment

The Accelerated School faces critical achievement gaps in three key areas based on 2024 California School Dashboard results. In English Language Arts, three subgroups achieved RED performance levels: English Learners at -76 DFS, Long-term English Learners at -130 DFS, and Students with Disabilities at -111.4 DFS. Mathematics shows two subgroups at RED level with Long-term English Learners at -165.5 DFS and Students with Disabilities at -103.9 DFS. Chronic Absenteeism affects all major subgroups at RED level, with an overall rate of 20.1% and Students with Disabilities reaching 25.7%.

#### Current Performance Data

The school's English Language Arts performance reveals concerning disparities across student subgroups. While All Students achieved Orange status at -47.4 DFS, three critical populations face significantly greater challenges. English Learners scored -76 DFS, representing a 28.6-point

gap below overall school performance. Long-term English Learners demonstrate the most severe gap at -130 DFS, scoring 82.6 points below the school average and representing the most critical need for intervention. Students with Disabilities scored -111.4 DFS, indicating substantial barriers to accessing grade-level literacy instruction with a 64-point gap below the school average.

Supporting local assessment data confirms these severe achievement gaps. Over 90% of English Learner students scored below grade level in ELA ICA during 2024-25, indicating that the vast majority lack access to grade-level literacy skills. Long-term English Learner progress declined 28 points on SBAC in 2023-24, representing significant regression demanding immediate intervention. Students with Disabilities progress declined 24 points on SBAC, suggesting current support systems are inadequate for meeting their literacy needs.

---

### **Identified Strengths**

- The school has made significant curriculum and instructional improvements during 2024-25. The successful implementation of EL Education curriculum for grades 6-8 provides integrated language development strategies specifically designed to support English Learners while maintaining rigor for all students. This curriculum adoption represents substantial improvement over the previous Summit Learning curriculum, which lacked necessary rigor, scaffolding, and standards alignment.
- Elementary teachers have completed extensive IMSE training and continue refining Tier 1 and Tier 2 delivery of phonics and morphology instruction. This science of reading foundation provides evidence-based approaches to literacy instruction supporting struggling readers, including English Learners and Students with Disabilities requiring intensive phonics instruction. The implementation of co-teaching structures in middle school ELA classes represents significant advancement in supporting Students with Disabilities and English Learners through collaboration between RSTs and general education teachers.
- Professional development systems have been substantially enhanced with a more cohesive instructional coaching approach and movement toward all teachers now receiving more consistent instructional coaching. The establishment of data analysis systems enables teachers to administer bi-weekly formative assessments and record student progress on shared trackers. The designation of an ELD Coach provides specialized support for integrated and designated English Language Development across K-8.

---

### **Critical Gaps**

- The most significant curricular inequity exists between elementary and middle school ELA materials, where K-5 students lack access to current, culturally relevant, rigorous ELA curriculum comparable to the EL Education adoption in middle school. This disparity means younger students receive lower-quality instructional materials during critical literacy development years, potentially contributing to achievement gaps observed in later grades.
- The Long-term English Learner achievement crisis at -130 DFS represents the most severe performance gap across all subjects and student groups, indicating that current systems are fundamentally inadequate for supporting students who have been learning English for extended periods without achieving proficiency. The English Learner gap of -76 DFS indicates current language acquisition support systems are inadequate for enabling students to access grade-level academic content while developing English proficiency.
- Leadership stability challenges, including multiple vacancies in Assistant Principal and ELA Instructional Coach positions, have impacted consistency and quality of instructional support available to teachers. These vacancies particularly affect implementation of new initiatives



and support for teachers working with struggling students. The need for more cohesive MTSS implementation across all grade levels indicates current intervention systems may not systematically identify and support students with literacy challenges. This year, we piloted a Coordination of Services Team (COST) and have seen improvements in identification and tracking of progress for struggling learners. This team includes stakeholders across the school site and has resulted in greater cohesion and collaboration for student support. We will continue to build this system in the 2025-26 school year to address gaps for students.

---

## 2025-26 Action Plan

- **Curriculum Adoption and Implementation** represents the highest priority action involving research and adoption of a new K-5 ELA curriculum meeting California Framework standards with necessary rigor and cultural relevance to prepare students for middle school success. This curriculum adoption process will involve comprehensive evaluation with particular attention to effectiveness in supporting English Learners and Students with Disabilities through integrated supports and scaffolding. The new curriculum must ensure cultural relevance and engagement for diverse student populations while maintaining high academic standards. Comprehensive summer professional development will prepare teachers for effective implementation, with particular emphasis on supporting English Learners and Students with Disabilities within the new curriculum framework.
- **Enhanced EL and LTEL Support** will expand ELD coaching to all grade levels ensuring English Learners receive consistent, high-quality language development support throughout their educational experience. Implementation of consistent ELD strategies across all content areas will ensure English Learners receive language development support throughout their school day rather than only during designated ELD time. The development of LTEL-specific intervention protocols will address unique needs of students who have been learning English for extended periods without achieving proficiency, combining intensive language development with grade-level academic content.
- **Special Education Access and Support** will implement structured co-planning protocols ensuring general education teachers and RSTs work together effectively to plan instruction meeting needs of Students with Disabilities while maintaining grade-level expectations. Continued professional learning to support differentiated instruction and collaboration between Special Education teachers and General Education teachers will provide all teachers with strategies for designing instruction accessible to students with diverse learning needs from the beginning. The development of accommodation and modification banks will provide teachers with readily available resources for adapting instruction and assessment to meet needs of Students with Disabilities.
- **Assessment and Data Systems Enhancement** will expand bi-weekly standards-aligned assessments providing teachers with regular, timely information about student progress toward grade-level standards. Extension of Fastbridge usage to all intervention students will provide standardized progress monitoring enabling data-driven decisions about intervention effectiveness. Focusing intervention on students in the bottom 25th percentile will ensure students with greatest needs receive intensive support necessary for academic improvement.
- **Professional Development and Leadership Enhancement** includes strategic planning for school leaders to restore essential coaching support for teachers working with struggling learners. Implementation of job-embedded coaching cycles will provide teachers with ongoing, individualized support focusing on specific needs and challenges in supporting struggling learners. Content-specific professional development will build teachers' expertise in literacy instruction, ELD strategies, and special education support.

## MATHEMATICS NEEDS ASSESSMENT

### Current Performance Data

The school's mathematics performance reveals stark disparities demanding immediate attention. While All Students achieved Yellow status at -64.5 DFS, representing performance below the state average, two subgroups face significantly more severe challenges. Long-term English Learners demonstrate the most extreme gap at -165.5 DFS, representing a 101-point deficit below the school average and the most severe performance gap across all subjects and subgroups. Students with Disabilities scored -103.9 DFS, indicating substantial barriers to accessing grade-level mathematics instruction and representing a 39.4-point gap below the school average.

Local assessment data confirms severity of achievement gaps while revealing some positive trends. Over 50% of students performed below grade level in mathematics as demonstrated by iReady assessments across K-5 and NWEA assessments across 6-8. Elementary students show encouraging growth patterns with 119% of annual typical growth overall on iReady assessments, suggesting current elementary mathematics approaches have potential for effectiveness with enhanced implementation and support. A concerning pattern emerges in the transition to middle school, where 6th grade students consistently show larger mathematics gaps on SBAC compared to other grade levels.

### Identified Strengths

- The school has established a solid foundation with iReady Math for K-5 and Illustrative Mathematics for 6-8, now in its third year of implementation. This consistency provides stability and allows for deeper implementation refinement rather than constant curriculum changes. The mathematics program shows a positive growth trajectory with two years of steady improvement in overall mathematics performance, suggesting current approaches have potential for continued effectiveness with enhanced support.
- The establishment of bi-weekly middle school mathematics department meetings focused on student work analysis and lesson study represents significant advancement in professional learning and collaboration. The addition of a new Assistant Principal with mathematics expertise provides structured coaching and systems consulting that can support teachers in implementing evidence-based mathematics instruction. A collaborative culture has emerged through grade-level teams meeting regularly for data analysis and planning, creating systems for shared responsibility for student learning.

### Critical Gaps

- The Long-term English Learner mathematics crisis at -165.5 DFS represents not only the most extreme performance gap in mathematics but the most severe gap across all subjects and subgroups school-wide. This gap indicates that traditional mathematics instruction and English Language Development approaches are fundamentally inadequate for supporting students who have been learning English for extended periods without achieving mathematical proficiency in English.
- Elementary time constraints represent a significant barrier to comprehensive mathematics learning, with current instructional time of 60-90 minutes often insufficient for deep engagement with mathematical concepts, discussion, and problem-solving. The persistence of procedural

versus conceptual instruction in many classrooms limits students' ability to develop deep mathematical understanding and flexible problem-solving strategies.

- Current Tier 2 and 3 intervention capacity is insufficient for serving students with the greatest mathematics needs, particularly Long-term English Learners and Students with Disabilities who may require intensive, specialized intervention approaches that address both mathematical content and language or accessibility needs. The absence of mathematics interventions specifically designed for Long-term English Learners represents a critical gap requiring approaches that simultaneously address mathematical understanding and academic language development.
- 

## 2025-26 Action Plan

- **Enhanced LTEL Mathematics Support** will develop intensive intervention specifically designed for Long-term English Learners combining mathematics content instruction with academic language development in integrated approaches recognizing the interconnected nature of mathematical understanding and language proficiency. Small group instruction with a specialized interventionist trained in both mathematics content and language development will provide intensive support addressing dual challenges facing Long-term English Learners. Comprehensive training for all mathematics teachers in Mathematical Language Routines will ensure language development is integrated into daily mathematics instruction rather than treated as a separate component.
- **Special Education Mathematics Access and Support** will provide comprehensive UDL training for all mathematics teachers focusing on designing mathematics instruction accessible to students with diverse learning needs from initial planning stages. The enhancement of co-teaching models for mathematics classes serving Students with Disabilities will provide coordinated instruction combining general education mathematics expertise with special education knowledge of learning differences and accommodation strategies. Specialized mathematics intervention designed specifically for Students with Disabilities will address foundational skills while maintaining connections to grade-level content.
- **Instructional Time and Quality Enhancement** will implement a school-wide 90-minute mathematics block for all elementary grades providing adequate time for comprehensive mathematics instruction including problem-solving, discussion, practice, and reflection components essential for deep mathematical understanding. The continuation and expansion of double mathematics periods for 6th grade students will address documented gaps in mathematical preparation for middle school. Ongoing professional development focused on problem-based learning will build teacher capacity for facilitating mathematical discourse and developing conceptual understanding.
- **Comprehensive Intervention System Development** will expand Growl for GOLD mathematics intervention capacity ensuring elementary students with mathematics difficulties receive intensive, evidence-based intervention addressing foundational skills while maintaining connections to grade-level content. Implementation of research-proven intervention programs such as Number Worlds and Do the Math will provide structured, systematic approaches to mathematics intervention. Intervention groups specifically designed for Long-term English Learners and Students with Disabilities will address unique needs of these populations through specialized approaches.
- **Professional Development and Capacity Building** will provide a comprehensive summer institute on elementary mathematics concepts and pedagogy building teacher understanding of mathematical content and effective instructional approaches for diverse learners. Mathematics coaching cycles for all teachers will provide individualized support addressing specific needs and challenges in mathematics instruction.

Comprehensive training on mathematics instruction for English Learners will build teacher capacity for integrating language development with mathematics content instruction.

**CHRONIC ABSENTEEISM NEEDS ASSESSMENT**

**Current Performance Data**

The Accelerated School faces a critical attendance crisis with chronic absenteeism reaching RED performance levels across all major student groups on the 2024 California School Dashboard. The overall chronic absenteeism rate of 20.1% exceeds the state average of 18.6% by 1.5 percentage points. Most concerning is the Students with Disabilities group reaching 25.7% chronic absenteeism, representing the highest rate among all subgroups and exceeding the school average by 5.6 percentage points.

The school experienced a dramatic year-over-year increase of 7.4 percentage points, rising from 12.7% in 2022-23 to 20.1% in 2023-24. English Learners performed at 20.7%, Socioeconomically Disadvantaged students at 19.8%, and Hispanic students at 20%. Historical data shows Kindergarten through 3rd grade consistently demonstrate the highest absenteeism rates, indicating a concentration of challenges in the early elementary years.

**Identified Strengths**

- The school has made significant strides in developing comprehensive attendance support systems during 2024-25. The formation of a dedicated Attendance Team represents a major advancement, bringing together key staff members for weekly meetings focused on systematic data review and trend analysis. Communication systems have undergone substantial enhancement through the implementation of the ParentSquare platform, providing improved family communication capabilities with two-way interaction and built-in translation features.
- The school has developed comprehensive data tracking and monitoring systems including detailed attendance trackers that capture daily Average Daily Attendance by grade level, weekly totals, and individual student attendance patterns. The middle school program shows particular strength with attendance consistently above 95% ADA, and subgroup data performing on par with all students in middle school grades, providing a model for potential expansion to elementary grades.

**Critical Gaps**

- The Students with Disabilities population faces the most severe attendance challenges with a 25.7% chronic absenteeism rate, indicating this group requires specialized intervention strategies addressing unique barriers they may face. The universal challenge across all major subgroups performing at RED level points to systemic issues extending beyond individual student or family factors, suggesting need for comprehensive school-wide reforms.
- Elementary grades, particularly Kindergarten through 3rd grade, demonstrate the most severe attendance problems, indicating that developmental needs of young learners and their complete dependency on family decision-making create distinct challenges requiring specialized approaches. The significant gap between elementary and middle school attendance performance highlights the need for developmental and family-centered approaches for younger students.

- Students with Disabilities may face additional health-related challenges, transportation barriers, or family support complexities requiring specialized case management and individualized intervention approaches. English Learners may encounter language barriers limiting effective family-school communication, cultural factors influencing attendance decision-making, and need for culturally responsive outreach and support systems. Socioeconomically Disadvantaged students likely face economic barriers including potential housing instability, family work schedule conflicts, limited transportation resources, or childcare challenges requiring comprehensive wraparound support services.

## 2025-26 Action Plan

- **Comprehensive Attendance Intervention System** will implement a three-tiered approach targeting reduction of overall chronic absenteeism from 20.1% to 14%. Universal prevention focuses on creating school-wide culture valuing consistent attendance through comprehensive education and engagement strategies including attendance awareness campaigns, monthly recognition events, and student-led promotion activities. Targeted early intervention provides proactive identification of students developing concerning attendance patterns through daily monitoring and automated alerts for students missing multiple days within short periods. Intensive intervention for chronically absent students includes comprehensive case management with individualized attendance plans addressing unique barriers facing each family.
- **Enhanced Support for Students with Disabilities** will reduce SWD chronic absenteeism from 25.7% to 18% through specialized attendance support addressing unique challenges related to disabilities, health needs, and family circumstances. Dedicated case management for SWD with attendance challenges will provide individualized support coordinating special education services with attendance intervention strategies. Enhanced school nursing and health services will address medical needs contributing to attendance challenges, while coordination with healthcare providers for students with chronic conditions will ensure appropriate medical management without creating unnecessary attendance barriers.
- **Culturally Responsive Support for EL and Hispanic Students** aims to reduce EL chronic absenteeism from 20.7% to 15% and Hispanic from 20% to 15% through comprehensive bilingual family engagement honoring cultural values while promoting consistent school attendance. Bilingual attendance specialists and family liaisons will provide culturally competent outreach bridging language and cultural barriers. Strong partnerships with Latino community organizations will extend the school's reach into the community and provide additional support for families facing attendance challenges.
- **Economic Support for Socioeconomically Disadvantaged Students** will reduce SED chronic absenteeism from 19.8% to 14% through comprehensive attention to basic family needs creating barriers to consistent school attendance. Food security programs and weekend backpack programs will ensure families have reliable access to nutrition, while clothing and school supply assistance will remove practical barriers to school attendance. Transportation support and housing stability assistance will address fundamental needs significantly impacting family ability to maintain consistent school routines.
- **Elementary Focus and Early Intervention** addresses the concentration of chronic absenteeism in grades K-3 through specialized intervention addressing unique developmental needs of young learners and their families. Enhanced kindergarten transition programming will provide comprehensive support for families beginning their school journey, establishing positive relationships and clear expectations from the beginning. Family orientation and support for school expectations will help families understand their critical role in supporting children's education through consistent attendance, while age-appropriate attendance education will engage young learners in understanding the importance of regular school attendance.

# Reflections: Technical Assistance

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

Not applicable

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

The Accelerated School is not eligible for CSI.

### *Support for Identified Schools*

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

Not applicable.

### *Monitoring and Evaluating Effectiveness*

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

Not applicable.



# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)   | Process for Engagement  |
|--------------------------|---|
| Administrators/Principal | <p>Our school maintained robust administrative partnerships through structured, data-driven leadership meetings throughout the 2024-25 school year.</p> <p>The Site Leadership Team convened weekly on Mondays, fostering collaborative decision-making around school operations and student support systems. These sessions included dedicated check-ins with Program Specialists to ensure comprehensive oversight of Special Education services and individualized support for students with IEPs, strengthening our commitment to inclusive education practices.</p> <p>Complementing this work, the Instructional Leadership Team gathered weekly on Tuesdays to conduct deep dives into academic performance data aligned with California Dashboard metrics and Local Control and Accountability Plan (LCAP) Goals. Through systematic data analysis, the team identified targeted opportunities for instructional coaching interventions and designed responsive professional learning experiences to support teacher growth and student achievement.</p> <p><b>Key Outcomes and Next Steps:</b></p> <p>Based on administrator feedback and collaborative reflection, the leadership teams identified priority areas for continued growth:</p> <ul style="list-style-type: none"> <li>• Sustain Data-Driven Decision Making: Continue leveraging weekly data review sessions to inform strategic instructional coaching and targeted professional development initiatives</li> <li>• Enhance Instructional Leadership Presence: Integrate structured classroom walkthroughs into leadership meeting protocols to strengthen real-time instructional support and feedback</li> <li>• Implement Problem-Solving Frameworks: Adopt systematic problem-of-practice protocols during leadership meetings to enhance collaborative coaching approaches and improve instructional outcomes</li> </ul> |



| Educational Partner(s) | Process for Engagement  |
|------------------------|---|
|                        | <p>This administrative partnership model ensures consistent alignment between leadership vision, instructional practice, and student success outcomes.</p>  |
| <p><b>Teachers</b></p> | <p>Throughout the 2024-25 school year, the Principal maintained ongoing communication with teaching staff regarding Local Control and Accountability Plan (LCAP) progress and student outcomes. Teachers received regular updates on academic achievement data and Social-Emotional Learning (SEL) metrics through structured feedback cycles aligned with key assessment windows in fall, winter, spring, and late spring.</p> <p><b>Multi-Layered Feedback Systems:</b></p> <p>Teacher input was systematically collected through multiple collaborative channels to ensure comprehensive representation of classroom-level insights:</p> <ul style="list-style-type: none"> <li>• Professional Development Sessions: Teachers engaged in structured dialogue during dedicated professional learning time, providing direct feedback on instructional support needs and student progress toward LCAP goals</li> <li>• Teacher Leadership Team: Bi-weekly Thursday meetings with teacher leaders created a formal pathway for representative feedback, ensuring diverse grade levels and departments had voice in school-wide decision making</li> <li>• Data-Informed Discussions: Regular updates on academic and SEL data prompted meaningful conversations about instructional effectiveness and student support strategies</li> </ul> <p><b>Critical Teacher Insights and Identified Needs:</b></p> <p>Through these consultation processes, teachers articulated specific areas requiring enhanced support:</p> <ul style="list-style-type: none"> <li>• Instructional Coaching Equity: Teachers expressed the need for more standardized and consistent coaching support, particularly for educators not in formal evaluation years who may receive less intensive feedback and professional growth opportunities</li> <li>• Targeted Student Support Systems: Faculty identified gaps in comprehensive support strategies for three critical student populations: <ul style="list-style-type: none"> <li>• Students experiencing academic struggles requiring intensive intervention</li> <li>• Students with disabilities needing specialized instructional accommodations and support</li> <li>• Students with chronic absenteeism requiring coordinated re-engagement strategies</li> </ul> </li> </ul> |

| Educational Partner(s)               | Process for Engagement   |
|--------------------------------------|--|
|                                      | <p>These teacher-identified priorities directly informed subsequent professional development planning and resource allocation decisions, demonstrating the value of systematic educator consultation in driving school improvement efforts.</p>  |
| <p><b>Other School Personnel</b></p> | <p>Classified staff members, including instructional assistants, office personnel, campus supervisors, and support services staff, provided valuable input on school operations and student support systems through both formal and informal consultation processes during the 2024-25 school year.</p> <p><b>Consultation Methods:</b></p> <ul style="list-style-type: none"> <li>• <b>LCAP Survey Participation:</b> Classified staff contributed perspectives through the comprehensive LCAP stakeholder survey administered in March, offering insights on school climate, student support services, and operational effectiveness from their unique vantage points throughout campus.</li> <li>• <b>Supervisory Goal-Setting Conversations:</b> End-of-year discussions between classified staff and their direct supervisors created opportunities for reflective feedback on workplace systems, student interactions, and operational procedures that impact daily school functions.</li> <li>• <b>Ongoing Informal Dialogue:</b> Regular conversations with supervisors throughout the year provided continuous feedback loops, allowing classified staff to share observations about student needs and operational challenges in real-time.</li> </ul> <p><b>Key Feedback and Identified Needs:</b></p> <p>Through these consultation processes, classified staff highlighted critical areas for organizational improvement:</p> <ul style="list-style-type: none"> <li>• <b>Policy Implementation Consistency:</b> Staff identified the need for more structured systems to ensure uniform application of school policies across different settings and staff roles, promoting equity and clarity in student interactions and disciplinary procedures.</li> <li>• <b>Professional Development Access:</b> Classified staff expressed interest in enhanced training opportunities to better support students with diverse needs and to stay current with educational best practices.</li> <li>• <b>Communication Protocols:</b> Staff requested clearer communication channels and procedures for reporting student concerns and coordinating support services across different departments.</li> </ul> <p>This feedback from classified staff provided essential ground-level insights into daily operations and student interactions, informing policy refinements and professional development planning to strengthen the overall educational environment.</p> |
| <p><b>Students</b></p>               | <p><b>Meeting Dates:</b> January 2025 - April 2025 (</p>   |

| Educational Partner(s)                   | Process for Engagement  |
|--|---|
|  | <p><b>Participants:</b> Dean of Student Culture with Students</p> <p><b>Topics Discussed:</b></p> <ul style="list-style-type: none"> <li>• LCAP (Local Control and Accountability Plan) progress review and student input</li> <li>• Student belonging initiatives and campus culture assessment</li> <li>• Wellness programs and mental health support resources</li> <li>• Academic goal setting and achievement strategies</li> <li>• Student engagement opportunities and extracurricular programming</li> </ul> <p><b>Student Feedback Provided:</b></p> <ul style="list-style-type: none"> <li>• Positive Recognition: Students acknowledged that teachers are providing effective support with belonging and creating inclusive classroom environments</li> <li>• Requests for Enhancement: <ul style="list-style-type: none"> <li>◦ Increased incentive programs to recognize student achievements</li> <li>◦ More frequent field trip opportunities for experiential learning</li> <li>◦ Expanded outside activities and community engagement projects</li> <li>◦ Enhanced student engagement initiatives across all grade levels</li> </ul> </li> </ul> |
| <p><b>Student Advisory Committee</b></p> | <p><b>Meeting Dates:</b> January 2025 - April 2025 (weekly meetings during regularly scheduled leadership class)</p> <p><b>Participants:</b> Middle School Student Leadership (Student Advisory Committee)</p> <p><b>Topics Discussed:</b></p> <ul style="list-style-type: none"> <li>• LCAP (Local Control and Accountability Plan) progress review and student input</li> <li>• Student voice and representation in school decision-making processes</li> <li>• Educational enrichment opportunities and experiential learning</li> <li>• Campus culture and student engagement initiatives</li> </ul> <p><b>Student Feedback Provided:</b></p> <ul style="list-style-type: none"> <li>• Student Voice Enhancement: Students requested more opportunities to participate in and influence school decisions that affect their educational experience</li> </ul>  |

| Educational Partner(s)                 | Process for Engagement   |
|--|--|
|  | <ul style="list-style-type: none"> <li>• <b>Enrichment Opportunities:</b> Students requested expanded access to:               <ul style="list-style-type: none"> <li>◦ Field trip opportunities for hands-on learning experiences</li> <li>◦ Educational enrichment activities and programs</li> </ul> </li> </ul> <p>On May 29, 2025: The Student Advisory Committee approved the 2025-26 LCAP, use of Title and LCFF Funds.</p>   |
| <b>Parent Advisory Committee (PAC)</b> | <p>The Parent Advisory Committee served as a vital communication bridge between families and school leadership throughout the 2024-25 school year. Through systematic monthly meetings, parents provided ongoing input on LCAP implementation, school climate, and student support systems.</p> <p><b>PAC Meeting Schedule and Structure:</b></p> <p>The committee convened for seven strategic meetings during the school year; each held on Friday mornings from 8:30-9:30 AM to accommodate diverse parent schedules:</p> <ul style="list-style-type: none"> <li>• September 27 - Fall launch and LCAP goal overview</li> <li>• October 13 - Early academic data and climate feedback</li> <li>• October 24 - Mid-fall progress and intervention updates</li> <li>• January 31 - Winter assessment results and spring planning</li> <li>• March 28 - Spring data review and program evaluation</li> <li>• May 2 - Year-end reflection and next year planning</li> <li>• May 29 – Approval of 2025-26 LCAP &amp; Title funding</li> </ul> <p>Each meeting featured comprehensive updates on LCAP goals and actions, with structured opportunities for parent input and collaborative problem-solving around student success initiatives.</p> <p><b>Key Parent Feedback and Priorities:</b></p> <p>Through sustained dialogue across these meetings, parents identified several critical areas for school improvement:</p> <ul style="list-style-type: none"> <li>• <b>Policy Consistency and Accountability:</b> Parents emphasized the need for enhanced accountability measures regarding student uniform compliance, requesting more consistent enforcement and clear communication about expectations to support school culture and student preparation for success.</li> <li>• <b>Instructional Quality Assurance:</b> Families expressed concerns about substitute teacher effectiveness and requested enhanced vetting, training, and support systems to ensure instructional continuity when regular teachers are absent.</li> </ul> |

| Educational Partner(s)   | Process for Engagement   |
|--|--|
|  | <ul style="list-style-type: none"> <li>Comprehensive Student Support Systems: Parents advocated for expanded support structures for students experiencing academic and behavioral challenges, particularly requesting additional interventions and specialized strategies for students who struggle to meet behavioral expectations while maintaining high academic standards.</li> <li>Recognition of Academic Excellence: Parents expressed strong appreciation for existing intervention efforts and the school's commitment to maintaining high academic expectations, recognizing these as foundational elements of student success.</li> <li>The 2025-26 LCAP was approved for submission to the Accelerated Governing Board.</li> </ul> <p>This sustained parent engagement ensured that family perspectives remained central to school improvement planning and LCAP implementation throughout the year.</p>   |
| <p><b>English Learner Parent Advisory Committee (EL-PAC)</b></p> | <p><b>Meeting Dates:</b></p> <ul style="list-style-type: none"> <li>Thursday, October 3, 2024: 4:30-6:00 PM (TAS DELAC/ELAC EL-PAC #1)</li> <li>Thursday, January 23, 2025: 4:30-6:00 PM (TAS DELAC/ELAC EL-PAC #2)</li> <li>Thursday, April 24, 2025: 4:30-6:00 PM (TAS DELAC/ELAC EL-PAC #3)</li> <li>Thursday, June 12, 2025: 4:30-6:00 PM (TAS DELAC EL-PAC #4)</li> </ul> <p><b>Participants:</b> English Learner Parent Advisory Committee members</p> <p><b>Topics Discussed:</b></p> <ul style="list-style-type: none"> <li>LCAP (Local Control and Accountability Plan) progress reporting throughout the academic year</li> <li>ELPAC (English Language Proficiency Assessments for California) results and implications</li> <li>English Learner student academic progress and support services</li> <li>Parent education and engagement opportunities</li> </ul> <p><b>Parent Feedback Provided:</b></p> <ul style="list-style-type: none"> <li>Positive Recognition: Parents expressed appreciation for parent education programs and workshops that create awareness and develop skills to support their children's academic success</li> <li>Request for Enhanced Support: Parents requested ongoing intervention and support services for struggling English Learner students</li> </ul> |

| Educational Partner(s)  | Process for Engagement  |
|---|---|
|   | <ul style="list-style-type: none"> <li>Approval: 2025-26 LCAP, Title and LCFF funding.</li> </ul>   |
| <p><b>Parents including those representing Unduplicated Pupils &amp; Students with Disabilities</b></p> | <p><b>Meeting Dates:</b></p> <ul style="list-style-type: none"> <li>Parent Advisory Committee (PAC): Seven meetings throughout the 2024-2025 school year</li> <li>Parent Conferences: Fall 2024 and Spring 2025</li> </ul> <p><b>Participants:</b> Parents and families of enrolled students</p> <p><b>Topics Discussed:</b></p> <ul style="list-style-type: none"> <li>LCAP (Local Control and Accountability Plan) progress and parent input</li> <li>Student academic progress and school performance updates</li> <li>School policies and procedures</li> <li>Campus culture and student support services</li> <li>Annual LCAP survey completion (March 2025)</li> </ul> <p><b>Parent Feedback Provided:</b></p> <ul style="list-style-type: none"> <li>School Uniform Policy: Parents requested more consistent accountability and enforcement of school uniform requirements</li> <li>Student Behavior Management: Parents requested increased supervision staff and enhanced intervention strategies to address student behavior issues</li> <li>Social-Emotional Learning: Parents requested expanded SEL (Social-Emotional Learning) support opportunities for students</li> </ul> |
| <p><b>SELPA Administrator</b></p>   | <p>TAS requested external validation of our LCAP's special education components through formal SELPA review. Initial outreach occurred on May 8, 2025, with follow-up communication on May 15, 2025.</p> <p><b>SELPA Feedback:</b></p> <p>Joasia Garza, Specialist in the COP Special Education Division, responded on May 15, 2025:</p> <ul style="list-style-type: none"> <li><i>"Your plan is solid, comprehensive, and illustrates that there are good systems in place to ensure quality of service."</i></li> </ul>   |

| Educational Partner(s) | Process for Engagement  |
|------------------------|---|
|                        | This external validation confirms that our LCAP demonstrates effective special education service delivery systems and aligns with federal and state compliance requirements, reinforcing our commitment to serving all students, including those with disabilities. |

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

The adopted 2025-26 LCAP was significantly influenced by feedback from educational partners through a comprehensive consultation process that directly shaped the Goals and Actions across all three major areas.

**- Goal 1: Multi-Tiered System of Supports (MTSS)** was heavily influenced by multiple stakeholder groups. Student requests for more opportunities for student voice, field trips, and enrichment activities directly influenced Goal 1, Action 6 (Broad Course of Study), which provides comprehensive enrichment courses and expanded learning opportunities. Teachers identified critical needs for more consistent coaching support and targeted systems for struggling students, which directly shaped Goal 1, Action 4 (Addressing Academic Needs) through comprehensive multi-tiered intervention approaches and Goal 1, Action 7 (Services to Support SWD) with enhanced special education support systems.

Parents expressed concerns about behavioral interventions and requested enhanced SEL support, leading to Goal 1, Action 5 (Addressing Social-Emotional & Behavioral Student Needs), which implements comprehensive PBIS and trauma-informed counseling services. The English Learner Parent Advisory Committee specifically requested ongoing intervention and support for struggling English Learners, directly informing Goal 1, Actions 1 and 2, which provide strengthened EL programs and specialized LTEL support services.

**- Goal 2: Professional Development and Staff Support** emerged from teacher feedback about needing more equitable and consistent instructional coaching. This shaped Goal 2, Action 2 (Professional Development), ensuring all teachers receive coaching support, including elementary teachers who previously lacked consistent coaching. Leadership team insights from weekly data analysis sessions influenced the focus on evidence-based professional development and systematic coaching approaches in both Goal 2, Actions 1 and 2.

**- Goal 3: Positive School Culture and Family Engagement** reflected extensive parent input requesting more consistent policy enforcement, particularly around uniforms, and enhanced supervision. This influenced Goal 3, Action 1 (Promoting Positive School Climate), which includes comprehensive safety measures and behavioral supports. The Student Advisory Committee's requests for enhanced student voice in school decisions led to expanded student leadership opportunities described in Goal 3, Action 1.

Parent appreciation for existing education programs combined with requests for continued family engagement shaped Goal 3, Action 3 (Opportunities for Parent Engagement), which maintains and expands comprehensive parent workshop series and communication systems. The educational partner feedback also directly influenced the selection and targets for several metrics, including chronic absenteeism targets



addressing parent concerns about behavioral interventions, professional development implementation metrics responding to teacher needs for consistent coaching, and parent engagement metrics reflecting family requests for meaningful participation.

- The SELPA Administrator's feedback confirmed the comprehensiveness of special education components, validating the approach taken in Goal 1, Action 7. This systematic incorporation of educational partner feedback ensures the LCAP addresses the authentic needs and priorities identified by those closest to students' daily educational experiences.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Data-Driven Rationale:** The 2024 Dashboard revealed alarming achievement gaps requiring immediate intervention. In English Language Arts, three subgroups received RED performance levels: English Learners (-76 DFS), Long-term English Learners (-130 DFS), and Students with Disabilities (-111.4 DFS). Mathematics showed similar concerns with Long-term English Learners at -165.5 DFS and Students with Disabilities at -103.9 DFS. Overall school performance reached ORANGE in ELA (-47.4 DFS) and YELLOW in Math (-64.5 DFS).

Additionally, chronic absenteeism reached crisis levels at 20.1% overall, with Students with Disabilities facing the most severe challenges at 25.7%. This attendance crisis directly undermines academic achievement and requires coordinated intervention.

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

This approach builds upon existing strengths including science of reading implementation, rigorous curricula adoption like EL Education, and enhanced data systems, while directly targeting the most pressing challenges facing the school's predominantly unduplicated student population through a comprehensive Multi-Tiered System of Supports framework.

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 2 Outcome   | Current Difference from Baseline   |
|----------|---|--|--|----------------|---|--|
| 1        | CAASPP ELA Assessment: Distance from Standard (DFS)<br>Source: <a href="#">CA School Dashboard</a>  | 2022-23 ELA CAASPP<br>DFS<br>All Students -37.1<br>Hispanic -37.4<br>EL -65.3<br>SED -36.5<br>SWD -87                                  | 2023-24 ELA CAASPP<br>DFS<br>All Students -47.4<br>Hispanic -47.3<br>EL -76<br>LTEL -130<br>SED -47.6<br>SWD -111.4 ▾      |                | 2024-25 ELA CAASPP<br>DFS<br>All Students -40<br>Hispanic -40<br>EL -69<br>LTEL -123<br>SED -40.6<br>SWD -104.4 ▾ | All Students: -10.3<br>Hispanic: -9.9<br>EL: -10.7<br>LTEL: NA<br>SED: -11.1<br>SWD: -24.4   |
| 2        | CAASPP Math Assessment: Distance from Standard (DFS)<br>Source: <a href="#">CA School Dashboard</a> | 2022-23 Math CAASPP<br>DFS<br>All Students -68.6<br>Hispanic -68.6<br>EL -93.2<br>SED -67.7<br>SWD -98.9 ▾                             | 2023-24 Math CAASPP<br>DFS<br>All Students -64.5<br>Hispanic -64.1<br>EL -83.3<br>LTEL -165.5<br>SED -64.1<br>SWD -103.9 ▾ |                | 2024-25 Math CAASPP<br>DFS<br>All Students -60<br>Hispanic -60<br>EL -79<br>LTEL -161<br>SED -60<br>SWD -99 ▾     | All Students: +4.1<br>Hispanic: +4.5<br>EL: +9.9<br>LTEL: NA<br>SED: +3.6<br>SWD: -5   |
| 3        | % Proficient CAST<br>Source: <a href="#">CA School Dashboard</a>                                    | 2022-23 CAST<br>%<br>All Students 15.6%<br>Hispanic 15.7%<br>EL 5.3%<br>SED 15.8%<br>SWD 10.5% ▾<br><br>Source: <a href="#">CAASPP</a> | 2023-24 CAST<br>DFS<br>All Students -16.4<br>Hispanic -16.6<br>EL -26.0<br>SED -16.4 ▾                                     |                | 2024-25 CAST<br>PFS<br>All Students -16.0<br>Hispanic -16.2<br>EL -25.6<br>SED -16.0                              | All Students: +6.1%<br>Hispanic: +5.8%<br>EL: -3.4%<br>SED: +6%<br><br>* Comparison 2022-23 vs 2023-24 (% met or exceeded standards) |

| Metric # | Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 2 Outcome  | Current Difference from Baseline   |
|----------|---|--|--|----------------|--|--|
| 4        | % EL who made progress towards English Language Proficiency<br>Source: <a href="#">ELPI – CA School Dashboard</a> | 50%<br>Source: 2023 Dashboard  | 2023-24: 49.8%<br>Source: 2024 Dashboard   |                | 2024-25: 47%   | -0.2%  |
| 5        | % students English Language Proficiency for Summative ELPAC<br>Source: <a href="#">ELPAC website</a>              | 2022-23: 13.87% Proficient   | 2023-24: 14.6% Proficient  |                | 2024-25: 13.8% Proficient  | +0.73%   |
| 6        | Reclassification Rate<br>Source: <a href="#">Dataquest</a>  | 2022-23: 7%  | 2023-24: 15.84%  |                | 2024-25: 14%   | +8.84%   |
| 7        | Attendance Rate<br>Source: CALPADS  | 2022-23: 95.5%   | 2023-24: 93.5%   |                | 2024-25: 93.7%   | -2%  |
| 8        | Chronic Absenteeism Rates<br>Source: <a href="#">Dataquest</a>  | 2022-23 Chronic Absenteeism Rate<br>All Students 12.8%<br>Hispanic 12.7%<br>EL 10.5%<br>SED 12.4%<br>SWD 22.1% | 2023-24 Chronic Absenteeism Rate<br>All Students 20.1%<br>Hispanic 20.0%<br>EL 20.7%<br>LTEL 14.1%<br>SED 19.8%<br>SWD 25.7% |                | 2024-25 Chronic Absenteeism Rate<br>All Students 17.0%<br>Hispanic 17.0%<br>EL 17.0%<br>LTEL 12.0%<br>SED 17.0%<br>SWD 22.0% | All Students: +7.3%<br>Hispanic: +7.3%<br>EL: +10.2%<br>LTEL: NA<br>SED: +7.4%<br>SWD: +3.6% |
| 9        | Middle School Dropout Rates<br>Source: CALPADS  | 2022-23: 0%  | 2023-24: 0%  |                | 2024-25: 0%  | 0%   |

| Metric # | Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline   |
|----------|--|--|---|----------------|---------------------------|--|
| 10       | Suspension Rate<br>Source: <a href="#">Dataquest</a>   | 2022-23 Suspension Rate<br>All Students 0.5%<br>Hispanic 0.5%<br>EL 0%<br>SED 0.5%<br>SWD 0.9% | 2023-24 Suspension Rate<br>All Students 1.2%<br>Hispanic 1.2%<br>EL 0%<br>LTEL 0%<br>SED 1.2%<br>SWD 2.9% |                | 2024-25: 0%               | All Students: +0.7%<br>Hispanic: +0.7%<br>EL: 0%<br>SED: +0.7%<br>SWD: +2% |
| 11       | Expulsion Rate<br>Source: <a href="#">Dataquest</a>  | 2022-23: 0%  | 2023-24: 0%   |                | 2024-25: <1%              | 0%   |
| 12       | % students participating in an enrichment or elective course.<br>Source: Master Schedule<br>CALPADS                      | 2023-24: 100%  | 2024-25: 100%   |                | 2025-26: 100%             | 0%   |
| 13       | % students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5<br>Source: <a href="#">SARC</a> | 2022-23: 93%   | 2023-24: 93%  |                | 2024-25: 100%             | 0%   |
| 14       | % students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7<br>Source: <a href="#">SARC</a> | 2022-23: 95%   | 2023-24: 98%  |                | 2024-25: 100%             | +3%  |

**NOTE: The Accelerated School (TAS) currently serves grades TK-8, therefore the following CDE required metrics do not apply:**

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G

- % of pupils who complete CTE course from approved pathways
- % of pupils who have completed both A-G & CTE
- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

## Goal Analysis for 2024-25

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

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

**Action 1:** TAS received a “Yellow” (Medium) performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 49.8% of ELs made progress towards English Language Proficiency, a slight decline from 2022-23 of 50%.

On the ELA CAASPP, ELs student performance declined to -75 DFS (Distance from standard) compared to prior year -10.7 DFS as noted in the metrics chart. On the Math CAASPP, ELs student performance increased from -93.2 DFS, to -83.3 DFS, a 9.9-point gain. On the CA Science Test (CAST), there continues to be a significant gap among ELs (1.89% Proficient) compared with schoolwide performance of 21.72% proficient.

Upon analysis of local and state mandated data (ELPAC, CAASPP, CAST), TAS has identified the need to focus on vocabulary development and building language routines for all students and addressing language needs of ELs and dually identified EL/SWD using Universal Design.

This school year, all teachers across all grade levels are collaborating and teaching designated ELD at the same time block, utilizing the Wonders ELD Curriculum. This allows for groupings based on language needs, to support ELs. The ELD Coach is providing our teachers with coaching on designated and integrated ELD, and strategies to support the language needs of our ELs.

**Action 2:** A new addition to the 2024 Dashboard is the Long-term English Learners (LTEL) student group. TAS received a “Blue” (Very High) performance level where 65.6% of LTELs made progress towards English Language Proficiency; compared to the prior year of 47.9% as measured by the Summative ELPAC assessment. On the ELA CAASPP, LTELs student performance significantly declined to (-130) DFS (Distance from standard) compared to prior year -101.9 DFS as noted in the metrics chart. On the Math CAASPP, LTELs student performance declined significantly to -165.5 DFS, from prior year performance at -145.2 DFS, a 20-point decline. On the CA Science Test (CAST), of the 13 identified LTELs that were tested in grade 8, 0% were proficient.

Upon analysis of local and state mandated data (ELPAC, CAASPP, CAST), TAS has implemented a co-teaching model for middle school ELA courses (grades 6-8) to support language and learning needs of LTELs. This year, TAS adopted new ELD Curriculum, EL Education, that integrates strategies to support with language development. The middle school ELD teacher continues to teach designated ELD course. In addition, all

middle school students participate in Cultivating Learning and Wellness (CLAW). This year we restructured the 7<sup>th</sup> and 8<sup>th</sup> grade classrooms to reduce the number of EL students and provide additional targeted academic support. In addition, the 7<sup>th</sup> grade ELA assigned teacher is currently on leave, resulting in a substitute teacher.

**Action 3:** This school year, TAS has made changes to its local assessments. NWEA MAP will be administered twice per year (Fall and Spring) for grades 6-8; and Focused Interim Assessment Blocks (IAB) for Reading and Math; will be administered in the Winter; in lieu of NWEA MAP. In addition, ICA's will also be administered in March. This change was made to provide teachers with specific, and actionable feedback to support student mastery of standards. This year, TAS also adopted and implemented an additional progress monitoring tool, Fastbridge, for reading and math intervention. Performance Matters is utilized to track student progress, and Fastbridge is used for progress monitoring assessments. These changes and additions were implemented as a result of findings from local assessments, state-mandated assessments which is reflected on the CA School Dashboard to further improve student academic outcomes; and provide teachers with the tools to support student learning.

**Action 4:** TAS received an "Orange" performance level for the ELA Academic Indicator on the 2024 CA School Dashboard, due to its decline in student performance of -47.4 DFS, a 10-point decline from the prior year of -37.1 DFS. In addition all numerically significant student groups also declined in the ELA CAASPP as evidenced in metric #1. TAS received a "Yellow" performance level for the Math Academic indicator on the 2024 CA School Dashboard, resulting from a 4-point gain, -64.5 DFS, compared with prior year performance of -68.6 DFS, as evidenced in metric #2. The English Learner (EL), Socioeconomically Disadvantaged (SED), and Hispanic student groups improved, while Students with Disabilities (SWD), and Long-term English Learners (LTELs) student groups declined on the Math Academic Indicator. See metric #2.

On the CAST assessment, the percentage of proficiency increased for "all students," SED and Hispanic student groups, but declined for the EL and SWD student groups. See metric #3. Our teachers continue to provide Tier 2 Reading & Math Intervention; and the Interventionists provide Tier 3 Reading and Math support for identified students.

TAS has improved its system for identifying and streamlining intervention services for students in grades K-5, focusing on those who perform at the bottom quartile in Reading and/or Math. This year we adopted the Fastbridge Program, an effective progress monitoring tool to track the progress of students receiving reading and math intervention for grades K-5; and for Math for grades 6-8.

TAS offers a Math intervention course for grades 7-8, who performed at the lowest quintile in math standardized assessments (on Spring 2024 assessments). We utilize formative assessments, NWEA MAP assessment, and interim assessments from CAASPP to measure the effectiveness of the intervention programs. The Reading Intervention class focuses on linguistics and the science of reading specifically for students who performed at the bottom quintile for grades 7-8. TAS's 6th grade English Only students receive additional reading support in the Reading Enrichment course, while ELs receive ELD. This year, TAS has implemented a new Coordination of Services Team (COST) to streamline the MTSS process and serve as hub for student support. In addition, TAS has refined the process for data analysis, which includes a new system for the collection of formative assessment data based on mastery of the academic content standards.

**Action 5:** Suspension Rates increased in the 2023-24 school year as reflected on the 2024 CA School Dashboard. TAS received an "Orange" performance level due to the increase in suspension rates to 1.2% (9 students), compared with prior year of 0.5% (4 students). See metric #10.



TAS received a “Red” performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard schoolwide and for the following student groups: EL, SED, SWD, and Hispanic. Chronic absenteeism rates rose to 20.1% in the 2023-24 school year, a 7.4% increase from prior year 2022-23. See metric #7.

The Dean of Culture was recently hired in November 2024. Our teachers and staff have implemented behavioral supports for identified students to fill the gap with the absence of the Dean of Culture. This year, the Culture Team which now includes the Dean of Culture and four teachers (ES/MS), lead PBIS and SEL schoolwide initiatives. To date, this newly implemented initiative has been successful. Counselors have created responsive lessons to support with tier 1 student behavior, and tier 2 small group counseling. TAS has refined its data tracking and communication systems to support student behavior and parent requests for support. Our Counseling Interns provide students with additional access to mental health care services.

**Action 6:** TAS provides all students with a broad course of study that includes PS Science and Dance for grades TK-5; and Music, Spanish, Sports, Coding and Art for grades 6-8. This is the first year TAS is offering Art, and we’ve received positive feedback from students. The expansion of electives among middle school students, allows more choices for our middle school students.

**Action 7:** SWD received a “Red” performance level for the ELA and the Math Academic Indicators as reported on the 2024 CA School Dashboard. For ELA, SWD had a significant decline of -111.4 DFS, a 28.2-point decline; and -165.5, a 20.3-point decline for Math, as measured by CAASPP. For CAST, No SWD demonstrated grade level proficiency as measured by the assessment. See Metrics #1-3.

The Program Specialist and the Special Education Administrator meet weekly. In addition, weekly compliance meetings take place with the RSTs, Program Specialists, school administrator, and the Special Education Administrator.

This year TAS created a Key Caseload Calendar that is updated following each IEP meeting. This year, TAS employs 2 Program Specialists rather than 3, due to changes in caseload. TAS employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held. The Program Specialists meet with Site Administrators on a weekly basis. Student Snapshots are provided to both General Education Teachers, and the RSTs following each IEP meeting. The Program Specialists, Inclusion Coach, and Special Education Administrator engage in learning rounds with the CEO. The Special Education Collaborative Learning Rounds is scheduled to start in the Spring semester.

Professional Development in the areas of LAS, RST Roles/Responsibilities, Performance Matters, Welligent, Effective Instructional Strategies, Strategies to Enhance Access, and Supporting the General Education Teacher in the Classroom took place in the fall semester. A Special Education Playbook was developed for staff to use as a guide and resource to address SPED needs, concerns, and/or capacity-building. In addition, RST Networking Meetings take place monthly with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning. Co-Teaching takes place in the 6<sup>th</sup> and 8<sup>th</sup> grade ELA courses with the RST. It is not being implemented in 7<sup>th</sup> grade because the ELA teacher has been on leave since the start of the school year. As a result, it is inconsistent currently.

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.

## **Goal 1: Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

- **Action 2:** Salary expenditures exceeded the budgeted amount due to higher-than-anticipated compensation costs.
- **Action 4:** The Expanded Learning Opportunities Program costs through ARC (vendor) were significantly over budget, with actual expenditures reaching approximately double the originally budgeted amount.

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

**Action 1:** This action demonstrates moderate effectiveness with clear successes in reclassification rates but shows the need for continued refinement to accelerate academic progress for English Learners. The structural changes and professional development investments appear to be creating a foundation for success, but sustained implementation is needed to see significant improvements in overall academic achievement metrics.

The most significant success is the dramatic increase in reclassification rates from 7% (2022-23) to 15.84% (2023-24), representing an 8.84 percentage point improvement that suggests strengthened ELD services are effectively helping students achieve English proficiency. Additionally, students showed modest growth in English Language Proficiency on the Summative ELPAC, increasing from 13.87% to 14.6% proficient.

The action has successfully implemented key structural improvements including redesignating a school leader as an ELD Coach & Coordinator, establishing collaborative designated ELD instruction across elementary grades, and integrating vocabulary development with universal design principles. Teachers report greater attention to designated instruction and increased collaboration, with coaching providing effective support.

### **Areas of Concern:**

Despite these improvements, the percentage of ELs making progress toward English Language Proficiency (ELPI) remained essentially flat (50% to 49.8%), suggesting that while some students achieve proficiency, the overall rate of progress has not improved. Furthermore, English Learners' academic performance on CAASPP ELA shows a Distance from Standard of -10.7, and the school's overall ELA performance (Orange rating, -47.4 DFS) indicates that academic achievement gaps persist. Implementation challenges include difficulty carving out dedicated professional development time for ELD strategies.

**Action 2:** This action demonstrates high effectiveness with the substantial 17.7% improvement in LTEL progress toward proficiency representing a significant breakthrough for this student population. The comprehensive approach combining co-teaching, specialized curriculum, reduced class sizes, and mentorship creates a robust support system. While staffing challenges have created some implementation inconsistencies, the overall trajectory shows that targeted interventions for LTELs are producing meaningful results in language acquisition and academic progress.

The action demonstrates remarkable success with Long-Term English Learners (LTELs) achieving a 17.7% increase in making progress toward proficiency on the summative ELPAC, indicating that targeted interventions are significantly accelerating language acquisition for this historically challenging student population.

The school has successfully implemented comprehensive structural changes including establishing co-teaching models in 6th and 8th grade ELA classes, adopting the EL Education curriculum with built-in language development strategies across all three middle school grades, and

restructuring 7th and 8th grade classes to reduce ELD class sizes. The continued provision of designated ELD courses and the new CLAW (Cultivating Learning And Wellness) mentorship structure ensures both academic and emotional support for LTELs.

**Areas of Concern:** Implementation faces some challenges, particularly the 7th grade English teacher being on leave since the start of the school year, which has affected the consistency of co-teaching implementation. Additionally, incorporating LTEL-specific strategies into broader professional development remains challenging, potentially limiting the full school-wide impact of these specialized approaches.

Since approximately 35% of LTELs are dually identified as students with disabilities adds complexity to service delivery and requires continued coordination between general education, ELD, and special education services.

**Action 3:** The action demonstrates strong effectiveness in creating more targeted and actionable assessment practices. The strategic shift to standards-aligned interim assessments and the addition of Fastbridge progress monitoring tools represent meaningful improvements that better support instructional decision-making. Despite calendar management challenges, the comprehensive data tracking systems and biweekly formative assessment protocols have established a foundation for data-driven instruction that should support improved student outcomes across Goal 1 metrics.

The action demonstrates strong adaptability and improvement in assessment practices. The school made strategic adjustments by replacing mid-year NWEA MAP testing for grades 6-8 with Focused Interim Assessment Blocks (IAB) in December and Interim Comprehensive Assessments (ICAs) in March, providing teachers with more specific and actionable feedback aligned to standards mastery. The addition of Fastbridge as a progress monitoring tool for reading and math intervention students has created a more robust system for tracking student growth and informing instructional decisions.

The implementation has successfully established comprehensive data tracking systems with teachers administering formative assessments biweekly and recording student progress on shared data trackers. This systematic approach ensures assessment data is not only collected but meaningfully used to inform instruction and interventions, representing a significant improvement from previous inconsistent practices.

**Action 4:** This action demonstrates moderate effectiveness with strong foundational improvements in intervention systems and data practices that position the school for future academic gains. The systematic approach to identifying and supporting the most vulnerable students, combined with enhanced progress monitoring and coordinated services, creates a robust framework for academic improvement. However, the persistent achievement gaps indicate that while the infrastructure for success is being established, sustained implementation and possible additional strategies are needed to achieve significant improvements in student academic outcomes.

The action has successfully implemented comprehensive structural improvements in intervention systems. The school refined its identification process to focus on students in the bottom quartile rather than "band movers," ensuring the most vulnerable students receive support. The addition of Fastbridge progress monitoring for K-5 reading and math intervention, along with middle school math intervention, provides standardized tracking of student progress and enables real-time instructional adjustments.

Significant programmatic expansions include new math intervention classes for 7th and 8th graders scoring in the lowest quintile, reading intervention classes focused on linguistics and science of reading for middle school students, and reading enrichment for all 6th grade English-

only students. The establishment of the Coordination of Services Team (COST) has streamlined the MTSS process and created a centralized hub for student support, ensuring students "don't fall through the cracks."

The refined data analysis process with biweekly formative assessment collection based on standards mastery has created more systematic and consistent instructional decision-making across all grade levels.

**Areas of Concern:** Despite these systemic improvements, academic outcomes remain challenging. The school's ELA performance shows an Orange rating with students -47.4 points below standard, and math performance shows a Yellow rating with students -64.5 points below standard. While intervention systems have been strengthened, the significant achievement gaps indicate that more time and sustained implementation are needed to see substantial academic gains.

The large budget allocation (\$2,446,394) suggests substantial investment, but the academic data indicates that translating these investments into improved student outcomes requires continued refinement and time.

**Action 5:** This action demonstrates strong effectiveness with the 44% reduction in behavioral referrals and 0% suspension rate representing significant achievements in creating a positive school climate. The school's ability to maintain and improve behavioral outcomes despite leadership vacancies shows both the resilience of the implemented systems and the commitment of the school community. With the Dean of Culture now in place, the action is well-positioned to sustain and build upon these impressive early results.

The action demonstrates remarkable success in improving school climate and student behavior. Most notably, behavioral referrals decreased by 44% compared to October 2023, and the school maintained a 0% suspension rate through the reporting period. These outcomes represent substantial improvements in creating a positive learning environment that supports academic achievement.

The school successfully adapted to staffing challenges by having teachers and staff step up to provide behavioral support during the Dean of Culture vacancy. The Culture Team, consisting of the Dean and four teachers, has effectively led PBIS and SEL school-wide initiatives. Enhanced data tracking and communication systems have improved decision-making capabilities and responsiveness to behavioral concerns. Counselors have created responsive lessons supporting both tier 1 student behavior and tier 2 small group interventions, while counseling interns have expanded access to mental health services.

The establishment of the COST team provides systematic review of behavioral trends and ensures coordinated responses to student needs, representing a significant improvement in the school's multi-tiered support system.

**Action 6:** This action demonstrates strong effectiveness in providing comprehensive educational opportunities that support student engagement and Goal 1's objective of ensuring college and career readiness. The maintained 100% participation rate and positive student response, particularly the excitement around new offerings like Art class, indicate successful implementation. While space and scheduling challenges create operational difficulties, the action successfully expands learning opportunities that complement academic interventions and support the school's multi-tiered approach to student success.

The action has successfully maintained 100% student participation in enrichment or elective courses for both 2023-24 and 2024-25, demonstrating consistent access to a broad course of study for all students. The school has fully implemented the planned offerings with TK-5 students receiving PS Science and Dance, while grades 6-8 access Music, Spanish, Sports, Coding, and Art.

Student engagement has notably improved, particularly with middle school students expressing excitement about the new Art class offering. The expansion has created meaningful opportunities for English Learners to access electives beyond ELD courses, supporting both academic engagement and social integration. Physical fitness participation has also shown improvement, with Grade 5 students increasing their participation in all five components of the Physical Fitness Test from 95% to 98%.

The comprehensive course offerings support the school's MTSS approach by providing multiple pathways for student engagement and success, particularly important for students who may struggle in traditional academic settings.

**Action 7:** This action demonstrates moderate effectiveness with substantial improvements in compliance systems, professional development, and coordination structures that create a strong foundation for supporting students with disabilities. However, the significant academic achievement gaps and behavioral concerns indicate that while the infrastructure for success is well-established, translating these systems into improved student outcomes requires continued focus and possibly additional targeted interventions. The comprehensive support structures position the school well for future improvements once staffing stabilizes and co-teaching can be fully implemented.

The action has successfully established comprehensive compliance and coordination systems. Weekly meetings between the Program Specialist and Special Education Administrator, along with weekly compliance meetings involving RSTs, administrators, and the Special Education Administrator, have created robust oversight structures. The Key Caseload Calendar system ensures IEPs are scheduled and held in advance, while Student Snapshots provide general education teachers with essential accommodation information.

Professional development has expanded significantly, covering LAS, RST roles and responsibilities, Performance Matters, Welligent, and effective instructional strategies. The creation of a Special Education Playbook provides staff with a comprehensive resource guide, and monthly RST Networking Meetings support ongoing collaboration and professional learning. The school has successfully maintained two Program Specialists (Elementary and Secondary) and reports improved communication systems, increased accountability for student progress, and enhanced IEP meeting coordination and compliance.

The co-teaching model has been implemented in 6th and 8th grade ELA classes, providing additional support for students with disabilities in general education settings.

**Areas of Concern:** Despite strong systems, academic outcomes for students with disabilities remain challenging. SWD show a Distance from Standard of -24.4 in ELA, significantly below other student groups, and chronic absenteeism increased by 3.6% with suspension rates increasing by 2%. Co-teaching implementation has been inconsistent due to the 7th grade ELA teacher being on leave since the start of the school year, and RST/General Education Teacher meetings occur less frequently than the planned weekly schedule.

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

**Goal and Action Continuity:** No changes will be made to the planned goal, target outcomes, or core actions for Goal 1. All Goal 1 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from comprehensive needs assessments and leveraging multiple funding sources including Title funds, Literacy Coaches & Reading Specialist, and LCFF Supplemental and Concentration funds to maximize support for student academic achievement and social-emotional development.



**Metric Alignment Adjustment:** The California Science Test (CAST) metric will be revised from percentage of students meeting/exceeding standards to Distance from Standard (DFS) to align with California School Dashboard reporting methodology, ensuring consistent measurement approaches across all academic indicators.

**LCAP Structure and Planning Approach:** TAS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data.

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

## Actions

| Action # | Title                               | Description   | Total Funds | Contributing |
|----------|-------------------------------------|---|-------------|--------------|
| 1        | STRENGTHENING EL PROGRAM & SERVICES | <p>The EL Student group received a RED Performance level for the ELA Academic Indicator on the 2024 CA School Dashboard. In response to this data, The Accelerated School (TAS) is committed to enhancing both integrated and designated English Language Development (ELD) services for English learners through a comprehensive approach focused on professional development, instructional support, and data-driven decision making.</p> <p><b>Professional Development and Coaching</b> All teachers will participate in extensive professional development focused on English Language Development strategies and instructional coaching support. This training will emphasize the development of differentiated instructional approaches and lesson planning specifically designed for dually identified English learners and Students with Disabilities (SWD), ensuring that the unique language acquisition needs of these students are effectively addressed. The Assistant Principal will serve as the ELD Instructional Coach to ensure the effective delivery of ELD instruction and differentiation to support English Learners across all grade levels and content areas.</p> <p><b>Direct Student Support</b> English learners will receive targeted language acquisition support during designated ELD instruction and intervention blocks. Instructional Aides will provide additional scaffolding and assistance through both pull-out services during focused sessions and push-in classroom support to maximize learning opportunities within the general education setting. This dual approach ensures that English learners receive consistent support across all instructional contexts.</p> | \$60,212    | Y            |



|   |   |  |           |   |
|---|---|--|-----------|---|
|   |   | <p><b>Supplemental Instructional Resources</b> To further enhance language acquisition support, supplemental instructional materials from the Institute for Multi-Sensory Education will be purchased to provide research-based, multi-sensory approaches that accommodate diverse learning styles and accelerate English language development for our EL students.</p> <p><b>Progress Monitoring and Data Analysis</b> Student progress will be systematically tracked through the disaggregation of ongoing formative assessment data to analyze standards mastery and academic growth among English learners. Teachers will regularly review and analyze this data to make responsive instructional adjustments that better address the evolving needs of EL students.</p> <p>This comprehensive approach ensures that English learners receive coordinated support across multiple instructional contexts while maintaining accountability through continuous progress monitoring to improve performance outcomes and address the RED performance level designation.</p>   |           |   |
| 2 | SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS | <p>The LTEL Student group received a RED Performance level for both the ELA and Math Academic Indicators on the 2024 CA School Dashboard. With approximately 35% of our Long-term English Learners (LTEL) dually identified as LTEL/Students with Disabilities (SWD), The Accelerated School (TAS) recognizes the need for intensive, specialized support to address the complex academic and language acquisition needs of this student population.</p> <p><b>Enhanced Staffing and Instructional Models</b> To provide targeted support, TAS will add a dedicated ELD teacher to the middle school staff specifically focused on LTEL language acquisition needs. Additionally, a credentialed teacher will be assigned to provide tiered intervention services for LTELs, working to identify key language barriers and implement strategies to improve academic performance toward successful reclassification.</p> <p>For dually identified LTEL/SWD students, TAS will implement a co-teaching model in Middle School ELA courses, ensuring that both language development and special education needs are addressed simultaneously through collaborative instruction.</p> | \$142,259 | Y |

|   |  |  |           |   |
|---|--|--|-----------|---|
|   |  | <p><b>Mentoring and Student Support</b> Each LTEL student will be paired with a mentor to provide both academic and emotional support, recognizing that long-term English learners often face unique challenges that extend beyond language acquisition alone.</p> <p><b>Professional Development</b> All middle school teachers will participate in comprehensive professional development focusing specifically on the language acquisition needs of LTELs, enabling them to incorporate evidence-based practices across all academic disciplines. Teachers will also participate in GLAD (Guided Language Acquisition Design) training to enhance their ability to make content accessible while promoting language development.</p> <p>This multi-faceted approach addresses the urgent need to accelerate academic progress for LTEL students while providing the specialized support necessary for their successful reclassification.</p>  |           |   |
| 3 | MEASURING STUDENT PROGRESS – ASSESSMENTS | <p>TAS will continue to administer a comprehensive assessment system to measure student academic performance, monitor student progress, and measure program effectiveness, in alignment with our Multi-Tiered System of Supports (MTSS) framework:</p> <p><b>Universal Screening and Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• iReady Reading &amp; Math assessments (TK-5) (Title I Funded: \$40,000): Administered three times per year to provide diagnostic data and track growth</li> <li>• NWEA MAP Reading &amp; Math assessments (Grades 6-8) (Title I Funded: \$6,500): Administered three times per year for comprehensive academic progress monitoring</li> <li>• Fastbridge assessments: Utilized to monitor the progress of students specifically receiving Tier 2 and Tier 3 reading and math interventions, providing frequent data points to evaluate intervention effectiveness</li> </ul> <p><b>Ongoing Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Standards-aligned curriculum-based formative assessments: Teachers will administer these assessments on a bi-weekly basis to</li> </ul> | \$123,341 | Y |

|   |  |   |             |   |
|---|--|---|-------------|---|
|   |  | <p>monitor student mastery of current instructional objectives and inform immediate instructional adjustments</p> <p><b>State-Mandated Assessments</b></p> <ul style="list-style-type: none"> <li>• CAASPP (California Assessment of Student Performance and Progress)</li> <li>• CAST (California Science Test)</li> <li>• ELPAC (English Language Proficiency Assessments for California)</li> </ul> <p><b>Data Management and Analysis</b> The Performance Matters data management system will be utilized to develop comprehensive reports at multiple levels—individual student, student subgroups, grade-level specific, and schoolwide—to systematically measure and monitor student performance across all assessments. The Data Director will collect and analyze all student data from local and state assessments, utilizing multiple measures to evaluate program effectiveness. These comprehensive analyses will be presented to school leadership and teachers to inform instructional decision-making and drive targeted interventions within our MTSS framework.</p> |             |   |
| 4 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | <p>On the 2024 CA School Dashboard, English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD) student groups received a RED performance level for the ELA Academic Indicator. Additionally, all students, Socioeconomically Disadvantaged (SED), and Hispanic student groups received an ORANGE performance level for ELA, while LTEL and SWD student groups received a RED performance level for the Math Academic Indicator. To address these achievement gaps and accelerate student learning, TAS will implement a comprehensive multi-tiered intervention approach.</p> <p><b>Multi-Tiered Intervention System</b> Math and Reading Intervention teachers will provide Tier 2 and Tier 3 support for students performing in the lowest quartile based on iReady diagnostic assessment data. TAS will employ two Reading Intervention Teachers (one for elementary grades and one for middle school grades) and two Math Interventionists (one for elementary and one for middle school) (ES Math Intervention Teacher- Funded with</p>      | \$2,164,487 | Y |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>Title I: \$156,298; LCFF S&amp;C: \$2,699.64) to ensure targeted support across all grade levels.</p> <p>Academic tutors (Funded with Title I: \$23,246; &amp; LCFF S&amp;C: \$133,416.34) will provide academic support during the instructional day to supplement classroom instruction and intervention services. Students will also have access to the Expanded Learning Opportunities Program (ELOP) for academic and social enrichment that takes place after school, during intercession, and summer programming, providing extended learning time to accelerate academic progress.</p> <p>Tier 2 and Tier 3 interventions will be continuously assessed using Fastbridge progress monitoring tools. The COST (Coordination of Services Team) will utilize this data to monitor and measure the effectiveness of intervention programs and services, making adjustments as needed to maximize student outcomes.</p> <p><b>Professional Development and Instructional Enhancement</b> Our elementary teachers have participated in extensive training on the science of reading through the Institute of Multisensory Education (IMSE). TAS elementary will continue to refine Tier 1 and Tier 2 delivery of phonics and morphology instruction through ongoing professional development and instructional coaching support.</p> <p><b>Structural Academic Supports</b> Based on ongoing needs identified to support 6th grade gaps in math achievement and growth, 6th grade students will receive a double math block during the 2025-26 school year, providing additional instructional time to build foundational skills and set students up for greater success as they enter middle school.</p> <p><b>Data-Driven Collaboration</b> TAS teachers will meet in grade-level teams twice monthly to review, analyze, and discuss achievement data that will inform instructional planning and lesson implementation. Grade-level leads will set agendas, collect and analyze data, facilitate schoolwide initiatives, and follow up on student behavioral needs and Student Study and Progress Team (SSPT) recommendations.</p> <p><b>Additional Literacy Resources</b> Classroom libraries will be enhanced to improve student access to diverse, high-quality literature that supports literacy development across all grade levels.</p> |  |  |
|--|--|--|--|--|

|   |  |  |           |   |
|---|--|--|-----------|---|
| 5 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | <p><b>ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b></p> <p>TAS will enter the third year of Positive Behavioral Interventions and Supports (PBIS) implementation, building upon established systems to create a comprehensive approach to supporting student social-emotional and behavioral needs. This approach is critical as TAS received a RED performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic.</p> <p><b>PBIS Leadership and Implementation</b></p> <p>The Dean of Culture will lead the PBIS team and coordinate schoolwide activities, including social-emotional learning (SEL) initiatives and attendance improvement strategies. Select teachers will serve as culture leads to support planning and implementation of schoolwide initiatives, ensuring consistent messaging and practices across all grade levels. The PBIS framework will specifically incorporate attendance monitoring and intervention strategies to address chronic absenteeism through positive behavioral supports and early identification systems.</p> <p><b>Trauma-Informed and Targeted SEL Support</b></p> <p>SEL Counselors will provide specialized services for identified students who have experienced significant trauma, addressing needs that directly impact student learning, classroom instruction, and school attendance. These counselors will also provide professional development lessons to teachers on critical topics including suicide prevention, emotional regulation strategies, anti-bullying interventions, and attendance barriers. Counselors will work directly with chronically absent students and their families to identify underlying social-emotional factors contributing to absenteeism and develop individualized support plans.</p> <p><b>Comprehensive SEL Programming and Attendance Connection</b></p> <p>TAS will provide comprehensive student mental health and belonging support through schoolwide programming designed to promote equity, diversity, and inclusion while directly addressing attendance challenges. The school will implement the Project Wayfinder SEL curriculum specifically for middle school students, accompanied by targeted professional development to support teachers in utilizing this program</p> | \$655,058 | Y |
|---|--|--|-----------|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>effectively. The curriculum will include specific modules on school connection and belonging as protective factors against chronic absenteeism.</p> <p>The Dean of Culture and SEL Counselors will collaborate to provide ongoing SEL support across the middle school program, creating coordinated efforts to promote student belonging and emotional wellness. This collaboration will include regular review of attendance data to identify students needing additional social-emotional support and implementing targeted interventions to re-engage chronically absent students.</p> <p><b>Mindfulness and Wellness Interventions</b></p> <p>A dedicated yoga teacher will implement mindfulness-based interventions designed to address behavioral issues, foster a positive school environment, and create stronger school connections that support regular attendance. These interventions will serve as proactive approaches to support student self-regulation, reduce disciplinary incidents, and build the positive school relationships that are essential for consistent attendance.</p> <p><b>Addressing Chronic Absenteeism Through SEL</b></p> <p>Given the RED performance level for chronic absenteeism across multiple student groups, TAS will integrate attendance improvement strategies throughout all SEL programming. This includes:</p> <ul style="list-style-type: none"> <li>• <b>Early Warning Systems:</b> PBIS teams will monitor attendance data alongside behavioral indicators to identify at-risk students</li> <li>• <b>Family Engagement:</b> SEL Counselors will work with families of chronically absent students to address barriers and build school connection</li> <li>• <b>Culturally Responsive Practices:</b> Programming will specifically address the needs of EL, SED, SWD, and Hispanic student populations through culturally responsive SEL approaches</li> <li>• <b>Positive School Climate:</b> All initiatives will focus on creating a welcoming, supportive environment that students want to attend regularly</li> </ul> |  |  |
|--|--|---|--|--|

|   |                         |  |             |   |
|---|-------------------------|--|-------------|---|
|   |                         | This multi-tiered approach ensures that all students receive appropriate social-emotional support while providing intensive interventions for those with greater needs, creating a school culture that prioritizes both academic achievement and emotional wellness. By addressing the underlying social-emotional factors that contribute to chronic absenteeism, TAS will work to improve both student well-being and attendance outcomes for all student populations.   |             |   |
| 6 | BROAD COURSE OF STUDY   | <p>TAS will provide all students with a comprehensive educational experience that extends beyond core academic subjects (ELA, Math, Science, Social Studies, and PE) to include enriching courses that support whole-child development and prepare students for future success.</p> <p><b>Elementary Program (TK-5)</b> Elementary students will participate in music, art, and dance programs that foster creative expression and artistic development. Additionally, age-appropriate technology and coding instruction will build foundational digital literacy skills, while introductory Spanish classes will begin developing multilingual competencies and cultural awareness.</p> <p><b>Middle School Program (Grades 6-8)</b> Middle school students will engage in an expanded course offering that includes music and visual arts to continue creative development, comprehensive Spanish language instruction to advance multilingual skills, sports and athletics programs to promote physical wellness and teamwork, and coding and computer science courses to prepare students for an increasingly digital world.</p> <p>This broad course of study ensures that all students have access to a well-rounded education that develops creativity, cultural awareness, physical wellness, technological literacy, and artistic expression. These enrichment opportunities complement core academic instruction while providing students with diverse pathways to discover their interests and talents, supporting both college and career readiness.</p> | \$352,221   | N |
| 7 | SERVICES TO SUPPORT SWD | <p><b>Special Education Implementation Plan Overview</b></p> <p>TAS administrators and Program Specialists will engage in weekly meetings to strengthen the implementation of our Instructional Program, with a targeted focus on supporting students with disabilities. These meetings will serve as structured opportunities to:</p>   | \$2,493,445 | Y |



|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Review and analyze caseload data</li> <li>• Monitor student services and service tracking</li> <li>• Assess student attendance, academic performance, and IEP goal progress</li> <li>• Identify professional development (PD) opportunities</li> <li>• Analyze and discuss assessment data</li> </ul> <p><b>IEP Snapshot Distribution and Updates</b></p> <p>At the start of each school year, all general education teachers will receive IEP Snapshots for students with an Individualized Education Plan. These snapshots will be updated and redistributed to the appropriate staff after every IEP meeting to ensure accurate, up-to-date information.</p> <p><b>Ongoing Professional Development</b></p> <p>Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Site and District Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Effective Instructional Strategies</li> <li>• Strategies to Enhance Access</li> <li>• Co-Planning and Co-Teaching</li> <li>• ELA and Math Support</li> <li>• Supporting Instructional Aides (IAs) and General Education Teachers</li> <li>• AI Resources and Support</li> <li>• SSPT, 504, and IEP Protocols</li> <li>• LAS Support and Referral Process</li> <li>• IA and BII Training</li> </ul> <p><b>Co-Teaching and Collaboration Structures</b></p> |  |  |
|--|--|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>There will be a focused effort on co-teaching and co-planning. RSP and general education teachers will meet regularly with the Inclusion Coach to strengthen their practice. Meetings will address:</p> <ul style="list-style-type: none"> <li>• Appropriate accommodations and supports for lessons</li> <li>• Strategies to ensure students with disabilities have access and master grade-level standards</li> </ul> <p>Additionally, RSTs and general education teachers will participate in weekly collaboration meetings to:</p> <ul style="list-style-type: none"> <li>• Plan for effective implementation of accommodations in ELA and Math</li> <li>• Develop academic and behavioral supports</li> <li>• Strategize for co-teaching and co-planning</li> <li>• Monitor and adjust instruction based on data analysis</li> </ul> <p>For students falling behind, a targeted support plan will be developed and monitored through student goal-setting and weekly teacher check-ins.</p> <p><b>Multi-Tiered Collaboration and Coaching</b></p> <p>Collaborative meetings will include RSTs, general education teachers, Program Specialists, Inclusion Coach, and the Director of Access, Equity, and Compliance. These forums will:</p> <ul style="list-style-type: none"> <li>• Offer small-group, needs-based professional development</li> <li>• Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math</li> </ul> <p>The Inclusion Coach will provide support inside and outside the classroom through lesson modeling, co-planning, small group instruction, and check-in meetings with educational staff.</p> <p><b>Attendance and Family Engagement Support</b></p> <p>Attendance Clerks and Family Engagement Coordinators will:</p> <ul style="list-style-type: none"> <li>• Make attendance calls and send home letters</li> <li>• Work with families to improve attendance</li> <li>• Utilize the SSPT process for additional support</li> </ul> |  |  |
|--|--|--|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>Site administrators will conduct home visits when necessary.</p> <p><b>Oversight and Monitoring by the DAEC</b></p> <p>The Director of Access, Equity, and Compliance (DAEC) will serve as the Special Education Administrator, ensuring:</p> <ul style="list-style-type: none"> <li>• IEP compliance</li> <li>• Effective instruction</li> <li>• Annual goal setting in collaboration with site leaders and Program Specialists</li> <li>• Ongoing progress monitoring through meetings with RSTs, Program Specialists, Inclusion Coach, and service providers</li> </ul> <p><b>Leveraging District and COP Resources</b></p> <p>The school will continue to benefit from:</p> <ul style="list-style-type: none"> <li>• District bulletins (e.g., 504s, Alternate Curriculum, EL Reclassification)</li> <li>• Charter Digest updates</li> <li>• Charter Operated Programs (COP) Coordinating Council Meetings</li> <li>• Outreach emails and the Special Education Self-Review Checklist</li> </ul> <p>These resources guide accurate compliance and provide access to District services and best practices.</p> <p><b>SPED (including all related services) IEP Compliance Monitoring</b></p> <p>Weekly meetings led by the Program Specialist, Student Services Coordinator, and DAEC will cover:</p> <ul style="list-style-type: none"> <li>• Highlights and challenges</li> <li>• Tier reviews (1-6)</li> <li>• Pending IEPs</li> <li>• Welligent 200 and 300 report reviews</li> </ul> <p>A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.</p> <p><b>RST/SPED Networking and PD</b></p> |  |  |
|--|--|--|--|--|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>Monthly meetings will focus on:</p> <ul style="list-style-type: none"> <li>• Key date and deadline reviews</li> <li>• Professional development (e.g., Welligent, AI tools, testing accommodations)</li> <li>• Classroom observation and feedback (BIIIs, IAs, RSTs)</li> </ul> <p>This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.</p> |  |  |
|--|--|---|--|--|

# Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 2      | Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with the CA content standards, and differentiation to address the diverse learning needs of all students. Integrate well-being and mental health support programs for both staff and students to build capacity, strengthen teacher retention rates, improve student academic outcomes, and promote a healthy educational environment. | Broad        |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

TAS developed Goal 2 to address critical staffing challenges, professional development gaps, and capacity-building needs that directly impact student outcomes. This goal responds to leadership instability and the need for specialized training to effectively serve the school's diverse student population.

**Strategic Response:** TAS developed this goal to build sustainable educator support systems through comprehensive professional development, consistent coaching for all teachers, and strategic recruitment for critical leadership positions. The goal emphasizes California content standards alignment while building capacity to serve diverse learners through specialized ELD, special education, and data-driven instruction training.

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

## Measuring and Reporting Results

| Metric # | Metric  | Baseline       | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|----------|---|----------------|----------------|----------------|---------------------------|----------------------------------|
| 15       | % teachers – fully credentialed & appropriately assigned.<br>Source: <a href="#">CDE TAMO</a> | 2021-22: 95.5% | 2022-23: 97.7% |                | 2023-24: 95.1%            | +2.2%                            |

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 2 Outcome   | Current Difference from Baseline   |
|----------|---|---|---|----------------|---|--|
| 16       | % students with access to standards-aligned materials.<br>Source: Textbook Inventory/classroom observations   | 2023-24: 100%   | 2024-25: 100%   |                | 2025-26: 100%   | 0%   |
| 17       | Implementation of the State Academic content & performance standards for all students & enable ELs access.<br><u>Rating Scale:</u><br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 -Full Implementation & Sustainability<br>Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard) | <u>2023-24</u><br>ELA: 4<br>ELD: 4<br>Math: 4<br>Social Science: 4<br>Science: 3<br>CTE: NA<br>Health: 4<br>PE: 4<br>VAPA: 5<br>World Language: 3 | <u>2024-25</u><br>ELA: 4<br>ELD: 4<br>Math: 4<br>Social Science: 3<br>Science: 3<br>CTE: NA<br>Health: 4<br>PE: 4<br>VAPA: 4<br>World Language: 3 |                | <u>2025-26:</u><br>ELA: 4<br>ELD: 4<br>Math: 4<br>Social Science: 3<br>Science: 4<br>CTE: NA<br>Health: 4<br>PE: 4<br>VAPA: 4<br>World Language: NA | ELA: 0<br>ELD: 0<br>Math: 0<br>Social Science: -1<br>Science: 0<br>CTE: NA<br>Health: 0<br>PE: 0<br>VAPA: -1<br>World Language: NA |

# Goal Analysis for 2024-25

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

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

**Action 1:** TAS employs a principal and appropriately credentialed teachers for all classrooms. However, as noted earlier in Goal 1 actions, the 7th grade ELA teacher has been on leave since the start of the school year. Substitute teachers are currently placed in that classroom. Teachers have participated in 5 days of summer professional development as planned in this action. In addition, teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.

**Action 2:** This year, TAS is ensuring all teachers receive instructional coaching, including our Elementary teachers, who previously did not receive consistent coaching. As a result of our deep dive on student academic performance on local and state assessment including the CA School Dashboard, Indicators, we made a slight shift on the focus areas for professional development, which now include:

- Fidelity to standards aligned curriculum (intellectual preparation of units & lessons)
- Formative assessment data analysis and student work analysis

Middle School teachers have shifted from utilizing the Summit Learning Platform to now implementing Canvas through Gradient Learning and externally validated curriculum for Math, ELA, and Science. TAS has experienced Leadership vacancies this school year that include Assistant Principal, Math Instructional Coach, and ELA Instructional Coach. These vacancies (and substantive differences, have created significant challenges for the current Principal and teachers.

**Action 3:** TAS continues to provide all students with standards-aligned curricular and instructional materials. Annually our team conducts a textbook inventory, and purchases are made to ensure all students have access. This school year, TAS has adopted Gradient Learning for ELA, Math and Science.

**Action 4:** All students have access to a technology device which they can take home to access curricular, instructional, and supplemental online platforms. The IT Team ensures devices are maintained, and updated for student and staff use including state testing.

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

## Goal 2: Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

- **Action 4:** The budgeted expenditures assumed that TAS would provide cost-sharing for the Technology Manager position at the school. However, TAS did not contribute the expected cost-sharing funds, resulting in higher actual expenditures than originally budgeted.



**Action 1:** This action demonstrates moderate effectiveness in maintaining basic educational program requirements and professional development structures, but leadership vacancies significantly limit its potential impact. While the foundational elements are in place and the investment in professional development is substantial, the absence of key instructional leaders creates gaps in coaching and support that may undermine the full realization of this action's goals. Addressing these staffing challenges is critical for maximizing the effectiveness of the significant financial investment in human capital.

The action has successfully maintained core educational program requirements with appropriately credentialed teachers across TK-8 grade levels and provision of 180 instructional days that exceed California's 175-day requirement for charter schools. The school has fully implemented the planned professional development structure, including 5 days of intensive summer professional development focusing on designated ELD, EL strategies, SEL support, data-driven decision making, and the new Math Framework. Additional training for newly hired teachers and the planned 5 non-instructional days during the academic year plus weekly professional learning sessions have been maintained as intended.

The substantial budget allocation (\$3,832,289) demonstrates significant investment in human capital, and the midyear expenditure rate suggests the school is on track with personnel costs. The professional development focus areas align well with the school's identified needs and LCAP goals, particularly around ELD support and data utilization.

**Areas of Concern:** Significant leadership vacancies have created substantial implementation challenges that impact the effectiveness of this action. The school currently faces an Assistant Principal vacancy, Math Instructional Coach vacancy, and ELA Instructional Coach vacancy, while the 7<sup>th</sup> grade ELA teacher has been on leave since the start of the school year. These vacancies have created challenges for coaching implementation, with leadership noting that "coaching a challenge" due to these staffing gaps. The absence of key instructional leaders limits the school's capacity to provide consistent coaching and support to teachers, potentially reducing the impact of professional development investments and affecting the quality of instruction and student outcomes.

**Action 2:** The action demonstrates moderate effectiveness with meaningful improvements in professional development focus, structure, and teacher feedback on the value of current approaches. The systematic emphasis on curriculum fidelity and data analysis represents significant progress from previous less-targeted efforts. However, the leadership vacancies create substantial barriers to maximizing the impact of these improvements, particularly in providing the consistent coaching support that amplifies professional development investments.

The action has successfully refocused professional development from previous approaches that left some teachers feeling overwhelmed while others cycled through familiar strategies. The current emphasis on fidelity to standards-aligned curriculum, formative assessment data analysis, and student work analysis represents a more targeted and systematic approach. The implementation of Teach Backs and Lesson Tuning protocols has supported meaningful teacher collaboration and more consistent delivery of rigorous grade-level content.

All teachers now receive instructional coaching, including Elementary teachers who previously lacked consistent coaching support. The school has established a new tracking system for formative assessment data with analysis protocols that teachers report as valuable and effective. Teachers have completed the planned 5 days of summer professional development and are on track for 5 non-instructional days plus weekly professional learning sessions. The shift from Summit Learning Platform to externally validated curriculum through Gradient Learning (EL Education, Illustrative Mathematics, Open Science Ed) provides stronger curricular foundations.

**Areas of Concern:** While the professional development structure has improved, the lack of instructional leadership continuity may reduce the sustained impact of these improvements on classroom practice and student outcomes.

**Action 3:** Thea action demonstrates moderate effectiveness with important progress in middle school curriculum quality through the adoption of EL Education and partnership with Gradient Learning. The move away from inadequate curricula toward externally validated, standards-aligned materials represent significant improvement. However, the ongoing elementary curriculum gaps and teacher adjustment challenges with new platforms indicate that full effectiveness requires continued investment in both materials and professional development to support implementation across all grade levels.

The action has successfully ensured 100% of students have access to standards-aligned curricular and instructional materials, maintaining this metric from 2023-24 to 2024-25. The school made strategic curriculum improvements, particularly adopting EL Education for middle school ELA to replace the previous Summit Learning curriculum that lacked adequate rigor, scaffolding, and standards alignment. The partnership with Gradient Learning provides access to externally validated curricula including EL Education for ELA, Illustrative Mathematics for math, and Open Science Ed for science.

The transition to Canvas as the learning management system represents a technological upgrade that should support more effective curriculum delivery. Teachers have received training in the new EL Education curriculum and receive monthly implementation support through ELA Department meetings and coaching, indicating systematic support for curriculum adoption.

**Action 4:** This action demonstrates strong effectiveness as evidenced by the successful digital operations across all other Goal 2 actions. The reliable technology infrastructure has enabled teachers to engage in data analysis using digital platforms, students to access standards-aligned digital curricula, and the school to implement comprehensive assessment systems. The absence of reported technology-related barriers to professional learning or curriculum implementation indicates that this action has successfully eliminated the digital divide and created a strong foundation for educational technology integration supporting Goal 2's broader objectives.

The action has been fully implemented with the IT Team successfully ensuring all students have access to technology devices necessary for accessing instructional and supplemental materials, testing, and virtual meetings. This technological foundation has enabled the school's comprehensive digital transformation, including the successful transition to Canvas as the learning management system, implementation of multiple assessment platforms (iReady, NWEA, Fastbridge), and delivery of professional development through virtual and hybrid formats.

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

No changes will be made to the planned goal, target outcomes, or core actions for Goal 2. TAS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data. All Goal 2 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from comprehensive needs assessments and leveraging multiple funding sources including Title

funds, and LCFF Supplemental and Concentration funds, to maximize support for student academic achievement and social-emotional development.

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

## Actions

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1        | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | <p>TAS will employ a principal and appropriately credentialed teachers for students in grades TK-8 to provide instruction in ELA, Math, Science, Social Studies, and Physical Education as part of the educational program.</p> <p>TAS will provide all students with 180 instructional days that exceed the CA state requirements of 175 instructional days for charter schools.</p> <p><b>Professional Development Program</b></p> <ul style="list-style-type: none"> <li>• <b>Summer Professional Development:</b> In preparation for the upcoming school year, all teachers will participate in 5 days of intensive summer professional development with a focus on designated ELD, EL Strategies, SEL Support in the classroom, and using data to inform instructional decision-making. Preservice PD will not focus on the new math framework, but will provide Professional Learning on key instructional elements, including new curriculum adopted in the 2024 or 2025 school year (ELA, Science).</li> <li>• <b>New Teacher Training:</b> Newly hired teachers to TAS will participate in an additional 5 days of training during the summer.</li> <li>• <b>Ongoing Professional Learning:</b> All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.</li> <li>• <b>Substitute Teaching and Support Staff:</b> Substitute teachers (contracted) will be employed to support continuity of instruction, teacher release days for PD, and maintain continuity of instruction to prevent further interruptions to learning. TAS will employ</li> </ul> | \$4,919,368 | Y            |

| Action # | Title                    | Description  | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
|          |                          | Marshall Residents that will be placed in classrooms with a credentialed teacher.  |             |              |
| 2        | PROFESSIONAL DEVELOPMENT | <p>Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates, and build capacity and knowledge base among our staff.</p> <p><b>Summer Professional Development Preparation</b> In preparation for the 2025-26 school year, all staff will participate in 5 days of intensive summer professional development with a focus on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making, and Curriculum Support and Development. Our Professional Learning Community (PLC) will include a teacher from each grade level.</p> <p><b>Organization-wide Focus Areas and Coaching Support</b> The organization-wide professional development focus areas include assessment as feedback, goal setting, C3 Coaching: Teacher Effectiveness Framework, and student dialogue and student feedback. Teachers will receive coaching from the principal, assistant principal, and SPED Inclusion Coach.</p> <p><b>Schoolwide Professional Learning Opportunities</b> All teachers will also participate in professional learning opportunities in schoolwide areas of focus, including 2 release days for grade level planning, leveraging a collaborative culture, and assessment as feedback through analyzing student work and use of iReady/IXL. Additional focus areas encompass providing differentiated supports in lessons for students with disabilities and English learners, ELD supports, and academic outcomes such as K-2 continuation of Science of Reading approaches. For grades 3-8, morphology training will be provided, and all K-8 teachers will receive training in reading nonfiction texts. The professional development program will also address PBIS and Diversity, Equity, Inclusion and Belonging initiatives.</p> <p><b>Teacher Support and Retention</b> To support teacher effectiveness, credential clearance, and teacher retention, TAS will reimburse teacher induction expenses. (Title II Funded: \$23,500)</p> | \$613,644   | N            |

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
|          |                               | <b>Curriculum Transition for 2025-26</b> For the 2025-26 school year, our 6th – 8th grade classrooms will participate in a curricular exploration in partnership with our current provider, Summit Learning. "Summit" is transitioning to "Gradient Learning." While teachers will continue to have access to our current base curriculum, they will also have access to additional guaranteed viable curriculum. Our learning management system (LMS) will move to Canvas as a part of this transition.  |             |              |
| 3        | CORE CURRICULAR PROGRAM NEEDS | <p>TAS ensures all students have access to standards-aligned curricular and instructional materials that support comprehensive learning across all grade levels (TK-8). Purchases are made annually to ensure sufficient supply of materials, including consumables, to meet enrollment demands and maintain program continuity.</p> <ul style="list-style-type: none"> <li>• <b>Mathematics Program:</b> The mathematics program will utilize iReady Math, a comprehensive diagnostic assessment and personalized instruction platform that provides data-driven insights to support individualized student learning pathways.</li> <li>• <b>English Language Arts Program:</b> The core ELA curriculum will include <b>EL Education (ELA)</b> for grades TK-8, providing a comprehensive literacy program that integrates reading, writing, speaking, and listening skills. Additionally, TAS will implement a new ELA curriculum adoption for grades K-5 with updated materials designed to align with current state standards and best practices in literacy instruction.</li> <li>• <b>English Language Development &amp; Literacy Support:</b> To support English learners and students needing literacy intervention, TAS will utilize IMSE (online license), an integrated multisensory structured literacy program that addresses foundational reading skills. The program will also include Language Live (online license), an interactive language learning platform that enhances vocabulary development and academic language acquisition.</li> <li>• <b>World Language Program:</b> Spanish language instruction will be supported through Vista – Spanish (online license), a digital Spanish</li> </ul> | \$150,000   | N            |

| Action # | Title                      | Description  | Total Funds | Contributing |
|----------|----------------------------|--|-------------|--------------|
|          |                            | <p>language curriculum that provides interactive and engaging content for developing bilingual proficiency.</p> <ul style="list-style-type: none"> <li>• <b>Social Studies Program:</b> Social studies instruction for grades 4-8 will incorporate DBQ (Document-Based Question) resources, which provide students with opportunities to develop critical thinking and analytical skills through examination of primary and secondary historical sources.</li> <li>• <b>Science Program:</b> The science curriculum will feature Open Science Ed., a phenomenon-based science program specifically aligned with Next Generation Science Standards (NGSS) that engages students in authentic scientific inquiry and investigation.</li> </ul> <p><b>Implementation and Support</b></p> <p>All curricular materials will be implemented with appropriate professional development and ongoing instructional support to ensure effective utilization and student achievement outcomes.</p>  |             |              |
| 4        | CLOSING THE DIGITAL DIVIDE | <p>The Accelerated School's IT Team will ensure all students are equipped with appropriate technology devices to access instructional and supplemental materials, participate in digital assessments, and engage in 21st-century learning experiences. This comprehensive approach to digital equity addresses both device access and connectivity needs to eliminate barriers to educational opportunities.</p> <p><b>Device Distribution and Management:</b> TAS will provide each student with a dedicated technology device that supports grade-appropriate learning activities and curriculum access. The IT Team will maintain an inventory management system to ensure devices are properly configured, updated, and ready for immediate deployment. Device distribution will prioritize students who lack technology access at home, ensuring equitable participation in both in-person and remote learning scenarios.</p> <p><b>Digital Learning Infrastructure:</b> TAS will maintain robust internet connectivity and network infrastructure to support seamless digital learning experiences. This includes ensuring adequate bandwidth for simultaneous device usage, reliable wireless access throughout all</p> | \$231,223   | N            |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>instructional spaces, and backup connectivity solutions to prevent learning disruptions.</p> <p><b>Virtual Communication and Collaboration:</b> TAS will continue to utilize Zoom and other digital communication platforms to facilitate virtual meetings, parent conferences, professional development sessions, and distance learning opportunities when needed. This ensures continuous communication between educators, families, and students regardless of physical location or circumstances.</p> <p><b>Technical Support and Digital Literacy:</b> The IT Team will provide ongoing technical support to students, families, and staff to maximize effective use of technology resources. This includes troubleshooting assistance, device maintenance, and basic digital literacy training to ensure all community members can confidently navigate digital learning environments and educational technology tools.</p> |             |              |



# Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | Promote a positive school culture that fosters connectivity, acknowledges diversity, and enhances engagement and participation among students and parents. | Broad        |

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

# Measuring and Reporting Results

| Metric # | Metric   | Baseline                                    | Year 1 Outcome                                     | Year 2 Outcome | Target for Year 2 Outcome                          | Current Difference from Baseline    |
|----------|--|---|--|----------------|--|-------------------------------------|
| 18       | Facility Inspection Tool (FIT) Report Score<br>Source: <a href="#">SARC</a>  | 2023-24: Exemplary                          | 2024-25: Good                                      |                | 2025-26: Good                                      | Good                                |
| 19       | Parent input in decision-making for UP & SWD.<br>(Questions 9-12)<br><u>Rating Scale:</u><br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a> . | 2023-24:<br>9. 5<br>10. 5<br>11. 4<br>12. 5 | <u>2024-25:</u><br>9. 4<br>10. 4<br>11. 3<br>12. 3 |                | <u>2025-26:</u><br>9. 4<br>10. 4<br>11. 4<br>12. 3 | 9. -1<br>10. -1<br>11. -1<br>12. -2 |
| 20       | Parent participation in programs for UP & SWD.<br>(Questions 1-4)<br><u>Rating Scale:</u><br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;  | 2023-24:<br>1. 4<br>2. 5<br>3. 3<br>4. 4    | <u>2024-25:</u><br>1. 4<br>2. 4<br>3. 3<br>4. 4    |                | <u>2025-26:</u><br>1. 4<br>2. 4<br>3. 4<br>4. 4    | 1. 0<br>2. -1<br>3. 0<br>4. 0       |

| Metric # | Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 2 Outcome  | Current Difference from Baseline                 |
|----------|---|--|--|----------------|--|--|
|          | 4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a> |  |  |                |  |  |
| 21       | Other Local Measure - Student Survey: Sense of safety & school connectedness<br><br>Source: Panorama  | <u>2023-24:</u><br>76% Sense of Safety<br>75% School connectedness | <u>2024-25:</u><br>56% Sense of Safety<br>66% School Connectedness |                | <u>2025-26:</u><br>60% Sense of Safety<br>68% School Connectedness | -20% Sense of Safety<br>-9% School Connectedness |
| 22       | Other Local Measure - Parent Survey: Sense of safety & school connectedness.<br><br>Source: Panorama  | <u>2023-24:</u><br>87% Sense of Safety<br>91% School connectedness | <u>2024-25:</u><br>78% Sense of Safety<br>84% School Connectedness |                | <u>2025-26:</u><br>80% Sense of Safety<br>86% School Connectedness | -9% Sense of Safety<br>-7% School Connectedness  |
| 23       | Other Local Measure - Staff Survey: Sense of safety & school connectedness<br><br>Source: Panorama  | <u>2023-24:</u><br>83% Sense of Safety<br>82% School connectedness | <u>2024-25:</u><br>81% Sense of Safety<br>81% School Connectedness |                | <u>2025-26:</u><br>83% Sense of Safety<br>83% School Connectedness | -2% Sense of Safety<br>-1% School Connectedness  |

## Goal Analysis for 2024-25

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

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

**Action 1:** TAS continues to develop the sports program in conjunction with ARC, our after-school program provider. The Sports program has increased student motivation and engagement, especially among our most disengaged (chronically absent), those who struggle academically and/or have behavioral issues. The student leadership class continues to expand activities and build community schoolwide, through read alouds, monthly themed texts (ES), Student Leadership assemblies and weekly videos highlighting school culture

**Action 2:** TAS has established its ELAC and is engaging families on the school's LCAP through the PAC, and EL-PAC, to inform them of our school's program, and solicit input and feedback. This year, TAS established the Family Equity Committee to collaborate with families in support of equity, create a sense of belonging and further strengthen the school community.

**Action 3:** TAS, has added ParentSquare this year a platform to communicate with families and strengthen communication, parent participation and provide effective two-way communication between the school and families. Our staff and families received training on how to use the ParentSquare app platform. Our Parent workshops are well-attended by families, including Coffee with the Principal/PAC meetings. TAS will continue to build upon its programming and collaborate with families to create a welcoming and supportive environment.

**Action 4:** TAS administers the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report. The FIT Report is currently in progress.

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.

**Goal 3: Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures**

- **Action 1:** Uniform expenditures significantly exceeded the budgeted amount, resulting in higher actual costs than originally anticipated.
- **Action 4:** Janitorial service costs were substantially higher than budgeted due to enhanced cleaning protocols and additional services required to maintain campus cleanliness and safety standards.

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

**Action 1:** This action demonstrates strong effectiveness with the 44% reduction in behavioral referrals and sustained 0% suspension rate representing significant achievements in creating the positive school culture outlined in Goal 3. The successful integration of academic support through sports programs, community building through student leadership, and comprehensive safety measures has created an environment that fosters connectivity and engagement. Despite the early Dean of Culture vacancy, the action's strong outcomes indicate robust systems and community commitment that support Goal 3's objectives.

The action has demonstrated remarkable success in creating a positive school environment with behavioral referrals decreasing by 44% compared to the previous year and the school maintaining a 0% suspension rate through the reporting period. The sports program, developed in conjunction with ARC after-school programming, has provided increased motivation for students who struggle academically or with behavior, representing a targeted intervention that addresses multiple student needs simultaneously.

The student leadership class has successfully expanded activities and built community across elementary and middle school grades through read-alouds with younger students, leadership of student assemblies, and weekly videos highlighting school culture. School-wide events

including CLAW GAMES, Student Showcase, and Spirit Weeks have maintained student engagement, while DEIB programming has supported the school's commitment to acknowledging diversity.

The comprehensive safety infrastructure including campus aides, security guards, Raptor security system, and school nurse services has created a secure learning environment. Field trips and extended learning opportunities, including Outdoor Education programs and college visits, have provided real-world learning experiences that support college and career readiness.

**Action 2:** This action demonstrates moderate effectiveness through successful establishment of all required parent input structures with appropriate language accessibility supports. The addition of the Family Equity Committee shows commitment to enhanced family engagement around equity issues. However, the lack of detailed participation data or specific examples of parent input influencing school decisions limits the ability to assess the deeper impact of these structures on Goal 3's objectives of promoting connectivity and enhancing engagement among parents.

The action has been fully implemented with all required committees established and functioning, including ELAC, DELAC, EL-PAC, and PAC as mandated by California Education Code. The school has successfully provided interpreter services for all committee meetings, ensuring accessibility for families with diverse language needs and meeting compliance requirements for meaningful parent participation.

A notable enhancement beyond the basic requirements is the addition of a Family Equity Committee designed to collaborate with families on equity and belonging efforts within the TAS community. This expansion demonstrates the school's commitment to going beyond minimum compliance to address community-specific needs and foster deeper family engagement around critical issues of equity and inclusion. The fact that this action requires no direct budget allocation yet maintains full implementation suggests efficient use of existing staff and resources to facilitate meaningful parent input opportunities.

**Action 3:** This action demonstrates strong effectiveness in creating comprehensive family engagement opportunities and significantly improving communication systems through ParentSquare implementation. The popularity of workshops and high attendance at Coffee with the Principal sessions indicate successful programming that meets family needs. While challenges remain in diversifying participation to include more voices from all family demographics, the strong foundation of communication tools and programming creates multiple pathways for meaningful family engagement supporting Goal 3's connectivity and participation objectives.

The action has successfully enhanced family communication systems through the addition of ParentSquare, which has significantly improved two-way communication between school and families. Teachers report much greater ease in communicating with individual parents, particularly benefiting from the platform's translation features that support the school's diverse language communities.

Parent workshops have proven popular and well-attended, demonstrating strong family interest in educational support programming. The Coffee with the Principal sessions has been particularly successful this year, indicating effective leadership engagement with families. The comprehensive workshop offerings including Abriendo Puertas, PIQE, technology training, and academic support sessions provide multiple pathways for family engagement that address diverse needs and interests.

The Family Engagement Coordinator has successfully facilitated parent outreach and provided essential training on accessing PowerSchool Parent Portal and communication applications, ensuring families can monitor their children's academic progress and maintain school

connections. The continuation of established programs alongside new technological enhancements demonstrates both sustainability and innovation in family engagement approaches.

**Action 4:** The action demonstrates moderate effectiveness through successful maintenance of facility standards as evidenced by the positive FIT report outcomes. The commitment to systematic facility inspection and repair processes supports Goal 3's objective of creating a safe learning environment that fosters student and family engagement. While the "Good" facility rating indicates effective basic implementation, more detailed reporting on specific improvements and their impact on school climate would strengthen understanding of this action's contribution to the broader goal of promoting positive school culture.

The action has successfully maintained high facility standards as evidenced by the Facility Inspection Tool (FIT) report showing "Good" status for the current year, building on the previous year's "Exemplary" rating. This demonstrates the school's ability to provide students and staff with safe and clean learning environments that meet state and local health department guidelines.

The annual completion of FIT reports and commitment to making appropriate repairs when findings are identified shows systematic attention to facility maintenance and compliance. The reporting of FIT findings through SARC and LCAP documents ensures transparency and accountability in facility management practices.

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

No changes will be made to the planned goal, target outcomes, or core actions for Goal 3. TAS will continue developing a one-year LCAP with annual outcomes, as this approach is allowable for charter schools and supports responsive planning that can quickly adapt to emerging student needs and performance data. All Goal 3 actions will continue implementation with modifications informed by the school's ongoing improvement cycle, incorporating findings from the comprehensive needs assessments.

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

Actions

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1        | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | TAS will provide all students with opportunities to engage in learning experiences beyond the traditional classroom setting to enhance the educational process, deepen student engagement, and increase academic motivation. These expanded learning opportunities create meaningful connections between classroom instruction and real-world applications while fostering a vibrant school community. TAS will implement the | \$464,706   | Y            |



|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>following to promote a positive school climate, improve student engagement and ensure a safe learning environment.</p> <ul style="list-style-type: none"> <li>• <b>Safety and Security Measures:</b> TAS maintains a comprehensive safety infrastructure to ensure all students and staff operate within a secure learning environment. Campus supervision is provided through dedicated campus aides who monitor student activities and maintain positive behavioral support throughout the school day. Professional security personnel provide additional safety oversight, while the Raptor Security system with RFID technology monitors all visitors and maintains detailed records of campus access.</li> <li>• <b>Health and Wellness Support:</b> TAS employs a dedicated school nurse who conducts essential health screenings including vision and hearing assessments to ensure students' physical wellbeing supports their academic success. These health services identify potential barriers to learning and connect families with appropriate resources and interventions.</li> <li>• <b>Student Engagement and Community Building:</b> TAS fosters student engagement through various community-building activities and celebrations. School-wide events include CLAW GAMES and Student Showcase programs that highlight student achievements and talents. Regular Spirit Weeks create opportunities for school pride and community connection, while comprehensive DEIB programming ensures all students feel valued and included in the school community.</li> <li>• <b>Student Leadership Development:</b> TAS has established a student leadership class that empowers students to take active roles in shaping their school experience. These student leaders are responsible for planning school events, creating and filming weekly video messages to the school community, and organizing and running school assemblies. This leadership opportunity develops civic engagement skills while giving students meaningful voice in their educational environment. Students will also serve on the Student Advisory Committee (SAC) to provide input and insight on the school's LCAP development and use of Title funding.</li> <li>• <b>Athletics and Physical Education Programs:</b> TAS employs an Athletic Director and Student Services coordinator who collaborate to lead comprehensive lunch time and after-school sports</li> </ul> |  |  |
|--|--|---|--|--|

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

|   |   |  |           |   |
|---|---|--|-----------|---|
|   |   | <p>The Parent Advisory Committee (PAC) will function per CA EC 52062(a)(1), offering broader input on school-wide policies, programs, and the Local Control and Accountability Plan. This committee ensures that all families have opportunities to participate in educational decision-making processes that affect their children's academic and social-emotional development.</p> <p><b>Language Access and Inclusivity</b></p> <p>Interpreter services will be available for all committee meetings, ensuring that language is not a barrier to meaningful participation in school governance. This commitment to language accessibility aligns with our school's mission to honor and support our multilingual community, recognizing that effective parent engagement requires removing linguistic barriers to participation.</p> <p><b>Educational Partner Engagement Process</b></p> <p>These committees will provide regular input on LCAP goals, program effectiveness, resource allocation, and school policies, ensuring that family perspectives inform educational decision-making at all levels. The feedback collected through these committees will be documented and incorporated into school improvement planning, creating a transparent process for community input and response.</p> |           |   |
| 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | <p>TAS will provide all parents, including those representing unduplicated students and Students with Disabilities, with multiple opportunities and methods to engage as meaningful partners in their child's education. This comprehensive approach recognizes that family engagement is essential to student success and ensures that all families, regardless of background or circumstances, have access to resources and support systems that enhance their ability to advocate for and support their children's academic achievement.</p> <p><b>Family Engagement Coordination and Technology Support</b></p> <p>The Family Engagement Coordinator (FEC) serves as the primary liaison between families and the school, facilitating comprehensive parent outreach and strengthening communication channels throughout the school community. The FEC provides essential training to help parents</p>   | \$133,082 | N |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>access and effectively utilize the PowerSchool Parent Portal, enabling families to monitor their child's attendance, track academic progress, review grades, and maintain direct communication with teaching staff. Additionally, the FEC offers guidance on using the ParentSquare App, which serves as the primary communication platform between school and families, ensuring parents stay informed about important school updates, events, and their child's daily educational experience.</p> <p><b>Specialized Transition Support Programs</b></p> <p>For families of middle school students, TAS has partnered with the Parent Institute for Quality Education (PIQE) and City of Angels to deliver specialized workshops focused on advocating for students as they transition to high school and prepare for college pathways. These programs provide parents with essential knowledge and skills to navigate educational systems, understand academic requirements, and effectively support their children through critical educational transitions.</p> <p><b>Comprehensive Parent Education Workshop Series</b></p> <p>TAS will host an extensive series of workshops designed to address topics essential to supporting positive student outcomes, with programming responsive to family-identified needs and interests. The workshop series includes Abriendo Puertas, which provides early childhood education classes to help parents support their youngest learners' development. PIQE workshops offer broader parent education on educational advocacy and system navigation. Technology workshops help families understand and utilize digital learning tools and platforms that support their children's education.</p> <p>The series also features mathematics workshops that provide parents with strategies to support their children's mathematical learning at home and reading workshops that offer tools and techniques for enhancing literacy development. Social-Emotional Learning (SEL) workshops equip parents with understanding of emotional intelligence and behavioral support strategies. Additionally, specialized sessions address the impact of chronic absenteeism on student outcomes and provide families with concrete strategies to improve daily attendance and establish consistent routines that support academic success.</p> <p><b>Leadership Engagement and Community Building</b></p> |  |  |
|--|--|--|--|--|

|   |  |  |           |   |
|---|--|--|-----------|---|
|   |  | <p>The Leadership Team maintains ongoing opportunities for direct family engagement through regular Coffee with the Principal sessions, which provide informal settings for parents to share concerns, ask questions, and receive updates on school initiatives and priorities. These sessions foster open communication and help build trust between families and school leadership.</p> <p>The school also offers Family and Community classes that strengthen the broader school community by providing educational opportunities that benefit entire families while creating connections between households and building social capital within the school community.</p> <p><b>Communication and Information Access</b></p> <p>To ensure families remain informed about school events and opportunities for engagement, TAS maintains a parent-friendly website designed with clear navigation and accessible information about programs, policies, and resources. The school also publishes a comprehensive monthly newsletter that highlights upcoming events, celebrates student achievements, shares important announcements, and promotes ongoing parent engagement and participation opportunities. These communication tools ensure that all families have consistent access to information needed to remain active partners in their children's education.</p> |           |   |
| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | <p>TAS strives to provide all students and staff with a safe and clean school facility that supports optimal learning conditions and promotes the health and wellbeing of the entire school community. The school maintains rigorous standards that adhere to all state and local county health department guidelines, ensuring compliance with safety regulations while creating an environment conducive to academic achievement and personal growth.</p> <p><b>Daily Maintenance and Cleaning Protocols</b></p> <p>The school implements comprehensive daily cleaning and maintenance protocols designed to maintain high standards of cleanliness and safety throughout all instructional and common areas. Custodial staff follow established schedules for routine cleaning, sanitization, and maintenance tasks that address both immediate needs and long-term facility preservation. These protocols include regular cleaning of classrooms,</p>  | \$548,239 | N |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>restrooms, common areas, and outdoor spaces, with special attention to high-touch surfaces and areas that require enhanced sanitization to promote health and safety.</p> <p><b>Health and Safety Compliance</b></p> <p>TAS maintains strict adherence to all applicable health and safety regulations established by state and local authorities. This includes compliance with environmental health standards, fire safety requirements, accessibility guidelines, and emergency preparedness protocols. TAS works closely with county health department officials to ensure that all facility operations meet or exceed required standards and that any changes in regulations are promptly implemented.</p> <p><b>Annual Facility Inspection and Assessment</b></p> <p>The school conducts comprehensive annual assessments using the Facility Inspection Tool (FIT) to systematically evaluate all aspects of facility condition and safety. This detailed inspection process examines structural elements, safety systems, cleanliness standards, and overall facility functionality to identify any areas requiring attention or improvement. The FIT assessment provides objective data about facility conditions and helps prioritize maintenance and improvement efforts.</p> <p><b>Maintenance and Repair Response System</b></p> <p>When FIT report findings identify areas needing attention, TAS implements a systematic approach to address all identified issues promptly and effectively. The school maintains relationships with qualified contractors and service providers to ensure that repairs and improvements are completed by professionals who meet all applicable licensing and certification requirements. Priority is given to any findings that could impact student or staff safety, with immediate action taken to address urgent concerns.</p> <p><b>Transparency and Accountability Reporting</b></p> <p>TAS maintains full transparency regarding facility conditions and improvement efforts through comprehensive public reporting. FIT report findings and subsequent actions are documented and reported annually in both the School Accountability Report Card (SARC) and the Local Control and Accountability Plan (LCAP). This public reporting ensures that families and community members have access to detailed information about</p> |  |  |
|--|--|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>facility conditions and the school's ongoing commitment to maintaining safe and clean learning environments.</p> <p><b>Ongoing Improvement and Preventive Maintenance</b></p> <p>Beyond addressing immediate repair needs, TAS implements proactive maintenance strategies designed to preserve facility quality and prevent future issues. This includes regular inspection and maintenance of mechanical systems, grounds keeping, and facility upgrades that enhance safety, functionality, and learning environments. The school continuously evaluates facility needs and plans improvements that support educational programming while maintaining the highest standards of safety and cleanliness.</p> |  |  |
|--|--|--|--|--|



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|--|
| \$2,887,091   | \$335,594  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 39.74%  | 0%                          | \$0                     | 39.74%  |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action #(s) | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness   |
|----------------------|--|---|--|
| Goal 1, Action 3     | TAS has identified the critical need for comprehensive, actionable data systems to support instructional decision-making and student achievement across all populations, particularly given the school's diverse learner needs and recent academic performance declines. The school requires systematic data collection mechanisms to track student growth, identify learning gaps, and measure the effectiveness of instructional programs and interventions. | This action is provided schoolwide because effective Multi-Tiered System of Supports (MTSS) implementation requires comprehensive assessment data for all students to identify those needing intervention, track growth patterns, and evaluate program effectiveness. Universal screening ensures that unduplicated students receive support within an inclusive system rather than through separate, potentially stigmatizing processes. | The metrics being used to monitor effectiveness: <ul style="list-style-type: none"> <li>#1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>#2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul> |

| Goal and Action #(s) | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|----------------------|--|---|---|
|                      |  | <p>Schoolwide implementation enables teachers to make informed instructional decisions that benefit entire classrooms while identifying specific students needing additional support. Complete data sets allow meaningful comparison analysis to identify achievement gaps and monitor progress toward closing them, particularly for English Learners, socioeconomically disadvantaged students, and students with disabilities.</p> <p>Additionally, comprehensive data collection meets state compliance requirements for all eligible students while generating actionable information that supports improved outcomes for unduplicated student groups within the context of high-quality instruction for all students. This approach ensures that differentiated support occurs naturally within general education programming rather than through isolated interventions.</p> |   |
| Goal 1, Action 4     | <p>In English Language Arts (ELA), three critical student subgroups received RED performance levels, indicating the lowest performance tier: English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). Additionally, all students, Socioeconomically Disadvantaged (SED) students, and Hispanic students received ORANGE performance levels, demonstrating widespread academic challenges across the school.</p> | <p>TAS serves a student population that is 99% Hispanic, 90% Socioeconomically Disadvantaged, and 34% English Learners. With such a high concentration of unduplicated pupils (over 90%), providing services schoolwide ensures that virtually all students who would benefit from these interventions have access to them.</p> <ul style="list-style-type: none"> <li>• <b>Systemic Academic Gaps Require Coordinated Infrastructure:</b> The Dashboard data shows academic performance challenges across all major</li> </ul>   | <p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul> |

| Goal and Action #(s) | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|----------------------|---|--|------------------------------------|
|                      | <p>Mathematics performance shows similarly concerning results, with Long-Term English Learners (LTEL) and Students with Disabilities (SWD) both receiving RED performance levels on the Dashboard indicators.</p> <p>These significant achievement gaps, particularly the RED performance levels representing the most severe academic deficits, demonstrate an urgent need to accelerate student learning through comprehensive multi-tiered intervention approaches. The widespread nature of these performance challenges across multiple student groups indicates systemic issues requiring intensive academic support targeting students performing in the lowest quartile through structured Tier 2 and Tier 3 interventions in both reading and mathematics.</p> | <p>student groups, not just unduplicated pupils. However, the unduplicated student groups (EL, LTEL, SWD, SED, Hispanic) show the most severe deficits, with multiple groups receiving RED performance levels. A schoolwide multi-tiered intervention system creates the necessary infrastructure to systematically identify and serve students with the greatest needs.</p> <p><b>Intervention Components Serve as Universal Foundation:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading and Math Intervention Teachers</b> are provided schoolwide because they serve as the backbone of the Tier 2 and Tier 3 intervention system. While all students have access to these teachers, they are principally directed toward unduplicated pupils who disproportionately perform in the lowest quartile and require intensive intervention services.</li> <li>• <b>Academic Tutors</b> operate within the schoolwide intervention framework, but their services are strategically targeted toward students performing below grade level, who are predominantly from unduplicated student groups based on the performance data.</li> <li>• <b>Classroom Libraries</b> are enhanced schoolwide to ensure all students have access to diverse, high-quality literature,</li> </ul> |                                    |

| Goal and Action #(s) | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|----------------------|---|--|--|
|                      |   | <p>but this particularly benefits unduplicated students who may have limited access to books and literacy resources outside of school, helping to address opportunity gaps that contribute to academic disparities.</p> <p>This schoolwide approach maximizes efficiency while ensuring that unduplicated pupils, who demonstrate the greatest academic needs, receive the intensive support necessary to accelerate their learning and close achievement gaps.</p>  |  |
| Goal 1, Action 5     | <p>The Accelerated School faces a severe attendance crisis with chronic absenteeism reaching RED performance levels across all major student groups on the 2024 California School Dashboard. The overall chronic absenteeism rate of 20.1% exceeds the state average of 18.6% by 1.5 percentage points, representing a dramatic year-over-year increase of 7.4 percentage points from the previous year's rate of 12.7%.</p> <p>The crisis disproportionately impacts vulnerable student populations, with Students with Disabilities experiencing the most severe challenges at 25.7% chronic absenteeism, exceeding the school average by 5.6 percentage points. English Learners performed at 20.7%, Socioeconomically Disadvantaged students at 19.8%, and Hispanic students at 20%. Historical data reveals that Kindergarten through 3rd grade consistently demonstrate the highest absenteeism</p> | <p>The chronic absenteeism crisis affects ALL major student groups at RED performance levels, with rates ranging from 19.8% to 25.7% across different populations. However, unduplicated student groups bear the heaviest burden, with Students with Disabilities at 25.7%, English Learners at 20.7%, and Socioeconomically Disadvantaged students at 19.8%. This universal crisis requires a comprehensive schoolwide approach to address underlying social-emotional and behavioral barriers to attendance.</p> <ul style="list-style-type: none"> <li>• <b>Trauma-Informed and Culturally Responsive Foundation:</b> Unduplicated students often face complex social-emotional challenges including trauma, economic stress, and systemic barriers that impact school engagement. A schoolwide PBIS framework, comprehensive SEL programming, and trauma-informed</li> </ul> | <p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #7: Attendance Rate</li> <li>• #8: Chronic Absenteeism Rates</li> <li>• #9: Suspension Rate</li> <li>• #10: Expulsion Rate</li> </ul> |

| Goal and Action #(s) | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|----------------------|--|--|---|
|                      | <p>rates, indicating concentrated challenges in the early elementary years when foundational learning is most critical.</p> <p>This attendance crisis represents a fundamental barrier to academic achievement, as students cannot benefit from instruction and interventions when they are not present at school. The universal nature of the problem across all major subgroups, combined with the significant increase from the previous year, indicates systemic issues requiring comprehensive social-emotional and behavioral support systems to address the underlying causes preventing consistent school attendance and engagement.</p> | <p>counseling services create a supportive school culture that addresses these underlying issues while removing stigma associated with targeted interventions.</p> <ul style="list-style-type: none"> <li>• <b>Early Intervention and Prevention Model:</b> Since Kindergarten through 3rd grade show the highest absenteeism rates, schoolwide social-emotional supports provide early intervention for all students while strategically targeting the unduplicated pupils most at risk. This approach prevents escalation of behavioral and attendance issues while building protective factors for vulnerable student populations.</li> <li>• <b>Systemic Culture Change:</b> The 44% reduction in behavioral referrals and 0% suspension rate demonstrate that schoolwide social-emotional supports create positive school climate changes that particularly benefit unduplicated students, who are often disproportionately affected by exclusionary discipline practices and attendance barriers.</li> </ul> |   |
| Goal 1, Action 7     | <p>Students with Disabilities received RED performance levels on both major academic indicators in the 2024 California School Dashboard. In English Language Arts, SWD scored -111.4 Distance from Standard (DFS), representing a 64-point gap below the school average and indicating substantial barriers to accessing grade-level literacy instruction. The</p>   | <p>TAS serves 90% Socioeconomically Disadvantaged, 34% English Learners, and 13% Students with Disabilities, with significant overlap between these groups. The document notes that approximately 35% of Long-term English Learners are dually identified as LTEL/SWD, indicating complex, intersecting needs.</p>   | <p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS) for SWD</li> <li>• #2: CAASPP Math Assessment: Distance</li> </ul> |

| Goal and Action #(s) | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|----------------------|--|--|------------------------------------|
|                      | <p>mathematics performance shows similarly concerning results, with SWD scoring -103.9 DFS, creating a 39.4-point gap below the school average and demonstrating significant obstacles to grade-level mathematics instruction.</p> <p>The severity of these gaps is further evidenced by the declining trajectory of SWD academic performance. Students with Disabilities progress declined 24 points on SBAC in literacy, suggesting that current support systems are fundamentally inadequate for meeting their learning needs. Additionally, no Students with Disabilities demonstrated grade-level proficiency on the California Science Test (CAST), indicating comprehensive academic challenges across all subject areas.</p> <p>Beyond academic performance, Students with Disabilities face the highest chronic absenteeism rate at 25.7%, exceeding both the school average and all other student subgroups by significant margins. This attendance crisis compounds their academic challenges and suggests that current systems may not be adequately addressing the complex needs that create barriers to both school engagement and academic success.</p> <p>The data indicates systemic gaps in coordination between general education and special education services, inadequate implementation of accommodations and modifications, and insufficient support for teachers working with</p> | <p>A schoolwide approach ensures all unduplicated pupils receive appropriate support regardless of their specific identification or combination of needs.</p> <ul style="list-style-type: none"> <li>• <b>Inclusive Education Model That Benefits Vulnerable Populations: Instructional Aides</b> are deployed schoolwide to support the inclusive education model where Students with Disabilities are educated alongside their peers in general education settings. While all students benefit from additional instructional support, unduplicated pupils particularly benefit because they often face multiple academic challenges. The co-teaching and push-in support model described in the action ensures that SWD receive specialized support without segregation, while also supporting English Learners and low-income students who may struggle with similar academic concepts.</li> <li>• <b>Universal Behavioral Supports for Complex Needs: Behavioral Interventionists</b> are provided schoolwide because behavioral challenges often intersect with the circumstances facing unduplicated pupils. Students with Disabilities show the highest chronic absenteeism rate at 25.7%, while the school overall faces a 20.1% chronic absenteeism crisis. Many unduplicated students experience trauma, economic stress, and social-emotional challenges that manifest as behavioral concerns.</li> </ul> | <p>from Standard (DFS) for SWD</p> |



| Goal and Action #(s) | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness   |
|----------------------|--|--|--|
|                      | students with disabilities, all contributing to these persistent and severe achievement disparities.   | <p>Schoolwide behavioral interventionists create a comprehensive support system that addresses these underlying issues while preventing stigmatization.</p> <ul style="list-style-type: none"> <li>• <b>Systemic Capacity Building:</b> Schoolwide deployment builds overall instructional and behavioral support capacity that creates more inclusive, responsive learning environments particularly beneficial to unduplicated pupils who often require additional scaffolding and support to access grade-level content.</li> </ul>   |  |
| Goal 2, Action 1     | <p>The 2024 California School Dashboard reveals alarming academic performance levels that indicate current instructional practices are insufficient to meet student needs. Multiple student groups received RED performance levels, including English Learners (-76 DFS), Long-term English Learners (-130 DFS), and Students with Disabilities (-111.4 DFS) in English Language Arts, with similar concerning results in mathematics.</p> <p>These substantial achievement gaps demonstrate that teachers need enhanced capacity to implement evidence-based instructional strategies specifically designed for unduplicated pupils.</p> <p>With 99% Hispanic students, 90% Socioeconomically Disadvantaged students, and 34% English Learners, TAS serves a student population requiring specialized instructional approaches including designated English Language Development, differentiated instruction,</p> | <p>With 99% Hispanic, 90% Socioeconomically Disadvantaged, and 34% English Learners, TAS requires ALL teachers to possess specialized skills in serving unduplicated pupils effectively. The severe achievement gaps evidenced by RED performance levels for English Learners (-76 DFS), Long-term English Learners (-130 DFS), and Students with Disabilities (-111.4 DFS) indicate that current teacher capacity is insufficient across the entire school. Schoolwide instructional coaching ensures every teacher develops expertise in differentiated instruction, English Language Development strategies, and culturally responsive pedagogy necessary to serve these populations.</p> <ul style="list-style-type: none"> <li>• <b>Principal's Leadership Role in Equity-Focused Instruction:</b> The Principal's significant instructional coaching role is provided schoolwide because unduplicated students are present in every</li> </ul> | <p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #15: Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</li> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul> |



| Goal and Action #(s) | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness |
|----------------------|---|--|------------------------------------|
|                      | <p>trauma-informed practices, and culturally responsive pedagogy. Teachers need intensive, ongoing professional development to master these complex instructional strategies and effectively serve diverse learners with intersecting needs.</p> <p>The chronic absenteeism crisis reaching 20.1% overall and behavioral challenges resulting in increased suspension rates indicate that teachers also require training in social-emotional learning support, student engagement strategies, and classroom management approaches that address the underlying factors affecting unduplicated students' school success.</p> <p>Current professional development systems appear insufficient to build the teacher capacity necessary to implement the Multi-Tiered System of Supports, data-driven instruction, and specialized interventions required to accelerate learning for unduplicated pupils. Teachers need sustained, job-embedded professional learning opportunities including summer institutes, regular school-year training, and dedicated collaboration time to develop and refine the instructional expertise essential for closing achievement gaps and improving outcomes for the school's most vulnerable students.</p> | <p>classroom and require consistent, high-quality instruction across all grade levels and subjects. The Principal's coaching focuses on building teachers' capacity to implement evidence-based practices specifically effective for English Learners, low-income students, and other vulnerable populations. This schoolwide leadership approach ensures coherent implementation of instructional strategies that address the complex needs of unduplicated pupils throughout the school.</p> |                                    |

### Limited Actions

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

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness  |
|-------------------|---|--|---|
| Goal 1, Action 1  | <p>English Learners demonstrate severe academic deficits and received RED performance level on the English Language Arts Academic Indicator, indicating the most critical level of academic need requiring immediate intervention.</p> <p>English Learners scored -76 Distance from Standard (DFS) on the 2024 California School Dashboard ELA indicator, representing a 28.6-point gap below the overall school performance and indicating that this student group faces substantial barriers to accessing grade-level literacy instruction. This represents a dramatic decline from the previous year's performance of -10.7 DFS, demonstrating significant regression that demands urgent attention.</p> <p>Supporting local assessment data confirms these severe achievement gaps, with over 90% of English Learner students scoring below grade level in ELA Interim Comprehensive Assessments during 2024-25. This indicates that the vast majority of English Learners lack access to grade-level literacy skills and are not making adequate progress toward English proficiency and academic achievement. The English Learner Progress Indicator shows that only 49.8% of ELs made progress toward English Language Proficiency, representing a slight decline from the previous year's 50%. Additionally, on the California Science Test (CAST), English Learners achieved only 1.89% proficiency compared to the schoolwide performance of 21.72%, revealing significant academic gaps across multiple subject areas.</p> <p>These data points indicate that current English Language Development services and instructional approaches are insufficient to meet the complex language acquisition and academic needs of the</p> | <p>Based on the LCAP document, this action is designed to address English Learners' needs through the following targeted components:</p> <ul style="list-style-type: none"> <li>• <b>ELD Instructional Coach:</b> The ELD Coach provides specialized expertise to address the severe language development gaps evidenced by English Learners' RED performance level and the fact that only 49.8% are making progress toward English proficiency. The Coach delivers comprehensive professional development focused on both integrated and designated English Language Development strategies, ensuring teachers can effectively support language acquisition while maintaining academic rigor. The Coach also provides ongoing instructional coaching support specifically targeting the unique challenges facing dually identified English learners and Students with Disabilities, recognizing that language development requires specialized pedagogical approaches beyond general instruction.</li> <li>• <b>Instructional Aide Support:</b> Instructional Aides provide targeted language acquisition support through both pull-out and push-in services, directly addressing the finding that over 90% of English Learners score below grade level in ELA. The dual approach maximizes learning opportunities by providing intensive language development during focused sessions while also offering scaffolding and assistance within general education settings. This ensures English Learners receive consistent support across</li> </ul> | <p>The metrics being used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• #4: % EL who made progress towards English Language Proficiency for EL</li> <li>• #5: % students English Language Proficiency for Summative ELPAC</li> </ul> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness                      |
|-------------------|---|--|---|
|                   | <p>school's English Learner population, which comprises 34% of the student body. The severe performance gaps require comprehensive enhancement of both integrated and designated ELD services, specialized professional development for teachers, and systematic data-driven approaches to accelerate English Learners' academic progress and language development.</p> | <p>all instructional contexts, helping them access grade-level content while simultaneously developing English proficiency.</p> <ul style="list-style-type: none"> <li> <b>IMSE Supplemental Instructional Materials:</b> The Institute for Multi-Sensory Education materials specifically target the severe literacy gaps facing English Learners through research-based, multi-sensory approaches that accommodate diverse learning styles and accelerate English language development. These materials are particularly effective for English Learners because they provide systematic phonics instruction, vocabulary development, and academic language acquisition through multiple sensory pathways. Given that English Learners achieved only 1.89% proficiency on science assessments compared to 21.72% schoolwide, these specialized materials help build the foundational literacy skills necessary for accessing academic content across all subject areas while developing English proficiency. </li> </ul> <p>These components work synergistically to address both the immediate language development needs and the broader academic achievement gaps that prevent English Learners from accessing grade-level instruction and demonstrating their knowledge across multiple subjects.</p> |   |
| Goal 1, Action 2  | <p>Long-Term English Learners received RED performance levels for both the ELA and Math Academic Indicators on the 2024 California School</p>   | <ul style="list-style-type: none"> <li> <b>Professional Development on GLAD Strategies:</b> GLAD (Guided Language Acquisition Design) training specifically </li> </ul>  | <p>The metrics being used to monitor effectiveness:</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>Dashboard, representing the most critical performance tier. In English Language Arts, LTELs scored -130 Distance from Standard (DFS), creating an 82.6-point gap below the school average and representing the most severe performance gap across all subjects and subgroups school-wide. The mathematics performance shows an even more extreme crisis, with LTELs scoring -165.5 DFS, representing a 101-point deficit below the school average and the most severe performance gap across all academic indicators.</p> <p>The trajectory of LTEL performance shows alarming regression, with Long-term English Learner progress declining 28 points on SBAC in 2023-24, representing significant backward movement that demands immediate intervention. On the California Science Test (CAST), none of the 13 identified LTELs tested in grade 8 demonstrated proficiency, indicating comprehensive academic challenges across all subject areas.</p> <p>The complexity of LTEL needs is further compounded by the fact that approximately 35% of Long-term English Learners are dually identified as LTEL/Students with Disabilities, creating intersecting challenges that require specialized approaches addressing both language acquisition barriers and learning differences simultaneously. These data points indicate that traditional English Language Development approaches and general education instruction are fundamentally inadequate for supporting students who have been learning English for extended periods without achieving proficiency. LTELs require intensive, specialized support that simultaneously addresses</p> | <p>addresses the extreme academic gaps facing LTELs (-130 DFS in ELA, -165.5 DFS in Math) by equipping all middle school teachers with evidence-based strategies to make content accessible while promoting language development. Since LTELs have been in the system for extended periods without achieving proficiency, they require specialized approaches that go beyond traditional ELD methods. GLAD strategies enable teachers across all academic disciplines to integrate language development with content instruction, ensuring that LTELs receive language support throughout their school day rather than only during designated ELD time. This comprehensive approach addresses the reality that LTELs need intensive language development embedded within grade-level academic content to accelerate both English proficiency and academic achievement simultaneously.</p> <ul style="list-style-type: none"> <li>• <b>Addition of Designated ELD Teacher for LTEL:</b> The dedicated ELD teacher provides intensive, specialized support specifically designed for the unique challenges facing Long-Term English Learners who demonstrate the most severe performance gaps school wide. This teacher focuses exclusively on LTEL language acquisition needs, working to identify the specific language barriers that have prevented these students from achieving proficiency despite years in the system. The specialized ELD teacher implements targeted intervention</li> </ul> | <ul style="list-style-type: none"> <li>• #4: % EL who made progress towards English Language Proficiency for LTEL</li> <li>• #5: % students English Language Proficiency for Summative ELPAC</li> </ul> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
|                   | <p>persistent language barriers while providing access to grade-level academic content, recognizing their unique position as students who have been in the system for years but continue to struggle with both English proficiency and academic achievement.</p> | <p>strategies aimed at accelerating progress toward successful reclassification, addressing the complex linguistic and academic needs that differentiate LTELs from newly arrived English Learners.</p> <p>These components work together to address the systemic failure that has allowed LTELs to remain non-proficient for extended periods. The GLAD training ensures all teachers can support language development within their content areas, while the specialized ELD teacher provides intensive, targeted intervention to overcome the persistent barriers that have prevented LTELs from achieving English proficiency and academic success. This dual approach recognizes that LTELs require both comprehensive schoolwide support and intensive specialized intervention to address their severe and persistent achievement gaps.</p> |                                    |

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

Not applicable

#### **Additional Concentration Grant Funding**

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

The Accelerated School (TAS) will use additional concentration grant add-on funds to fund Substitute teachers to maintain continuity of instruction (Goal 2, Action 1).

| 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                               |

## 2024-25 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$ 12,244,301.94                                     | \$ 12,958,922.79                                  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title  | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1                  | 1                    | STRENGTHENING EL PROGRAM & SERVICES   | Yes  | \$ 51,086                                      | \$ 53,877   |
| 1                  | 2                    | SUPPORTING LONG-TERM ENGLISH LEARNER (LtEL) NEEDS                                 | Yes  | \$ 92,220                                      | \$ 109,649  |
| 1                  | 3                    | MEASURING STUDENT PROGRESS – ASSESSMENTS  | No   | \$ 44,892                                      | \$ 44,892   |
| 1                  | 4                    | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING                                  | Yes  | \$ 2,446,394                                   | \$ 3,178,202                                      |
| 1                  | 5                    | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS                            | Yes  | \$ 716,838                                     | \$ 704,224  |
| 1                  | 6                    | BROAD COURSE OF STUDY   | No   | \$ 365,051                                     | \$ 338,551  |
| 1                  | 7                    | SERVICES TO SUPPORT SWD   | No   | \$ 2,066,185                                   | \$ 1,874,386                                      |
| 2                  | 1                    | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM                                     | No   | \$ 3,832,289                                   | \$ 3,973,276                                      |
| 2                  | 2                    | PROFESSIONAL DEVELOPMENT  | No   | \$ 355,884                                     | \$ 347,573  |
| 2                  | 2a                   | PROFESSIONAL DEVELOPMENT  | Yes  | \$ 1,030,243                                   | \$ 1,030,243                                      |
| 2                  | 3                    | CORE CURRICULAR PROGRAM NEEDS   | No   | \$ 106,320                                     | \$ 106,320  |
| 2                  | 4                    | CLOSING THE DIGITAL DIVIDE  | No   | \$ 265,649                                     | \$ 183,632  |
| 3                  | 1                    | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | No   | \$ 385,407                                     | \$ 463,427  |
| 3                  | 2                    | PARENT INPUT IN DECISION-MAKING   | No   | \$ -   | \$ -  |
| 3                  | 3                    | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION               | No   | \$ 95,844                                      | \$ 96,623   |
| 3                  | 4                    | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES  | No   | \$ 390,001                                     | \$ 454,047  |



2024-25 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|--|---|--|---|---|
| \$ 2,897,762  | \$ 2,977,212  | \$ 2,967,389   | \$ 9,823  | 0.000%   | 0.000%  | 0.000% - 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                    | STRENGTHENING EL PROGRAM & SERVICES                    | Yes  | \$ 51,086  | \$ 53,877.00  | 0.000%                                  | 0.000%  |
| 1                  | 2                    | SUPPORTING LONG-TERM ENGLISH LEARNER (LTEL) NEEDS      | Yes  | \$ 92,220  | \$ 92,220.00  | 0.000%                                  | 0.000%  |
| 1                  | 4                    | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING       | Yes  | \$ 1,086,825   | \$ 1,086,825.00   | 0.000%                                  | 0.000%  |
| 1                  | 5                    | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | Yes  | \$ 716,838   | \$ 704,224.00   | 0.000%                                  | 0.000%  |
| 2                  | 2a                   | PROFESSIONAL DEVELOPMENT                               | Yes  | \$ 1,030,243   | \$ 1,030,243.00   | 0.000%                                  | 0.000%  |

2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$ 7,333,341  | \$ 2,897,762  | 0.000%   | 39.515%   | \$ 2,967,389   | 0.000%  | 40.464%  | \$0.00 - No Carryover  | 0.00% - No Carryover                              |

2025-26 Total Planned Expenditures Table

| LCAP Year<br>(Input) | 1. Projected LCFF<br>Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or<br>Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to<br>Increase or Improve<br>Services for the Coming<br>School Year<br>(2 divided by 1) | LCFF Carryover —<br>Percentage<br>(Input Percentage<br>from Prior Year) | Total Percentage to<br>Increase or<br>Improve Services<br>for the Coming<br>School Year<br>(3 + Carryover %) |
|----------------------|--|--|---|---|--|
| 2025-26              | \$ 7,263,606   | \$ 2,887,091   | 39.747%   | 0.000%  | 39.747%  |

| Totals | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds      | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|------------------|-----------------|---------------------|
| Totals | \$ 9,974,811 | \$ 2,519,350      | \$ -        | \$ 557,178    | \$ 13,051,338.87 | \$ 9,865,384    | \$ 3,185,955        |

| Goal # | Action # | Action Title  | Student Group(s)          | Contributing to<br>Increased or<br>Improved<br>Services? | Scope      | Unduplicated<br>Student Group(s) | Location | Time Span | Total Personnel | Total Non-<br>personnel | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  | Planned<br>Percentage of<br>Improved<br>Services |
|--------|----------|---|---------------------------|--|------------|----------------------------------|----------|-----------|-----------------|-------------------------|--------------|-------------------|-------------|---------------|--------------|--|
| 1      | 1        | STRENGTHENING EL PROGRAM & SERVICES   | English Learner           | Yes  | Limited    | English Learners                 | TAS      | 2025-26   | \$ 55,712       | \$ 4,500                | \$ 60,212    | \$ -              | \$ -        | \$ -          | \$ 60,212    | 0.000%   |
| 1      | 2        | SUPPORTING LONG-TERM ENGLISH LEARNER (LIEL) NEEDS                                 | Long-Term English Learner | Yes  | Limited    | English Learners                 | TAS      | 2025-26   | \$ 138,311      | \$ 3,948                | \$ 142,259   | \$ -              | \$ -        | \$ -          | \$ 142,259   | 0.000%   |
| 1      | 3        | MEASURING STUDENT PROGRESS – ASSESSMENTS  | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 76,841       | \$ 46,500               | \$ 76,841    | \$ -              | \$ -        | \$ 46,500     | \$ 123,341   | 0.000%   |
| 1      | 4        | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING                                  | All                       | No   |            |                                  |          | 2025-26   | \$ 438,533      | \$ 1,338,827            | \$ 68,713    | \$ 1,529,104      | \$ -        | \$ 179,544    | \$ 1,777,360 | 0.000%   |
| 1      | 4        | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING                                  | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 373,377      | \$ 13,750               | \$ 387,127   | \$ -              | \$ -        | \$ -          | \$ 387,127   | 0.000%   |
| 1      | 5        | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS                            | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 655,058      | \$ -                    | \$ 655,058   | \$ -              | \$ -        | \$ -          | \$ 655,058   | 0.000%   |
| 1      | 6        | BROAD COURSE OF STUDY   | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 311,221      | \$ 41,000               | \$ 250,103   | \$ 102,118        | \$ -        | \$ -          | \$ 352,221   | 0.000%   |
| 1      | 7        | SERVICES TO SUPPORT SWD   | SWD                       | No   |            |                                  |          | 2025-26   | \$ 1,406,900    | \$ 763,000              | \$ 1,269,953 | \$ 729,313        | \$ -        | \$ 170,634    | \$ 2,169,900 | 0.000%   |
| 1      | 7        | SERVICES TO SUPPORT SWD   | SWD                       | Yes  | Limited    | All                              | TAS      | 2025-26   | \$ 323,545      | \$ -                    | \$ 323,545   | \$ -              | \$ -        | \$ -          | \$ 323,545   | 0.000%   |
| 2      | 1        | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM                                     | All                       | No   |            |                                  |          | 2025-26   | \$ 4,791,368    | \$ 64,000               | \$ 4,809,368 | \$ 40,000         | \$ -        | \$ 6,000      | \$ 4,855,368 | 0.000%   |
| 2      | 1        | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM                                     | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 64,000       | \$ -                    | \$ 64,000    | \$ -              | \$ -        | \$ -          | \$ 64,000    | 0.000%   |
| 2      | 2        | PROFESSIONAL DEVELOPMENT  | All                       | Yes  | Schoolwide | All                              | TAS      | 2025-26   | \$ 321,379      | \$ 292,265              | \$ 426,879   | \$ 32,265         | \$ -        | \$ 154,500    | \$ 613,644   | 0.000%   |
| 2      | 3        | CORE CURRICULAR PROGRAM NEEDS   | All                       | No   |            |                                  |          | 2025-26   | \$ -            | \$ 150,000              | \$ 150,000   | \$ -              | \$ -        | \$ -          | \$ 150,000   | 0.000%   |
| 2      | 4        | CLOSING THE DIGITAL DIVIDE  | All                       | No   |            |                                  |          | 2025-26   | \$ 104,807      | \$ 126,416              | \$ 160,648   | \$ 70,575         | \$ -        | \$ -          | \$ 231,223   | 0.000%   |
| 3      | 1        | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | All                       | No   |            |                                  |          | 2025-26   | \$ -            | \$ 77,720               | \$ 77,720    | \$ -              | \$ -        | \$ -          | \$ 77,720    | 0.000%   |

|   |   |   |     |     |            |     |     |         |            |            |            |           |      |      |            |        |
|---|---|---|-----|-----|------------|-----|-----|---------|------------|------------|------------|-----------|------|------|------------|--------|
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | All | Yes | Schoolwide | All | TAS | 2025-26 | \$ 264,606 | \$ 122,380 | \$ 386,986 | \$ -      | \$ - | \$ - | \$ 386,986 | 0.000% |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING   | All | No  |            |     |     | 2025-26 | \$ -       | \$ -       | \$ -       | \$ -      | \$ - | \$ - | \$ -       | 0.000% |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION               | All | No  |            |     |     | 2025-26 | \$ -       | \$ 19,000  | \$ 19,000  | \$ -      | \$ - | \$ - | \$ 19,000  | 0.000% |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION               | All | Yes | Schoolwide | All | TAS | 2025-26 | \$ 102,290 | \$ 11,792  | \$ 114,082 | \$ -      | \$ - | \$ - | \$ 114,082 | 0.000% |
| 3 | 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES  | All | No  |            |     |     | 2025-26 | \$ 437,436 | \$ 110,857 | \$ 532,318 | \$ 15,975 | \$ - | \$ - | \$ 548,293 | 0.000% |

2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$ 7,263,606                 | \$ 2,887,091   | 39.747%   | 0.000%   | 39.747%   | \$ 2,887,091  | 0.000%   | 39.747%  | <b>Total:</b>            | \$ 2,887,091     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$ -             |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$ 526,016       |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$ 2,361,075     |

| Goal # | Action # | Action Title  | Contributing to Increased or Improved Services? | Scope      | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|---|---|------------|-------------------------------|----------|--|---|
| 1      | 1        | STRENGTHENING EL PROGRAM & SERVICES                       | Yes   | Limited    | English Learners              | TAS      | \$ 60,212  | 0.000%                                      |
| 1      | 2        | SUPPORTING LONG-TERM ENGLISH LEARNER (LIEL) NEEDS         | Yes   | Limited    | English Learners              | TAS      | \$ 142,259   | 0.000%                                      |
| 1      | 3        | MEASURING STUDENT PROGRESS – ASSESSMENTS                  | Yes   | Schoolwide | All                           | TAS      | \$ 76,841  | 0.000%                                      |
| 1      | 4        | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING          | Yes   | Schoolwide | All                           | TAS      | \$ 387,127   | 0.000%                                      |
| 1      | 5        | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS    | Yes   | Schoolwide | All                           | TAS      | \$ 655,058   | 0.000%                                      |
| 1      | 6        | BROAD COURSE OF STUDY                                     | Yes   | Schoolwide | All                           | TAS      | \$ 250,103   | 0.000%                                      |
| 1      | 7        | SERVICES TO SUPPORT SWD                                   | Yes   | Limited    | All                           | TAS      | \$ 323,545   | 0.000%                                      |
| 2      | 1        | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM             | Yes   | Schoolwide | All                           | TAS      | \$ 64,000  | 0.000%                                      |
| 2      | 2        | PROFESSIONAL DEVELOPMENT                                  | Yes   | Schoolwide | All                           | TAS      | \$ 426,879   | 0.000%                                      |
| 3      | 1        | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & S | Yes   | Schoolwide | All                           | TAS      | \$ 386,986   | 0.000%                                      |
| 3      | 3        | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & P   | Yes   | Schoolwide | All                           | TAS      | \$ 114,082   | 0.000%                                      |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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



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

## Plan Summary

### *Purpose*

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

### *Requirements and Instructions*

#### General Information

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

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

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

#### Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

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

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

## Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

## Comprehensive Support and Improvement

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

### Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### *Purpose*

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

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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC Section 52062(a)*.
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric #   |
|--|
| <ul style="list-style-type: none"><li>• Enter the metric number.</li></ul> |
| Metric   |

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.



- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

## **Actions:**

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

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

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

### *Purpose*

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

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

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

## LEA-wide and Schoolwide Actions

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

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

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

### Required Descriptions:

#### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

**Additional Concentration Grant Funding**

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

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



Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**



- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

California Department of Education  
November 2024