LCFF Budget Overview for Parents

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

CDS Code: 19-64733-0100743
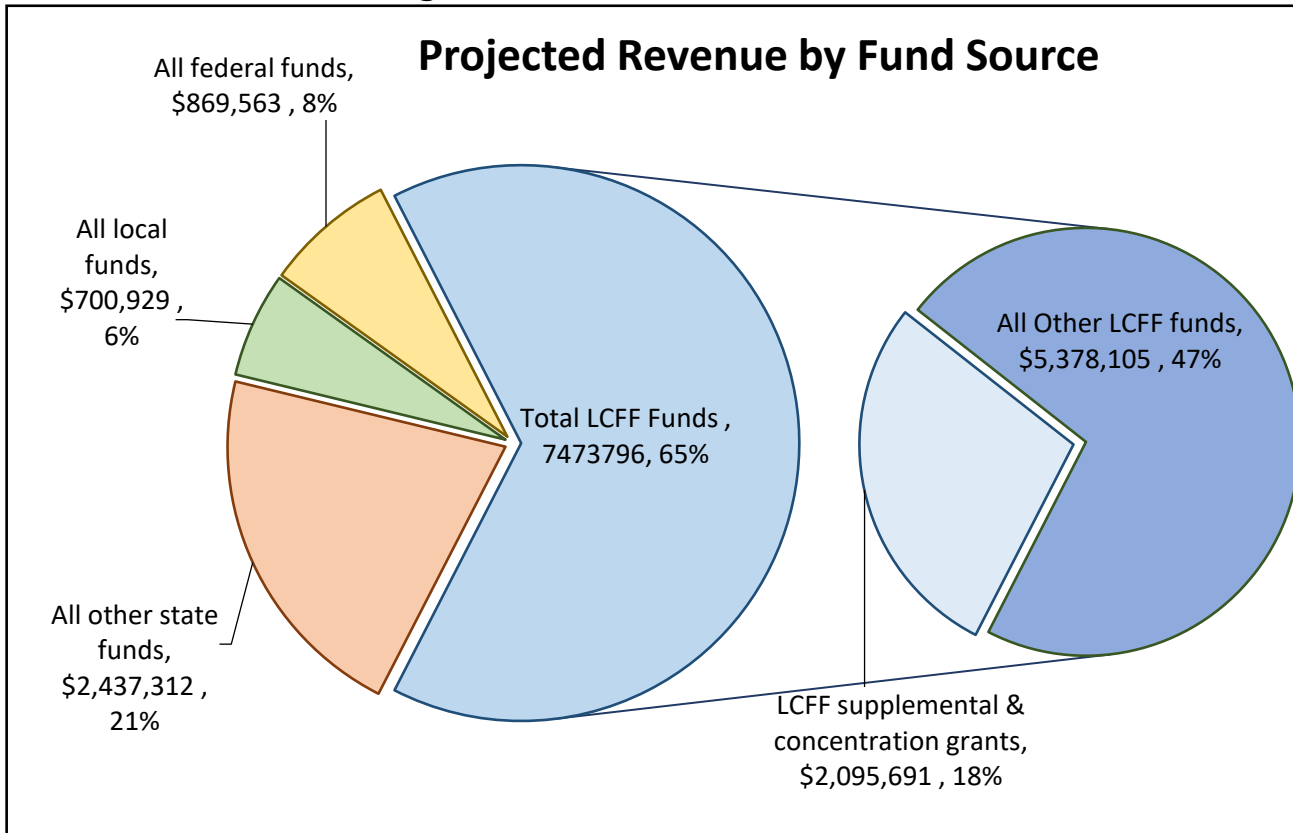
School Year: 2025-26

LEA contact information: Jesse Melgares, CEO, 323-235-6343, 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

All federal funds, $869,563 , 8%

All local funds, $700,929 , 6%

All other state funds, $2,437,312 , 21%

Total LCFF Funds , 7473796, 65%

All Other LCFF funds, $5,378,105 , 47%

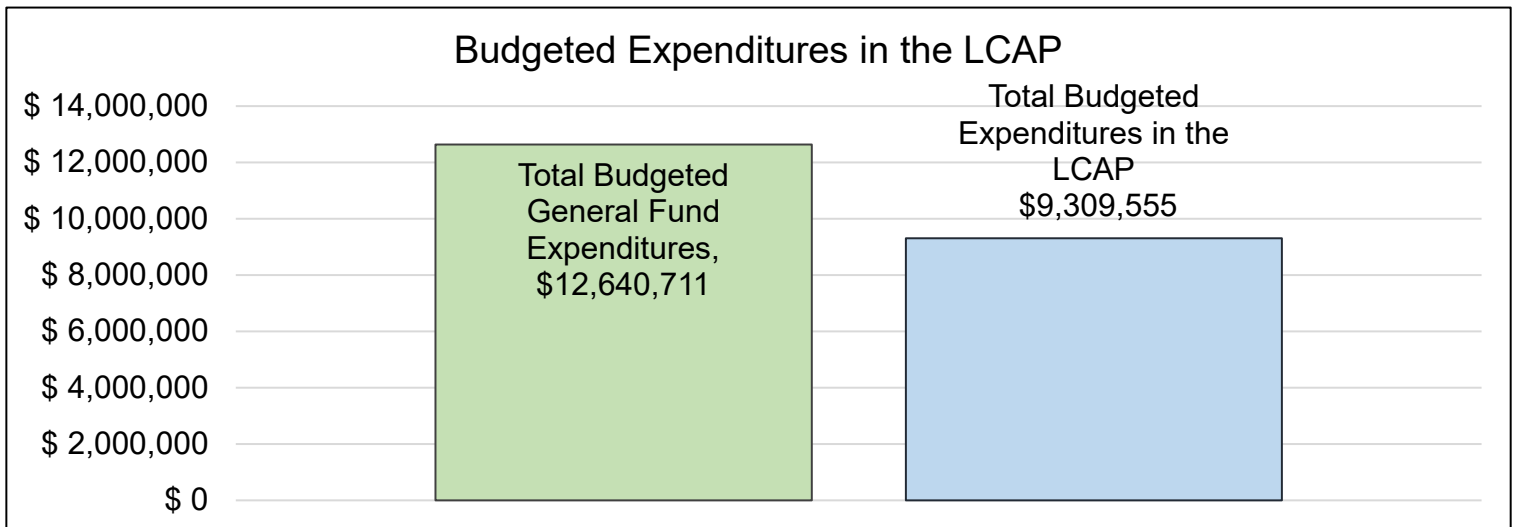LCFF supplemental & concentration grants, $2,095,691 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter Elementary School is $11,481,600.00, of which $7,473,796.00 is Local Control Funding Formula (LCFF), $2,437,312.00 is other state funds, $700,929.00 is local funds, and $869,563.00 is federal funds. Of the $7,473,796.00 in LCFF Funds, $2,095,691.00 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.

Budgeted Expenditures in the LCAP

$ 14,000,000	Total Budgeted Expenditures in the LCAP $9,309,555
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $12,640,711
$ 6,000,000	
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Accelerated Charter Elementary 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: Accelerated Charter Elementary School plans to spend $12,640,711.00 for the 2025-26 school year. Of that amount, $9,309,555.00 is tied to actions/services in the LCAP and $3,331,156.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
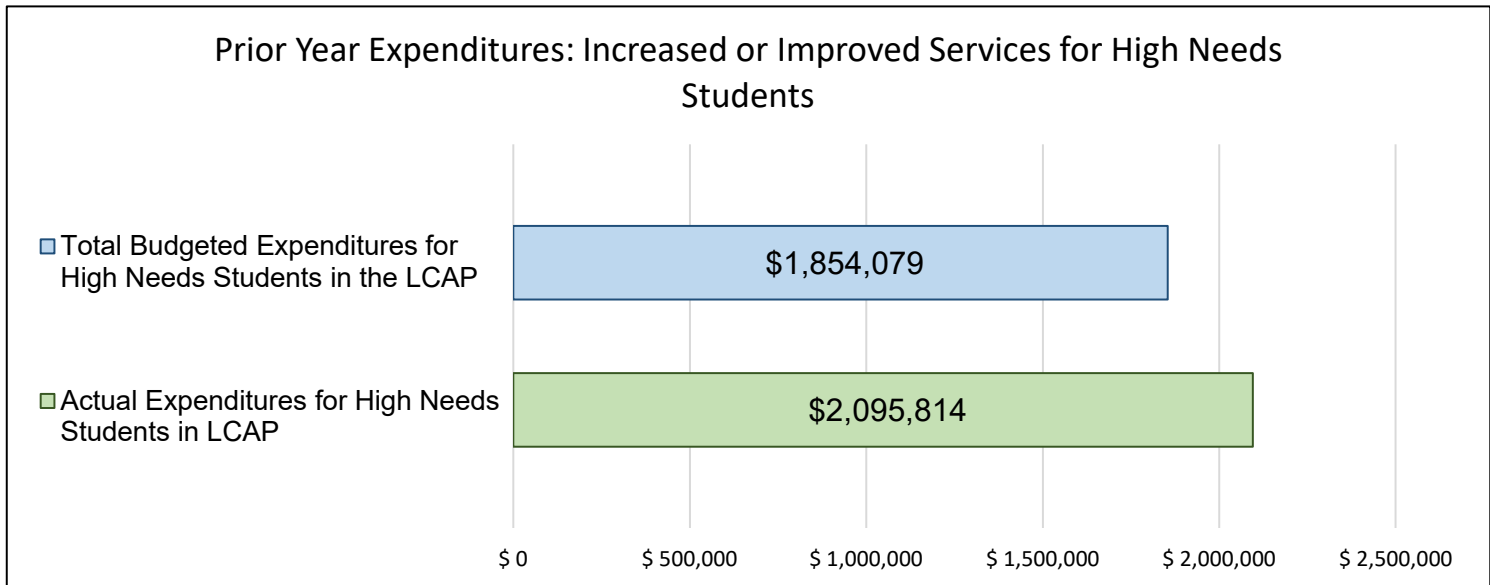
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programatic expenses.

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

In 2025-26, Accelerated Charter Elementary School is projecting it will receive $2,095,691.00 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter Elementary School plans to spend $2,095,691.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP: $1,854,079

□ Actual Expenditures for High Needs Students in LCAP: $2,095,814

$0 $500,000 $1,000,000 $1,500,000 $2,000,000 $2,500,000

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

The text description of the above chart is as follows: In 2024-25, Accelerated Charter Elementary School's LCAP budgeted $1,854,079.00 for planned actions to increase or improve services for high needs students. Accelerated Charter Elementary School actually spent $2,095,814.00 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
Accelerated Charter Elementary School	Carmen Ramos, Principal	cramos@accelerated.org 323.846.6694

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.

Accelerated Charter Elementary School (ACES) is a dual-language (Spanish/English) immersion charter school serving 526 students in grades Transitional Kindergarten through 6th grade. Our student population reflects the diversity of our community with 98% Hispanic, 1% African American, and 1% White students. Notably, 31% of our students are English Learners, 13% are Students with Disabilities, and 100% qualify as Socioeconomically Disadvantaged, demonstrating our commitment to serving students who need the most support.

Mission and Educational Program

One key feature of Accelerated Charter Elementary's educational program is our distinctive Gomez & Gomez dual language immersion program. For over ten years, ACES has been successfully implementing the Gomez & Gomez Dual Language Enrichment Program at our site. Parents from the community choose our school specifically because they want their children to benefit from our dual language program. The California Department of Education has recently stated that children who are multilingual have cognitive, economic, social-cultural, and educational benefits. At ACES we see this firsthand when our students culminate our program with a deep sense of pride in being fully biliterate in both English and Spanish.

ACES features a distinctive dual language immersion model providing 50 percent of classroom instruction in Spanish and 50 percent in English. The only one of its kind in Los Angeles, this specialized curriculum uses the Gomez & Gomez Dual Language Enrichment model, which enables students to not only develop English and Spanish language skills, but also important self-expression and multicultural skills. The Gomez & Gomez Dual Language Enrichment Model creates the conditions for educators to honor and build on a student's primary language, to develop a second language and gain access to content in literacy and mathematics.

To ensure that we maintain fidelity to the program, new teaching staff participate in a 3-day training that prepares our teachers to implement Gomez & Gomez in their classrooms. Upon enrolling, our students in Kindergarten and First grade are administered a language assessment that determines which language is dominant. In grades Kindergarten and First, students are grouped in literacy according to their L1 to gain a strong foundation. This provides a strong foundation for all our students and prepares them to transfer these skills to L2 as they begin second grade.

We closely monitor student progress in literacy in the primary grades with the Developmental Reading Assessment (DRA) for English and Evaluación del Desarrollo de Lecto-escritura (EDL) for Spanish. In grades 2-6 we utilize our curriculum Wonders & Maravillas to monitor and assess students' literacy skills. A unique feature of our program is that beginning with Transitional Kindergarten (TK) all students receive content knowledge in their L2. For example, mathematics is taught in English, and science is taught in Spanish. To support Emergent Bilinguals, our classroom teachers work to provide the necessary scaffolds such as visuals, sentence frames, and other supports. ACES continues to implement a dual language program that honors students and supports their brilliance and bilingualism.

Thanks to ongoing partnerships with The American Heart Association, Lorax Teaching gardens and the USC Viterbi School of Engineering, ACES students get unique opportunities to work on real-world problem solving and sustainability issues. In addition, ACES teachers attend specialized workshops at Inner City Arts to gain meaningful strategies for incorporating visual and performing arts into the classroom curriculum. The unique curriculum and learning opportunities all help ensure our students are prepared for greater participation in the larger Los Angeles community and for a more diverse workforce of the future.

LCAP Goals and Implementation: In the 2019-2020 school year, The Accelerated Schools launched organization-wide initiatives based on John Hattie's research in Visible Learning. Hattie focuses and identifies ten mind frames and evidenced-based strategies as having the greatest impact on student learning. Utilizing this research, ACES has identified the following priorities to guide our instructional program: High Student Expectations that are Standards Based, Assessment as Feedback to Me, and Leveraging a Collaborative Culture.

- **Goal 1: Multi-Tiered System of Supports (MTSS)**: ACES implements a comprehensive MTSS framework addressing academic, social-emotional, behavioral, and mental health needs. We provide targeted morning and after-school tutoring, ensuring students receive individualized academic support. Our strength lies in integrating students' cultural and linguistic assets through our dual language program while maintaining rigorous, standards-based instruction. The school recognizes opportunities to enhance the impact of tutoring interventions by implementing a more strategic and systematic approach within the MTSS framework, including clear goals, actionable steps, and robust progress monitoring systems.

- **Goal 2: High-Quality Teaching & Learning**: Our commitment to excellence in instruction is demonstrated through the implementation of John Hattie's Visible Learning Framework, focusing on evidence-based practices including "Assessment as Feedback to Me," "High Student Expectations that are Standards Based," and "Leveraging a Collaborative Culture." This comprehensive approach to professional development ensures all teachers receive weekly or bi-weekly coaching and participate in regular professional development sessions focused on data analysis, academic standards study, and best practice sharing with colleagues.
- The "Assessment as Feedback to Me" mind frame continues to be an ongoing priority at ACES. This is an evidenced-based practice highlighted by John Hattie as having a 1.09 impact on learning, which indicates that students are making more than one year's growth in one year's time. Teachers engage in microteaching cycles where grade-level teams collaborate to plan standards-based lessons, take turns delivering co-planned lessons to students, and provide constructive feedback based on research and evidence-based practices. This process has been transformative for instructional effectiveness and has been implemented at least five times this year. Additionally, bi-weekly instructional coaching meetings between teachers and administrators focus on student achievement and socio-emotional wellness, creating a culture of continuous improvement. Our Data Dialogues are one critical component to leveraging assessment as feedback, because these discussions drive instruction, cycles of observation and feedback, and collaborative learning school wide.

- **Goal 3: Parent & Community Engagement**: ACES fosters strong family partnerships through parent workshops, advisory committees, and accessible communication via Class Dojo, ParentSquare, and our redesigned website. We enhance student learning through field trips, extended learning opportunities, and schoolwide events such as Spirit Week, perfect attendance assemblies, and student showcases to promote engagement and positive school climate. Our celebrations are intentionally designed to align with our school goals and priorities. The school maintains a safe and welcoming environment with Campus Aides and security staff while regularly reviewing and updating the School Safety Plan. Recognizing the fear instilled in our community by the current political climate, ACES is actively working to establish partnerships with community organizations focused on immigrant rights and expanding support for immigrant families beyond traditional fliers and resources.

Key Accomplishments

High Tier Performance Recognition

Based on the school's performance on the 2024 CA School Dashboard, ACES has been categorized by the California Department of Education (CDE) as a "High Tier" (high performing) and eligible for presumptive renewal. This recognition reflects our commitment to academic excellence and the effectiveness of our dual language immersion program in serving our diverse student population. This achievement is particularly significant given that 100% of our students qualify as socioeconomically disadvantaged, demonstrating that high-quality, culturally responsive education can overcome traditional barriers to academic success.

Academic Performance

ACES has achieved significant academic growth, particularly in mathematics with a 9-point increase in scores, demonstrating the effectiveness of our focused standards-based mathematics instruction over the past five years. On the California Dashboard, our ELA Distance from Standard of -13 outperforms the state average of -13.2, while our mathematics performance shows continued strength with multiple grade levels exceeding growth expectations. While ACES experienced a slight decline of -1.4 points in ELA on the CA Dashboard, it is still categorized as 'maintained,' and we continue to outperform state performance.

The iReady assessment results reveal strong progress across grade levels, with several grades demonstrating exceptional annual growth in both reading and mathematics. In reading, Kindergarten achieved 59% of students meeting annual growth goals with 85% improving placement, while Sixth Grade demonstrated the strongest gains with 82% meeting annual growth goals and 64% improving placement. Mathematics results show similar success, with Kindergarten reaching 77% annual growth goal achievement and Sixth Grade maintaining 80% success rates.

Dual Language Program Excellence

Our Gomez & Gomez Dual Language Enrichment Program continues to be a cornerstone of our success, with students demonstrating pride in their biliteracy achievements. The program's unique approach of providing content instruction in students' second language from Transitional Kindergarten forward has proven effective in developing true academic bilingualism. English Learners demonstrated solid progress in both ELA and mathematics, with 52% meeting annual growth goals in reading and 46% in mathematics, alongside strong placement improvements of 55% and 61% respectively.

Instructional Excellence

Our strategic shift toward focusing on English Language Arts instruction has included the formation of a grades 3-6 committee that meets weekly to plan for intentional use of performance tasks in lesson planning and assessments. This addresses the gap between our Wonders curriculum assessments and CAASPP requirements, particularly regarding multi-paragraph essay writing. At the TK-2 grade levels, teachers are implementing small, differentiated reading groups with varying degrees of effectiveness, supported by professional development that exclusively targets small reading group instruction.

The school has made significant investments in collaborative practices, with teachers working together to unpack ELA standards and make connections between standards, instruction, and assessments. A critical focus area has been Main Idea and Key Details, where all teachers collaborate at weekly professional development sessions to identify best practices for supporting students' comprehension and analytical skills.

Professional Development and Collaboration

ACES leverages a collaborative culture that builds knowledge and skill among teams while reinforcing growth and collaborative improvement. According to Michael Fullan, author of Coherence, a collaborative culture at schools builds knowledge and skill amongst teams while reinforcing a culture of growth and collaborative improvement. Grade-level teams meet at least three times weekly to engage in planning and designing clear learning outcomes and success criteria for lesson plans, analyzing student work to identify next steps, and sharing best practices.

The school is in its fifth year of implementing Collaborative Learning Rounds, where school leaders, directors, and teachers visit all classrooms with specific focus areas to learn from each other and highlight best practices. Teachers use bi-weekly assessment data in ELA to drive instructional planning and re-teaching, reinforcing our instructional priority of "Assessment as Feedback." During school-wide professional development, teachers engage in deep analysis of ELA data and student work, conduct root cause analyses, and share best practices with colleagues.

Compliance and Quality Assurance

Special Education Services

The school employs comprehensive special education compliance systems with weekly meetings between the Program Specialist, Special Education Administrator, Resource Teachers, and site leadership. These meetings focus on reviewing IEP timelines, service tracking, accommodations, and modifications while using Welligent reports to maintain compliance and address any issues promptly. Student Snapshots are provided to both General Education Teachers and Resource Teachers at the beginning of the year and following each IEP meeting.

Professional development in special education includes training in areas such as RST Roles and Responsibilities, Performance Matters, Welligent, Effective Instructional Strategies, and Supporting the General Education Teacher in the Classroom. A Special Education Playbook has been developed for staff and site administrators to address special education needs, concerns, and capacity-building. Monthly RST Networking Meetings support collaboration, data analysis, and professional learning among all stakeholders.

LCAP Educational Partner Engagement

ACES has fulfilled all educational partner engagement requirements outlined in CA EC 64001(j) and CA EC 52062(a), including consultation with SELPA, Parent Advisory Committee (PAC) engagement, English Learner PAC participation (EL-PAC), and providing written responses to all committee comments. The school's one-year LCAP also serves as the School Plan for Student Achievement (SPSA), ensuring comprehensive planning and accountability.

Learning Recovery Emergency Block Grant (LREBG) Funds

ACES in collaboration with its educational partners developed a needs assessment, further described in detail, under the "Reflections: Annual Performance" section of this LCAP. Additionally, ACES is not eligible for Equity Multiplier Funds (EMF).

Areas for Continued Growth

While celebrating significant accomplishments including our High Tier designation, ACES remains committed to continuous improvement. The school recognizes the need to strengthen instruction in First Grade, where only 38% of students met annual growth goals in ELA and 33% in mathematics. Intensive coaching and ongoing data analysis will support first-grade teachers in strengthening both ELA and mathematics instruction, with particular attention to foundational skills that impact later academic success.

In Third Grade, where 40% of students met annual growth goals in ELA, the school has implemented both morning and afterschool tutoring to ensure lowest-performing students receive necessary interventions. The focus on performance task integration and small group reading instruction will continue to evolve based on data analysis and teacher feedback, ensuring all students can access the rigorous curriculum while building on their linguistic and cultural strengths.

ACES continues to demonstrate unwavering commitment to providing high-quality, culturally responsive education that prepares students for academic success while honoring their linguistic and cultural assets. Our recognition as a "High Tier" performing school on the 2024 CA School Dashboard validates the effectiveness of our comprehensive approach to education. Through comprehensive LCAP implementation, the school maintains focus on rigorous instruction, collaborative culture, and strong community partnerships that support the whole child and celebrate the brilliance of bilingualism. The integration of evidence-based practices, systematic data analysis, and continuous professional development ensures that all students receive the support they need to achieve academic excellence while maintaining their cultural identity and developing pride in their multilingual abilities. Our unique curriculum and learning opportunities, enhanced by community partnerships and specialized teacher training, help ensure our students are prepared for greater participation in the larger Los Angeles community and for a more diverse workforce of the future.

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 Accelerated Charter Elementary School's (ACES) 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	Red	Blue	N/A	Orange	Orange
English Learners	Green	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	N/A	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A

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

English Learner Progress Indicator: We attribute the GREEN Performance Level (52.7% on the ELPI to our commitment to the Gomez & Gomez Dual Language Enrichment Program that we've implemented, ensuring all students are biliterate, and effective designated ELD program. According to the 2023 Dashboard 52.7% of English Learners made progress towards English Language Proficiency, an increase of 6.3% from the prior year. See Goal 1, Action 1 for additional details on our EL program for the 2024-25 school year.

Chronic Absenteeism Rate: ACES received a RED Performance level for Chronic Absenteeism rates for all students and the following student groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. Post-pandemic improving daily student attendance has been both a priority and a challenge. We have implemented numerous schoolwide initiatives to address attendance including ensuring a safe, welcoming, and positive learning environment for our scholars. The ACES Attendance Committee has set attendance goals and systems are in place to recognize students for improved and perfect attendance including monthly perfect attendance assemblies/celebrations, addressing scholar SEL needs that impact learning. This

2022-23: Chronic Absenteeism		
Student Group	**Total**	**Rate**
All Students	96	19.0%
Hispanic	94	18.9%
EL	30	15.6%
SED	91	18.5%
SWD	16	23.2%

year, it has resulted in improved daily attendance, student-led rallies, increased student leadership, and a stronger sense of community and belonging, further evidenced from student surveys.

The ACES Attendance Committee conducted a root-cause analysis which resulted in the following findings:

- Health & Illness – from flu, hand/foot, and mouth disease, are issues that resulted in absences especially among our youngest scholars who previously had not been exposed to these illnesses.
- Need for Parent Education on the impacts of daily student attendance including its direct connection to learning. We have implemented Family Engagement opportunities to inform families of the benefits of daily attendance, provided educational resources, increased schoolwide events where staff including classroom teacher continuously discuss the importance and impact of daily student attendance. We designed videos which are distributed via Class Dojo every Monday providing families tips and strategies to improve student attendance. We utilize Class Dojo, ParentSquare, phone calls to communicate with families including one-on-one check-ins. In-Person Parent Workshops have been held focusing on iReady assessment results, literacy night, including attendance.

The Attendance Committee has also implemented a multi-tiered system of accountability and monitoring of student attendance that was formalized and implemented this year.

- Tier 1: Build positive attitude towards attendance among the students and parents by creating dynamics and engaging school wide events that promote students' participation and parent engagement. Additionally, continue celebrating and honoring students and family's attendance improvements by providing certificates, notes, and positive reinforcement such as incentives.
- Tier 2: Continue monitoring, analyzing, and utilizing data to create targeted-specific plans to support individual students or small groups of students who have demonstrated poor attendance performance in the past.
- Tier 3: Conduct home visits for families with difficulties in sending students to the school; provide support, and information regarding school attendance policies.

Other schoolwide strategies that have been and will continue to be implemented include promoting good health habits and prevent seasonal illness that impact the students' attendance.

- To prevent or reduce the abscess caused by common flu, our attendance committee has begun a proactive health campaign that includes Educating the parents regarding good health habits at home such as, washing hands properly, and eating more vegetables.

- Informing parents about the school's policies regarding health protocol and procedures, -describing specific characteristics that permits students to stay home. when they are sick.
- Practicing and maintaining proactive health routines inside the classroom. Teachers and students collaborate to create a clean and healthy environment by washing their hands and using hand sanitizer each time they enter the classroom. Additionally, to avoid spreading germs and contiguous illness, teachers and students are encouraged to wipe and deterge their working space twice a week.
- Partnering with the Los Angeles Public Health Department to provide flu vaccines to students and parents.

This is our third year of our Attendance Committee made up of administrators, Dean of Culture, and Parent Engagement Coordinator that annually set goals and implement actions to address attendance and chronic absenteeism rates. We continue to work toward improving student attendance by improving communication with families on the impact of absenteeism on student academic performance. This year communication has taken place in the following methods/venues:

- Back to school night opportunity: A targeted group of parents whose students demonstrated high levels of absenteeism participated in an educational presentation where they learned about good attendance practice and good health habits to prevent illness and other related health issues.
- Discussion through classroom presentation.
- Discussion took place during Parent Conference for at-risk students.
- Parent Celebrations, Attendance ceremonies
- Monday Videos - good attendance practices videos are sent every month day using Class Dojo to family on strategies/tips to support good attendance habits.
- Communicating with families using various digital platforms: Class Dojo, ParentSquare, letters, calls, and one-on-one check ins
- Parent Workshops: including iReady, math and literacy workshops/Nights, Dance performance.

Suspension Rate: We attribute the Blue performance level for the Suspension Rate indicator (0%) on the 2023 Dashboard to our commitment of MTSS with the implementation of Second Step SEL Curriculum which focuses on students social and emotional growth. Second Step works as building blocks to help students set goals, empathize with one another, problem-solve individually, and understand when they need to speak up and inform an adult. Second Step includes thematic units on self-esteem, anti-bullying, conflict resolution to name a few. Our students also participate in monthly mindfulness/yoga sessions, in partnership with People's Yoga. The primary focus of mindfulness/yoga is on facilitating and modeling mindfulness, breathwork, and movement with an emphasis on coping skills for anxiety, stress, and trauma

ACES also provides Tier 2 Individual & Small Group Counseling led by the Social Worker and Social Emotional Learning Specialist, to address the social-emotional and mental health needs of our students through individual and group counseling. Our team implemented an MTSS referral process, where counselors and teachers identify students for tiered SEL support. This year we've implemented a girl's empowerment group for 6th grade students, using evidenced based/informed practices to help students navigate symptoms of anxiety, depression, trauma, and other mental health symptoms that impede their ability to learn. In addition, they provide student and parent education on topics including mental health, trauma, grief, and SEL focus areas. They conduct risk-assessments, safety-planning, and crisis intervention as needed.

ELA & Math Academic Indicators:

This year, we're providing Tier 2 Small group instruction and tutoring during the instructional day; all teachers embed Tier 1 support during their lesson, in addition to tutoring as part of the ELOP programming. We identify students for academic tutoring and monitor their progress and set annual goals, using iReady assessments. This year we hired four instructional aides, contracted 6 tutors provided winter intersession (academic support during winter break), and trained our staff on Orton-Gillingham to provide targeted support in reading foundational skills.

In addition, we revised the master schedule to provide an additional learning block for grades 3-6, for reteaching of standards, administering performance tasks, and interim assessments.

Our dual language program strongly emphasizes supporting and developing students' literacy in their primary language. Research has shown that when a student's L1 has a strong foundation it is easier for students to transfer those skills to L2. ACES continues to use Wonders and Maravillas, a standards-based curriculum as our reading program. In

2022-23 ELA CAASPP		2022-23 Math CAASPP	
Student Group	**DFS**	**Student Group**	**DFS**
All Students	-11.6	All Students	-40.2
Hispanic	-12.3	Hispanic	-41.1
EL	-29.6	EL	-45.7
SED	-11.9	SED	-40.4

addition, our teachers closely monitor student literacy progress in tier 1 using early literacy assessments such as CORE Phonics, HFW and fluency. In addition, we use the Developmental Reading Assessment (DRA) to monitor student's reading comprehension in English and Evaluacion de Lecto-Escritura (EDL) for Spanish. Another school-wide assessment is the iReady Diagnostic that is administered twice a year, at the beginning and middle of the school year. Grade level teams get an opportunity to engage in planning through dedicated common planning time at least twice a week. This ensures that all reading units have clear learning outcomes and success criteria in the daily lessons implemented.

When reviewing our school data in English Language Arts, we spent a significant amount of time teaching the foundational skills that our students were demonstrating a need for. In reflection, we spent a significant amount of our time attempting to remediate instruction for our students versus monitoring their progress towards mastery of grade level standards. This year, leaders and teachers are collaborating to address both needs–grade level standards mastery as well as remedial needs that might have resulted from the pandemic. ACES has done this by leveraging both tier I and tier II systems, where classroom teachers are teaching and reteaching based on students' priority standards needs and a team of tutors is providing targeted instruction to students who might be more than one grade level behind, respectively.

Teaching & re-teaching towards mastery - One of the shifts for this year is to continuously respond to the student data that we are gathering from our tier 1 standards-based assessments and to closely monitor student progress towards mastery continually. In these efforts we are working on creating a standards-based tracker that will allow us to monitor how each student is doing on each of the standards that have been taught. In addition, this school year we are optimizing other times of the school day to re-teach standards taught in small groups. Our teachers in grades 3-6 have intentionally planned for a block in their day to re-teach standards. Our upper grade has also been strategic about including opportunities for students to work on their individualized learning pathway set forth by iReady and use this time to be able to work with small groups of students and address misconceptions that students may have around concepts previously taught. Our team is also being intentional about spiraling content within lessons.

Small Group Instruction-

- ELA: Our students who are reading 2-3 levels below grade level are receiving small group instruction in reading with our instructional aides. With the support of the principal, the instructional aide team meets bi-weekly to identify students who are struggling in reading, analyze data and plan instruction to support students. The principal with the instructional aide lead, supports in building their capacity around the teaching of reading. In addition, our teachers have been intentional about providing small group instruction in the classroom to support students with reading foundational skills.

- Math: Our team is leveraging small group instruction in math to support students with foundational skills in math such as developing a strong foundation in number sense and targeting priority standards. ACES continues to use small group instruction as a space to utilize performance tasks. This continues to support students in engaging in dialogue with one another and engaging in critical thinking when problem solving. This year, our team has also been intentional about utilizing small group instruction to re-teach standards and monitor student progress towards mastery.

Orton-Gillingham Reading Training- The aftermath of the pandemic has impacted students that are currently in grades three and four, specifically with foundational reading skills such as phonemic awareness, phonics, and high frequency words. The ACES instructional aide team continues to support our students that are struggling in reading in these areas through small group instruction. This year our instructional aide team attended a reading training that focused on a structure in teaching reading phonics as well as new research surrounding the Science of Reading. As such our instructional aide team with the support of the principal and teachers has identified students with this need as is currently offering targeted small group instruction before and during the school day. In addition, progress monitoring is done using early literacy assessments such as the CORE Phonics and fluency.

Mathematics: 21st Century learning is at the core of all instruction at ACES, and we are fully committed to preparing our students for success. Through our dual language program our students are acquiring the 21st century skills they will need to be successful. A key feature of our program is teaching language through content, which is why mathematics is taught in English and science in Spanish. These two content areas are of utmost importance for our school community because according to a new Pew Research Center report, *"Latino workers remain underrepresented in science, technology, engineering and math (STEM) workforces, and found that more visible representation of successful Latinos in STEM would make those workforces more attractive to other Latinos."* At ACES we want to be able to prepare our students for success in these fields. That is why over the last few years, ACES teachers have been thinking critically around the Standards for Mathematical Practices and ensure that our daily math lessons have a strong real-world connection. As the California Math Framework states, "Creating, supporting, and sustaining a culture of access and equity requires being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness.

2024 CA School Dashboard

The following table reflects Accelerated Charter Elementary School's 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	Yellow	Blue	N/A	Orange	Yellow
English Learners	Orange	Yellow	Blue	N/A	Orange	Orange
Long-Term English Learners	--	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Blue	N/A	Yellow	Orange
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Orange	Yellow
White	N/A	--	--	N/A	N/A	N/A

English Language Arts (ELA) Academic Indicator - Needs Assessment

According to the 2023 Dashboard, ACES received an Orange performance levels across student groups in ELA: All Students (-11.6 points DFS), English Learners (-29.6 DFS), Socioeconomically Disadvantaged students (-11.9 DFS), and Hispanic students (-12.3 DFS). The 2024 Dashboard shows a slight decline with All Students at -13 DFS, English Learners at -33.8 DFS, SED students at -13.5 DFS, and Hispanic students at -13.3 DFS.

Data Analyzed: The analysis included 2023 and 2024 CAASPP/SBAC results, 2024 end-of-year iReady data, 2025 beginning and middle-of-year iReady assessments, student work samples, classroom observations, and Wonders ELA bi-weekly assessment data. This comprehensive approach provided both quantitative measures and qualitative insights into student performance patterns.

Educational Partners Engaged: Engagement involved the Leadership Team, teachers through professional development, grade level meetings and coaching sessions, parents via PAC, EL-PAC and Coffee with Principal events, students through annual goal setting, and the Academic Achievement Team consisting of tutors, leaders and 4th grade teachers.

Identified Strengths: The 2024 CAASPP data shows that in grades 4-6, more than 50% of students met or exceeded ELA standards. From beginning to middle of year 2024-25 iReady assessments, there was an 11% increase in students performing at grade-level in reading and an 11% decrease in at-risk students. Recently reclassified English Proficient students performed exceptionally well at 24.4 points above standard in ELA. The implementation of microteaching has strengthened teacher practice, with at least five cycles completed this year. Teachers effectively use bi-weekly assessment data to drive instructional planning and reteaching, and professional development has focused on evidence-based practices including student dialogue, learning outcomes, and open-ended questioning.

Greatest Needs: The current fourth grade cohort performed at only 32% proficiency in ELA as third graders, with 46% scoring at level 1 (standard not met). There is inconsistent performance across grade levels, with grade 3 experiencing a 6% drop in ELA performance. A significant gap exists between curriculum assessments (multiple-choice and short response) and CAASPP requirements (multi-paragraph essays). Additionally, African American students, though not a numerically significant subgroup, generally perform below grade level.

Issues Identified This Year: ACES currently uses the 2017 Wonders curriculum, which doesn't fully align with current CAASPP performance expectations. There are varying levels of implementation quality between veteran ACES teachers and those new to the school. A strategic intervention program for at-risk readers in fourth grade was only launched in February 2025. While pockets of high achievement exist in certain grade levels (K, 2, 4, 5, 6), consistency across all classrooms is lacking.

Identified Resource Inequities: In one classroom, students received only three units of instruction in mathematics, indicating inconsistent curriculum implementation. The rising fifth grade students need intensive reading support for decoding and comprehension. The loss of three teachers in upper grades (6th, 5th, and RST) has impacted the continuity of effective standards-based instruction across the school.

Root Cause Analysis: There is a critical need for systematic, intensive support for one cohort of students in ELA, where about 46% scored 'at-risk' in reading on the CAASPP assessment as third graders. The current ELA curriculum (Wonders 2017) doesn't adequately prepare students for performance tasks on CAASPP that require multi-paragraph responses. There is inconsistent implementation of small group reading instruction and differentiated approaches across classrooms. Teacher turnover has created instructional gaps and lack of coherence in standards implementation.

<u>Plan of Action for 2025-26:</u>

- **Instructional Coherence in ELA:** All ELA teachers will identify two lessons quarterly for micro-teaching cycles to create coherence among grade teams. Teachers will receive content learning focused on academic vocabulary and discussion strategies to support ELs and build on

prior learning. The school will adopt and implement Wonders 2023 curriculum schoolwide to strengthen alignment with current standards and assessment expectations.

- **Targeted Interventions:** ACES will implement an Academic Achievement Team to address intensive reading needs of rising fifth graders. The team will review cohort data monthly, plan close reading and comprehension lessons, and assign personalized iReady reading lessons based on diagnostic data. A systematic intervention plan with clear entry/exit criteria and progress monitoring tools will be created and implemented.
- **Professional Development:** ACES will provide training on the new Wonders 2023 curriculum with emphasis on performance tasks and writing, develop consistent protocols for small group reading instruction across all grade levels, and establish grade level collaboration focused on analyzing student writing and developing grade-appropriate writing strategies.
- **Metrics to Measure Progress:** Progress will be measured through CAASPP ELA results, iReady ELA assessments administered three times per year, Wonders 2023 assessment data, student work analysis, and classroom observation data.
- **Projected Outcomes:** ACES aims to increase the percentage of students meeting or exceeding standards on CAASPP ELA from 47% to 52%, achieve 55% proficiency in reading on iReady K-6 by the end of 2025-26 school year, reduce the performance gap for the targeted fourth grade cohort (rising fifth graders), and increase consistency of high-quality ELA instruction across all classrooms.

Math Academic Indicator Needs Assessment

While ACES overall math performance improved to Yellow status (31 points below standard, with 9.2 points growth), English Learners and Students with Disabilities continue to perform at Orange level. The iReady diagnostic data shows that while 46% of English Learners met annual growth goals and 19% reached stretch growth, there remains a significant gap between EL performance and non-EL students in mathematics. Similarly, 48% of Students with Disabilities met annual growth goals with 23% reaching stretch growth, but this subgroup continues to perform below their non-disabled peers.

Data Analyzed: Analysis included 2023 and 2024 CAASPP/SBAC mathematics results, 2024 end-of-year iReady data, 2025 beginning and middle-of-year iReady assessments, student work samples from math classes, classroom observations, and Engage NY mid-module and end-of-module assessments. Data was disaggregated by subgroup with particular focus on English Learners and Students with Disabilities.

Educational Partners Engaged: The analysis involved the Leadership Team, teachers through professional development and grade level meetings, special education staff including the Resource Specialist Teacher, parents through PAC and EL-PAC meetings, and students via goal-setting conversations. Math data was regularly reviewed during leadership team meetings and shared during parent advisory committee sessions.

Identified Strengths: ACES has demonstrated improvement in overall math performance, gaining 9.2 points on the Dashboard. The 2024 iReady Results show that at least 3 grade levels (Kindergarten, Fifth Grade and Sixth Grade) have 50% of students at grade level in mathematics, with 4th grade at 46% and 2nd grade at 48%. From BOY to MOY in 2024-25, there was an 11% increase in students on grade-level and a 16%

decrease in at-risk students in mathematics. The school's data shows that Number and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA) standards are areas of strength, reflecting the school's priority standards pacing plans. Recently Reclassified English Learners performed at -17.1 DFS in math, significantly better than current English Learners.

Greatest Needs: English Learners and Students with Disabilities require additional support to access grade-level mathematics content. These groups need more consistent implementation of scaffolded instruction, vocabulary development, and visual models to support mathematical understanding. First Grade showed challenges, with only 33% of students meeting annual growth goals in mathematics. Fourth Grade also demonstrated need for targeted support with only 37% meeting annual growth goals. The transition from concrete to more abstract mathematical concepts in these grade bands presents challenges for ELs and SWDs.

Issues Identified This Year: There is inconsistent implementation of mathematics units across classrooms, with one classroom completing only three units of mathematics instruction, significantly below expectations. The loss of three teachers in upper grades has impacted the continuity of effective standards-based mathematics instruction. There are variable levels of implementation of language supports during mathematics instruction, which particularly impacts English Learners' ability to access content.

Identified Resource Inequities:

- Teacher Support: Some classrooms received insufficient support to ensure implementation of at least 6 units in mathematics. This creates inequity in access to grade-level content.
- Professional Development: While general math instruction has been a focus, there has been limited professional development specific to supporting English Learners and Students with Disabilities in mathematics.
- Instructional Time: The allocation of intervention time has not consistently prioritized mathematics support for ELs and SWDs, with more emphasis placed on ELA interventions.

Root Cause Analysis: The primary root cause of lower performance for English Learners in mathematics is insufficient integration of language development strategies within mathematics instruction. For Students with Disabilities, there is inadequate scaffolding and modification of core instruction to provide access while maintaining rigor. The absence of a coherent, school-wide approach to supporting these subgroups in mathematics has led to inconsistent implementation of effective strategies. Additionally, teacher turnover has disrupted instructional continuity, especially affecting vulnerable student groups who benefit most from consistent instructional approaches.

Plan of Action for 2025-26:

- **Mathematics Instruction for English Learners:** All math teachers will receive professional development on integrating language objectives with mathematics content, focusing on academic vocabulary development, structured math discourse, and visual representations. Teachers

will identify key vocabulary terms for each unit and implement sentence frames to support mathematical discussions. ELD teachers and math teachers will collaborate to align language development across content areas.

- **Mathematics Support for Students with Disabilities**: The RST will collaborate with general education teachers to develop appropriate accommodations and modifications for mathematics instruction while maintaining high expectations. Professional development will focus on Universal Design for Learning principles and concrete-representational-abstract instructional sequences in mathematics. Instructional aides will receive training on supporting students with disabilities during math instruction.
- **Instructional Coherence:** Every math teacher will participate in quarterly micro-teaching cycles focused on mathematics, following the plan-teach-debrief model. Teachers will identify at least two lessons per quarter for this process, with feedback centered on student engagement, scaffolding for diverse learners, and mathematical discourse. Coaching will emphasize consistent implementation of the Engage NY curriculum across all classrooms, with particular attention to meeting the needs of ELs and SWDs.
- **Targeted Interventions**: The school will implement a systematic mathematics intervention program for struggling students, with priority given to English Learners and Students with Disabilities performing significantly below grade level. These interventions will focus on foundational skills gaps while maintaining connection to grade-level content. Progress monitoring will occur biweekly to ensure interventions are effective and adjusted as needed.

Metrics to Measure Progress:

Progress will be measured through CAASPP mathematics results, iReady mathematics assessments administered three times per year, Engage NY mid-module and end-of-module assessments, student work analysis, and classroom observation data with specific focus on EL and SWD performance.

Projected Outcomes:

ACES aims to increase the percentage of English Learners demonstrating growth in mathematics from 46% to 55% by the end of the 2025-26 school year. For Students with Disabilities, the goal is to increase from 48% to 58% meeting annual growth targets. The distance from standard (DFS) for both subgroups is projected to improve by at least 10 points, which would move both groups from Orange to Yellow performance level on the Dashboard.

English Learner Progress Indicator (ELPI) – Needs Assessment

The 2023 Dashboard showed ACES at Green performance level with 52.7% of English Learners making progress towards English language proficiency. However, the 2024 Dashboard reflects a decline to Orange performance level with only 47.8% of English Learners making progress, representing a 4.9 percentage point decrease.

Data Analyzed: Assessment data included 2023 and 2024 Summative ELPAC results, EL Achieve curriculum assessment data, student work samples from ELA and ELD classes, and iReady ELA assessment results disaggregated by subgroup. This multi-measure approach provided insights into both overall language acquisition and specific domain progress for English Learners.

Educational Partners Engaged: The analysis engaged multiple stakeholders including the Leadership Team, teachers through professional development and grade level meetings, parents via PAC, EL-PAC and Coffee with Principal events, ELD Teachers with specialized knowledge of language acquisition, and students through recognition at celebration events.

Identified Strengths: ACES implements instructional units and materials across grade levels (K-6) to ensure vertical alignment of ELD instruction. Teachers effectively utilize Total Physical Response (TPR) strategies during designated ELD instruction to support kinesthetic learning. The school offers tiered interventions after school in ELD and literacy through small groups and Rosetta Stone. Based on the 2024 Summative ELPAC, 29 students met reclassification criteria (31 when including students with disabilities). English Learners demonstrated notable gains on SBAC in grades 4-6, with grade 3 ELs maintaining consistent performance.

Greatest Needs: The primary need is addressing the decline in ELPI performance from 52.7% to 47.8%. English Learners require more effective use of language acquisition tools and strategies during Tier 1 instruction, including partnership talk, sentence stems, open-ended questions, and visual supports. There is a need to increase students' engagement with Tier 2 and Tier 3 vocabulary words through continued focus on 4-5 instructional units in the EL Achieve curriculum.

Issues Identified This Year: The Assistant Principal position is currently vacant, which has created a leadership gap as this role typically oversees the EL program and drives ELD coaching with ELD teachers. This vacancy has affected the implementation of regular EL Achieve data analysis during coaching sessions and the scheduling of observations and feedback specific to ELD curriculum implementation.

Identified Resource Inequities:

- Instructional Coherence and Support: Currently, ELD teachers receive at least two ELD trainings per year, but instructional coaching for ELD is inconsistent. This creates inequitable implementation of effective language acquisition strategies across classrooms.
- The absence of the Assistant Principal, who would typically provide this coaching, has created a resource gap in ELD leadership and instructional support.

Root Cause Analysis: Systematic data analysis and planning is a current area of need. Specifically, there is insufficient leveraging of instructional coaching, EL Achieve curriculum, and unit assessment data to create a systematized approach to monitoring student performance and progress. This makes it difficult to make timely instructional shifts based on ELD standards for each ELD teacher. Without consistent leadership oversight of the EL program, implementation varies across classrooms.

Plan of Action for 2025-26:

- **Leadership Support:** Based on the identified need for consistent leadership of the EL program, one administrator will be assigned to supporting instruction during English Language Development. Teachers will meet at least twice per semester for ELD coaching and set goals for EL students who have not demonstrated progress on the Summative ELPAC. Additionally, student work from unit assessments will drive instructional conversations and guide next steps during ELD coaching meetings.
- **Professional Development:** All teachers will receive professional development focused on effective Tier 1 language acquisition strategies including partnership talk, SIOP strategies, visuals and sentence stems, and open-ended questioning. This will create more consistent implementation of language supports across all classrooms, not just during designated ELD time.
- **Curriculum Implementation:** ACES will continue to hold teachers to high expectations through the implementation of at least four ELD instructional units. The focus will be on quality implementation rather than quantity, ensuring students master key language structures and vocabulary before moving on.
- **Extended Learning Opportunities:** ACES will leverage its relationship with ELOP (Expanded Learning Opportunities Program) to provide targeted supports to English Learners during spring Academia and summer school. This will extend learning time for ELs who need additional language development support.
- **Metrics to Measure Progress:** Progress will be measured through EL Achieve curricular assessment data, ELPAC Summative results, student work in ELA and ELD classes, and iReady ELA assessment data. Assessments will be analyzed regularly to identify trends and make instructional adjustments.
- **Projected Outcome:** By implementing these focused strategies, ACES aims to increase the percentage of English Learners demonstrating growth on ELPAC from the current 47.8% to at least 50% by the end of the 2025-26 school year. This will move the school from Orange back to Green performance level on the ELPI indicator.

LREBG Fund Expenditure Plan

Aligned with EC Section 52064.4 Requirements

Accelerated Charter Elementary School will expend Learning Recovery and Emergency Block Grant funds on the 2025-26 school year on the following positions, programs and services, based on comprehensive needs assessment findings, educational partner feedback, and analysis of the 2024 CA School Dashboard indicating areas of need in academic achievement, chronic absenteeism, and social-emotional support. ACES will expend Learning Recovery Emergency Block Grant funds on evidence-based interventions that address identified student and school needs.

1. **SPED Instructional Assistants (LCAP Goal 1, Action 6)**
- **LREBG Funds:** $89,008.02

- **Needs Assessment Rationale:** Data analysis reveals that students with disabilities require intensive, individualized academic support to address learning loss and access grade-level curriculum. The needs assessment identified gaps in providing sufficient high-dosage tutoring during the instructional day for special education students.
- **Evidence-Based Support (Tier 2 - Moderate Evidence):** High-dosage tutoring delivered by trained instructional assistants is supported by quasi-experimental studies demonstrating significant academic gains when provided consistently during the school day. Research indicates that instructional assistants trained in specific intervention strategies can effectively support students with disabilities in accessing general education curriculum while receiving specialized instruction.
- **Metric for Monitoring Impact:** Percentage of students with disabilities demonstrating academic growth on ELA & Math CAASPP assessments. (Metrics #1 & #2)

2. **Behavior Interventionist (LCAP Goal 1, Action 6)**
- **LREBG Funds:** $65,052.98
- **Needs Assessment Rationale:** The needs assessment identified increased behavioral and emotional challenges among students with disabilities, with higher rates of classroom disruptions and reduced instructional time. Post-pandemic data shows elevated need for specialized behavioral support to maintain students in least restrictive environments.
- **Evidence-Based Support (Tier 1 - Strong Evidence):** Behavioral interventionists implementing evidence-based practices such as Applied Behavior Analysis (ABA) and Positive Behavioral Interventions and Supports (PBIS) are supported by randomized controlled trials showing reduced behavioral incidents and improved academic engagement. Research demonstrates that trained behavior specialists can effectively reduce adult-to-student ratios while providing targeted interventions that maintain students in inclusive settings.
- **Metric for Monitoring Impact:** Reduction in behavioral incident reports and increase in instructional time for students with disabilities, measured through behavior tracking data and classroom observation reports. (Metric #8)

3. **Bridges Math Support Program (LCAP Goal 1, Action 6)**
- **LREBG Funds:** $5,000
- **Needs Assessment Rationale:** Assessment data indicates significant mathematics learning loss among students requiring Tier 2 and Tier 3 interventions, particularly students with learning disabilities who struggle with traditional procedural mathematics instruction.
- **Evidence-Based Support (Tier 2 - Moderate Evidence):** The Bridges Mathematics program is supported by quasi-experimental studies demonstrating effectiveness in developing number sense and mathematical reasoning skills. Research shows that hands-on, visual mathematics instruction using manipulatives and mental math strategies significantly improves outcomes for students with learning disabilities compared to rote memorization approaches.
- **Metric for Monitoring Impact:** Percentage of students participating in Bridges Math Support demonstrating growth on mathematics assessments and progress toward grade-level standards as measured Math CAASPP assessment. (Metric #2)

4. **SEL Specialist (LCAP Goal 1, Action 6)**
- **LREBG Funds:** $67,016.78

- **Needs Assessment Rationale:** Panorama SEL survey data and behavioral referral patterns indicate heightened social-emotional needs among students with disabilities, with decreased sense of safety and school connectedness compared to pre-pandemic levels. The needs assessment identified gaps in specialized SEL programming for students with disabilities.
- **Evidence-Based Support (Tier 1 - Strong Evidence):** SEL programming delivered by trained specialists is supported by randomized controlled trials demonstrating improved social-emotional competencies, reduced behavioral problems, and increased academic achievement. Research specifically supports CASEL-aligned SEL interventions for students with disabilities when delivered by specialists trained in trauma-informed care and culturally responsive practices.
- **Metric for Monitoring Impact:** Improvement in student social-emotional competencies as measured by Panorama SEL surveys, reduction in chronic absenteeism rates. (Metrics #8 & #19).

5. **Campus Aides (LCAP Goal 3, Action 1)**
- **LREBG Funds:** $16,317.38
- **Needs Assessment Rationale:** Safety and supervision needs assessment indicates requirement for enhanced campus supervision to address post-pandemic behavioral challenges and ensure safe learning environments that support academic recovery.
- **Evidence-Based Support (Tier 3 - Promising Evidence):** Campus supervision programs utilizing PBIS and restorative practices are supported by correlational studies showing improved school climate and reduced behavioral incidents. Research indicates that trained campus aides implementing consistent behavioral expectations contribute to positive school culture and student engagement.
- **Metric for Monitoring Impact:** Improvement in school safety climate as measured by Panorama survey. (Metric #19)

6. **School Nurse (LCAP Goal 1, Action 4)**
- **LREBG Funds:** $44,378.34
- **Needs Assessment Rationale:** Health services needs assessment reveals increased mental health crises, chronic absenteeism due to health-related barriers, and need for comprehensive health support for vulnerable student populations, particularly students with disabilities and chronic health conditions.
- **Evidence-Based Support (Tier 2 - Moderate Evidence):** School nursing services are supported by quasi-experimental studies demonstrating reduced absenteeism, improved academic outcomes, and enhanced social-emotional well-being. Research specifically shows that elementary school nurses effectively address health-related barriers to learning and provide critical early intervention for mental health needs.
- **Metric for Monitoring Impact:** Reduction in health-related absences, decrease in early dismissals due to health issues, and improvement in attendance rates for students with chronic health conditions, measured through attendance and chronic absenteeism data. (Metrics #7 & #8)

Comprehensive Monitoring and Evaluation

All LREBG-funded actions will be monitored through quarterly data collection and analysis, with results reported in annual LCAP updates. Progress monitoring will include both quantitative metrics and qualitative feedback from educational partners to ensure evidence-based interventions are effectively addressing identified areas of need for student academic recovery and social-emotional well-being.

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.

Accelerated Charter Elementary 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.

	Process for Engagement
Educational Partner(s)	**Dates: February - May 2025** **ACES Leadership Team Meetings (Weekly)** *Focus Areas: LCAP Midyear Update and iReady Assessment Analysis* **Key Administrator Feedback and Recommendations:** **Social-Emotional Learning Integration** Continue implementation of Goal 1, Action 5: SEL vs Academic Achievement initiative, specifically the "Everybody Dance" program, which has shown positive impact on student engagement and academic performance integration. **Staffing Reallocations for Instructional Support** Reduce Campus Aide positions to reallocate resources toward increased instructional support, reflecting a strategic shift to prioritize direct academic intervention and support services. **English Language Development Enhancement** Increase coaching support specifically for ELD (English Language Development) teachers to strengthen instructional practices and improve outcomes for English Learners, aligning with the school's dual language mission. **Language Arts Coaching Position** Consider the creation of a dedicated Language Arts Coach position to support teacher curricular learning and address the school's identified need for improvement in ELA/SLA (English Language Arts/Spanish Language Arts). This recommendation directly responds to data showing areas for growth in literacy instruction and aligns with the school's focus on strengthening ELA performance following the 2024 CA Dashboard results. **Implementation Timeline:** February through May 2025 (ongoing weekly review and adjustment through Leadership Team meetings)

	Process for Engagement
Teachers	**Dates: February - April 2025** **LCAP Survey: Strengths and Needs Assessment** *Teacher Input on Program Effectiveness and Improvement Areas* **Key Teacher Feedback and Identified Needs:** **Behavior and Social-Emotional Learning Support** Teachers identified the need for enhanced SEL (Social-Emotional Learning) support and behavior interventions, indicating that students require additional scaffolding in social-emotional development to support academic success. **Curriculum Training Enhancement** Teachers requested increased curriculum training support specifically in ELA (English Language Arts) and SLA (Spanish Language Arts), aligning with the school's focus on improving literacy instruction within the dual language program framework. **Tiered Behavior Support Professional Development** Teachers expressed need for ongoing professional development training focused on tiered behavior supports and clear expectations for students both inside and outside of classrooms, indicating a desire for more comprehensive behavior management strategies. **Collaborative Professional Development Opportunities** Teachers requested more varied opportunities to collaborate with colleagues during professional development sessions, specifically seeking cross-curricular and cross-grade level collaboration beyond their current content area and grade level teams. **Implementation Considerations:** February through April 2025 survey findings to inform LCAP adjustments and professional development planning for the remainder of the school year and future planning cycles.
Other School Personnel	**Dates: Bi-weekly May 2025** Classified team members convened on a bi-weekly basis throughout the school year to discuss student safety protocols and instructional support needs. These structured meetings provided a consistent forum for frontline staff to share observations and recommendations based on their direct interactions with students. **Key Classified Staff Feedback and Identified Needs:** **Instructional Support Needs** During the May 2025 bi-weekly team meeting, instructional aide team members identified a critical gap in reading support services. The team provided specific input regarding the need for one additional Instructional Aide (IA) position to address the growing number of upper grade students performing below grade level in reading.

	Process for Engagement
	Professional Development Requests The instructional aide team formally requested phonics training opportunities, particularly for newer team members who would benefit from enhanced foundational reading instruction strategies. **Operational Staffing Recommendations** The Operations Manager provided strategic input on staffing allocation, specifically recommending the closure of one campus aide position to support the creation of an additional instructional aide position. This recommendation was based on operational analysis and student need assessments. **Recommendations and Planned Actions** **Staffing Realignment** • **Approved Change**: Transition one campus aide position to an instructional aide position to better serve students with reading intervention needs • **Supervision Assurance**: The Operations Manager confirmed that student supervision during recess and lunch periods will remain effective with five remaining campus aides plus administrative oversight **Professional Development Implementation** • **Summer Training**: Phonics training sessions will be provided to newer instructional aide team members during the summer break to enhance their instructional capabilities **Ongoing Support Structure** • **Continued Monitoring**: Bi-weekly meetings will continue to ensure adequate support for both student safety and academic intervention needs
Students	**Dates: February - April 2025** **Student Survey: School Experience and Needs Assessment** *Student Voice in LCAP Development and Program Evaluation* **Key Student Feedback and Identified Needs:** **Enhanced Social-Emotional Learning Engagement** Students requested greater opportunities to engage in SEL (Social-Emotional Learning) activities with both their classroom teachers and the school's SEL support team, indicating a desire for more structured social-emotional skill development and support.

	Process for Engagement
	Stronger Teacher-Student Connections Students expressed the need for greater opportunities to feel connected to their classroom teachers, highlighting the importance of relationship-building and emotional safety in the learning environment for academic and personal success. **Implementation Considerations:** February through April 2025 student survey findings demonstrate alignment with teacher and administrator feedback regarding SEL support needs, providing valuable student perspective to inform LCAP adjustments and strengthen the school's focus on relationship-centered education within the dual language immersion program.
Parent Advisory Committee (PAC)	**Date: September 24, 2024** ● The Accelerated Schools organizational goals were shared with families (LCAP Goal #2)–*Students will read at grade level by 2nd grade; Students will demonstrate score increases in English & Math; Students will graduate in 4 years College & Career Ready (HS).* ● Parents were informed that, based on their suggestions to the school, at least two laptop workshops would be held from September through October. The laptops would be to promote completion of iReady lessons as well as for independent reading. **Date: October 28, 2024** ● Leadership Team Members provided updates about student laptop workshops that had been held. 100+ laptops had been distributed to ACES families. ESL 2 parent workshop information was provided. Parents received updates regarding the parent parking spots that had been a concern for ACES families. ● LCAP Goal 1 - Student Culture - was shared with families. Parents learned about the four components of a supportive ACES culture–be respectful, be responsible, be safe, and be kind. Parents learned about the ACES debit card and ACES Scholar store–two tools used for promoting a positive school culture. Specifically, students obtain stamps on their debit card each time the students complete their work, complete their homework and following the classroom expectations. Students use the stamps to purchase toys in the ACES scholar store. Parents learned about the ACES Attendance Policy and the Principal requested input from parents about how the school might work with families to improve ACES attendance. **Date: November 18, 2025**

	Process for Engagement
	● LCAP Goal 3 - Parents provided input about the best times for parent workshops. Parents were able to share what was a barrier to joining parent workshops. Survey data was shared with parents, based on these questions. Parents were informed about the Extraordinary Eagle challenge, where students are recognized and rewarded for completion of iReady lessons. This aligns with the laptop resources provided to parents in September. Parents had provided input that a barrier to completing lessons at home was laptop access. The school was responsive to these needs through laptop distributions for families as well as through the roll-out of the Extraordinary Eagles challenge. Leadership Team Members shared with families the date, purpose, and history of the ACES Talent Show. Parents were able to ask questions and share experiences regarding the ACES Talent Show. The ACES Leadership Team Members donated food items–turkeys, food baskets, and gift cards–and held a raffle to distribute them to ACES families. **Date: January 1, 2025** ● LCAP Goal 1 - Middle of year math and reading iReady data was shared with families. The principal communicated the importance of us working together to address our needs in literacy. Parents shared ideas around improving literacy strategies–using iReady, visiting the library, and communicating with the child's teacher for support. Survey was provided to families about the best time for families to meet for PAC for the remainder of the semester. Families were informed that this survey would be collected at the end of January and then shared at the February meeting. **Date: February 3, 2025** ● LCAP Goal 1 - During this meeting, the survey results were shared with families, and it was shared that families had chosen morning in-person meetings for PAC. Families obtained information about ACES attendance initiatives as well as the school's accomplishment of having 189 students with extraordinary attendance. Extraordinary attendance is met when a student has 5 tardies or absences combined. LCAP Goal 1 - Student Performance iReady reading and math data was shared with families, and attendees zoomed-in to the different domains of each content. Parents were informed about approaching state assessments, namely the ELPAC & CAASPP. ACES shared the following measures put in place to support student achievement in math and reading: ○ iReady lessons at home and school, through school laptops ○ AM & PM tutoring ○ Data Dialogue meetings with teachers

	Process for Engagement
	○ Standards study at weekly professional development ○ Practice standards-based assessments - ICA and ELPAC **Date: March 17, 2025** ● During this meeting, committee members learned about the ACES MTSS, specifically the interventions in place to target students who have the highest needs academically. The data-based student groups were created based on iReady data. It was shared with parents that 2 Tutors provide direct instruction through small groups. Specifically, 1 Tutor provides direct standards-based instruction, 1 Tutor oversees small-group centers instruction using Tools for Instruction 　• Independent Reading Center 　• iReady lessons (laptop) ● MOY school-wide student data in mathematics and reading was shared with families in order to align tutor supports to students' academic needs. ● In addition, the cycles of celebration for academic were shared with families. Specifically, ACES staff and tutors sought to incentivize the program through: 　• Stamps and a treasure box 　• Attendance tracker, new this year. Students track their own attendance. 　• Student-selected incentives 　• Honoring student participants at ACES Assembly in January **Date: June 9, 2025** The 2025-26 LCAP was presented to the Parent Advisory Committee (PAC), and discussion took place on the use of Title Funds, LREBG, and LCFF Funds, for approval.
English Learner Parent Advisory Committee (EL-PAC)	**Dates: February 25, 2025 - May 12, 2025** **February 25, 2025, Meeting** *LCAP Goals Overview and Committee Organization* **LCAP Goals Review:** The EL-PAC committee reviewed all three ACES LCAP goals: ● **Goal 1:** Continue to strengthen Multi-tiered System of Supports (MTSS) utilizing multiple types of data (local and state) to address the academic, social-emotional, behavioral, and/or mental health

	Process for Engagement
	needs of students to improve student mastery of ELA, SLA, and Mathematics, and measure program effectiveness, schoolwide and among all student groups • **Goal 2:** Provide all educators and support staff with robust professional learning opportunities and coaching in alignment with dual language immersion educational program, CA academic content standards, and differentiation, to address diverse learning needs of all students, build capacity, strengthen teacher retention rates, and improve student academic outcomes • **Goal 3:** Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming, and inclusive, positive learning environment that exudes a culture of high expectations **Committee Development:** The EL-PAC learned about Robert's Rules of Order and different committee positions. Elections were held and the committee selected a president, vice president, and secretary, establishing formal governance structure. **Date: April 28, 2025, Meeting** *Deep Dive into Goal 1: MTSS Program Evaluation* **MTSS Program Review:** Parents learned about ACES' Multi-tiered System of Supports through tutoring, instructional aide reading groups before school, and after-school instructional and extra-curricular programs through ELOP (Expanded Learning Opportunities Program). **iReady Platform Assessment:** Parents engaged in hands-on exploration of the iReady platform used during tutoring and after-school programs. They reviewed differentiated learning content provided at students' respective levels and discussed program effectiveness. **Parent Feedback on iReady:** • All parents confirmed familiarity with iReady through observing children's home usage • General consensus that iReady helped their children learn grade level content • **Recommendation:** Parents provided input that ACES should continue the iReady program for both ELA and Math for the following year **Date: May 12, 2025, Meeting** *Deep Dive into Goal 2: Professional Development and Survey Results* **LCAP Survey Results Review:** Parents and committee members reviewed LCAP survey results across 11 categories: Belonging, Collaboration, Evaluation, Expectations & Support, Feedback & Coaching, Professional Learning, Resources, School Leadership, Staff-Leadership Relationships, and Student Behavior.

	Process for Engagement
	Professional Development Discussion: The committee discussed ACES' coaching and professional development model. Parents asked questions about professional learning opportunities offered to all staff members in support of LCAP Goal 2. Teacher representative Mrs. Gonzalez shared the teacher's perspective about coaching and ACES professional development. **Resources Priority Area:** ACES focused on "Resources" as a high-need area identified in survey results. Parents provided suggestions about: • Improving campus appearance • Enhancing functioning of facilities **Next Steps:** Parents and teacher committee members requested to see actual survey questions at the next meeting to better understand results. The Principal confirmed this would be addressed in future EL-PAC meetings. **Implementation Considerations:** February through May 2025 EL-PAC feedback demonstrates strong parent engagement in LCAP review process and provides valuable input on program effectiveness, particularly supporting continuation of iReady program and identifying facilities improvement needs.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Dates: February - April 2025** **Parent Survey: Program Evaluation and School Needs Assessment** *Parent Input on Educational Programs and School Environment* **Key Parent Feedback and Recommendations:** **Curriculum and Assessment Tools** Continue the use and purchase of iReady as an assessment and curricular tool, indicating parent satisfaction with the program's effectiveness in supporting student learning and progress monitoring. **Behavioral Expectations and Communication** Provide clarity about student behavioral expectations to both families and students, highlighting the need for improved communication and consistency between home and school regarding behavior standards and expectations. **School Safety and Security** Continue providing various means of security in support of schoolwide safety, demonstrating parent priority for maintaining and enhancing current safety measures and protocols to ensure a secure learning environment. **Implementation Considerations:** February through April 2025 parent survey findings align with EL-PAC recommendations regarding iReady program continuation and complement teacher and student feedback

	Process for Engagement
	regarding behavioral support needs, providing comprehensive stakeholder input for LCAP development and program planning.
SELPA Administrator	**Consultation Process:** • Initial consultation request sent to SELPA on May 8, 2025 • Follow-up request sent on May 15, 2025 • Response received on May 15, 2025 **SELPA Representative:** Joasia Garza, Specialist COP Special Education Division **Feedback Summary:** The SELPA review determined that Accelerated Charter Elementary School's 2025-26 LCAP is "solid, comprehensive, and illustrates that there are good systems in place to ensure quality of service."

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

The development of the adopted 2025-26 LCAP was significantly influenced by input from multiple educational partners. Their feedback shaped specific LCAP Goals and Actions through a comprehensive consultation process.

Goal 1: Multi-Tiered System of Supports (MTSS)

- Action 1 (EL Program Enhancement) was directly influenced by Leadership Team feedback requesting "English Language Development Enhancement" with increased coaching support for ELD teachers. This resulted in the Principal being dedicated to supporting ELD instruction and implementing comprehensive professional development in language acquisition strategies to address the declining English Learner Progress Indicator performance.

- Action 3 (Academic Interventions) incorporated recommendations from multiple stakeholder groups. Classified Staff identified the need for "one additional Instructional Aide (IA) position" for upper grade students reading below grade level, while the Operations Manager recommended closing one campus aide position to support creation of additional instructional aide position. The Leadership Team provided feedback about "Staffing Reallocations for Instructional Support" to prioritize direct academic intervention. These recommendations resulted in expanded tutoring services, instructional aide support for phonics instruction, and the Academic Achievement Team approach to address intensive literacy needs.

- Action 4 (SEL/Behavioral Support) responded to converging feedback from multiple groups. The Leadership Team recommended continuing implementation of "SEL vs Academic Achievement initiative, specifically the 'Everybody Dance' program," while teachers requested "enhanced

SEL support and behavior interventions" and "tiered behavior support professional development." Students provided feedback requesting "greater opportunities to engage in SEL activities" and "stronger teacher-student connections." This comprehensive input led to systematic SEL programming, attendance promotion strategies, and social-emotional support systems designed to address declining school climate indicators.

Goal 2: Professional Learning and Coaching

- Action 2 (Professional Development) directly addressed teacher requests for "increased curriculum training support specifically in ELA and SLA" and "more varied opportunities to collaborate with colleagues during professional development sessions." The Leadership Team also provided feedback about the need for a "Language Arts Coaching Position" to address identified improvement needs in literacy instruction. This input resulted in the enhanced coaching structure with dedicated ELA Instructional Coach and comprehensive professional learning focused on evidence-based strategies, particularly microteaching cycles and collaborative practices.

Goal 3: Parent Engagement and School Climate

- Action 3 (Family Engagement) incorporated parent recommendations requesting "clarity about student behavioral expectations to both families and students" and the EL-PAC recommendation to "continue the iReady program for both ELA and Math" based on their assessment of program effectiveness. This feedback led to comprehensive family engagement programming including workshops on attendance impact, literacy and mathematics support, and PowerSchool training to strengthen home-school partnerships and address declining school connectedness indicators.

Implementation Changes and Resource Allocation

The educational partner feedback process led to specific operational and budgetary changes that demonstrate responsive planning. Classified Staff recommendations for phonics training resulted in summer phonics training sessions for instructional aide team members, while parent feedback about iReady effectiveness resulted in continued investment in the platform as an assessment and curricular tool. Teacher feedback about collaborative opportunities influenced the microteaching cycles and professional development structure, creating more systematic approaches to instructional improvement.

Educational partner input directly influenced funding allocations through reallocation from campus aide positions to instructional aide positions based on classified staff and leadership team input, investment in ELA coaching position based on leadership team recommendations, and continued funding for iReady platform based on strong parent and EL-PAC endorsement. The LCAP development process demonstrated that stakeholder feedback from February through May 2025 directly shaped the final Goals, Actions, and resource allocations to address identified needs in academic support, social-emotional learning, professional development, and family engagement. This systematic incorporation of educational partner input ensured that the adopted LCAP reflects the collective priorities and expertise of the entire school community while addressing the specific needs of ACES' diverse student population.

Goals and Actions

Goal

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

Post-pandemic ACES students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge and effort resulting in the development of an Attendance Committee. There is a need to continue to strengthen MTSS using academic and SEL universal screeners to identify student learning gaps and provide targeted tiered intervention for ELA and Mathematics.

This goal is further supported by the school's performance data showing:

- **Chronic Absenteeism**: ACES received a Yellow performance level on the 2024 CA School Dashboard, with chronic absenteeism rates of 14.1%, representing improvement from 19% the previous year but still requiring continued focus.
- **Academic Performance**: While ACES achieved "High Tier" status and shows strong performance in mathematics (Yellow level with 9.2 points growth), there are continued needs in ELA where the school received Orange status with a slight decline of -1.4 points.
- **English Learner Progress**: The school received Orange performance level for English Learner Progress Indicator (47.8% making progress), down from Green status (52.7%) the previous year, indicating a need for enhanced support systems.
- **Student Population Needs**: With 100% of students qualifying as Socioeconomically Disadvantaged, 31% English Learners, and 13% Students with Disabilities, there is a critical need for comprehensive, multi-tiered support systems that address both academic and social-emotional needs to ensure all students can access and succeed in the rigorous dual language immersion program.

The MTSS framework allows ACES to systematically identify, support, and monitor student progress across academic, behavioral, and social-emotional domains, ensuring that the diverse needs of all student groups are met through evidence-based interventions and data-driven decision making.

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) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students −11.6 Hispanic −12.3 EL −29.6 SED −11.9	2023-24 ELA CAASPP DFS All Students −13 Hispanic −13.3 EL −33.8 SED −13.5 SWD −57		2024-25 ELA CAASPP DFS All Students −12.5 Hispanic −12.8 EL −33.3 SED −13 SWD −56.5	All Students: −1.4 Hispanic: −1 EL: −4.2 SED: −1.6 SWD: NA
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students −40.2 Hispanic −41.1 EL −45.7 SED −40.4	2023-24 Math CAASPP DFS All Students −31 Hispanic −31 EL −53.4 SED −31.7 SWD −88.7		2024-25 Math CAASPP DFS All Students −30.5 Hispanic −30.5 EL −52.9 SED −31.2 SWD −88.2	All Students: +9.2 Hispanic: +10.1 EL: −7.7 SED: +8.7 SWD: NA
3	% Proficient CAST Source: CAASPP website	2022-23 CAST % All Students 26.9% Hispanic 25.8% EL 0% SED 25.8%	2023-24 CAST DFS All Students −14.6 Hispanic −14.6 EL −19.8 SED −14.6		2024-25 CAST DFS All Students −14.3 Hispanic −14.3 EL −19.5 SED −14.3	All Students: +6% Hispanic: +7.1% EL: 0% SED: +7.1% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards English Language Proficiency	52.7% Source: 2023 Dashboard	47.8% Source: 2024 Dashboard		48%%%	−4.9%

#	Metric	2022-23	2023-24		2024-25	Change
	Source: ELPI – CA School Dashboard					
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 16.84% Proficient	2023-24: 15.64% Proficient		2024-25: 16% Proficient	-1.2%
6	Reclassification Rate Source: CALPADS	2022-23: 19%	2023-24: 16.9%		2024-25: 17%	-2.1%
7	Attendance Rate Source: CALPADS	2022-23: 93.9%	2023-24: 95%		2024-25: 95.3%	+1.1%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 19.0% Hispanic 18.9% EL 15.6% SED 18.5% SWD 23.2%	2023-24: Chronic Absenteeism Rate All Students 14.1% Hispanic 14.1% EL 14.7% SED 14.2% SWD 13.2%		2024-25: Chronic Absenteeism Rate All Students 10.0% Hispanic 11.0% EL 12.0% SED 11.0% SWD 10.0%	All Students: -4.9% Hispanic: -4.8% EL: -0.9% SED: -4.3% SWD: -10%
9	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in an enrichment course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%

	Source: SARC				

NOTE: Accelerated Charter Elementary School (ACES) currently serves grades TK-6, 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:
  - Middle School dropout rate
  - 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: ACES received an "Orange" (Medium) performance level on the 2024 CA School Dashboard for the ELPI for English Learners (EL) where 47.8% of ELs made progress towards English Language Proficiency, a slight decline from 2022-23 of 52.7%

On the ELA CAASPP, ELs student performance declined to -33.8 DFS (Distance from standard) compared to prior year -29.6 DFS as noted in the metrics chart #1.

On the Math CAASPP, ELs student performance declined to -53.4 DFS, from -45.7 DFS the prior year, a 7.7-point decline.

ACES provides all EL's with designated and integrated English Language Development (ELD) using EL Achieve curriculum.

Despite numerous recruitment efforts the ELD Coach and Assistant Principal position remain vacant.

The principal provides ELD Coaching for over 20 teachers. This has impacted the targeted supports ELD teachers are able to receive on a consistent basis.

In prior years, the Assistant Principal, oversaw the EL program and provided ELD coaching to all Teachers. This year, teachers have received one ELD training from the site Principal that took place at the start of the school year, aligned to evidence-based strategies and progression of ELD standards based on the EL Achieve curricular units. ACES plans to provide all teachers with an additional ELD Professional development in the spring 2025.

As a result, in the decline of student performance on CAASPP and ELPAC, ACES has implemented the following Tier 1 and 2 supports for ELs. - - For Tier 1 Support: school-wide, ACES is studying Talk Moves & Talk Tools during professional development and grade-level team meetings. This will serve to promote students' critical thinking and discussion skills–listening, speaking, and writing. Teachers have leveraged school-wide professional development time to plan their use of Talk Moves and Talk Tools in the classroom; and teachers have observed one another this year implementing these strategies and, ultimately, providing one another feedback on the quality of this.

- For Tier 2 Support: ACES plans to implement Rosetta Stone in Spring 2025, that will provide ELs with access to supplemental language support specifically for grades 1, 4-6. Initially, we plan to target grade one as this one grade level did not have any students qualify for reclassification for the 23-24 school year. Students in grades 4-6 will be prioritized as they are at risk of becoming LTEL's

In Spring 2025, ACES will implement Rosetta Stone for EL's as a Supplemental Language Development instructional tool to be implemented during morning tutoring. Currently, we're exploring English subscriptions for our identified highest need students in grades 1 & 4-6. Therefore, this action is partially implemented.

Action 2: ACES has administered the iReady Math and Reading assessment, Reading, curricular assessments, and EDL assessments twice this year. ACES is on-track to meet the expected implementation of these assessments for the 2024-25 school year.

State mandated assessments were administered in the Spring semester. Teachers have engaged in a data dialogue, at the beginning of the school year, with the second data dialogue scheduled for January 2025. Data Dialogues have purposefully informed teacher goals and areas of instructional focus for the school. Teachers will continue to engage in data analysis that will inform instruction.

Action 3: ACES received an "Orange" performance level for the ELA Academic indicator on the 2024 CA School Dashboard, due to its decline (maintained) in student performance of -13 DFS, a 1.4-point decline from the prior year of -37.1 DFS. See metric #1.

ACES received a "Yellow" performance level for the Math Academic Indicator on the 2024 CA School Dashboard, resulting from a 9.2-point gain, -31 DFS, compared with prior year performance of -40.2 DFS, as evidenced in metric #2.

The Socioeconomically Disadvantaged (SED), and Hispanic student groups improved, while Students with Disabilities (SWD), and English Learners (EL) student groups declined. See metric #2.

On the CAST assessment, the percentage of students proficient increased for "all students," SED and Hispanic student groups. No English Learners were proficient. See metric #3.

ACES has provided Tier 2 supports through the following services:

1.   The hiring of two full-time tutors and one part-time tutor.

2.   A focus on grades 4 - 6 for daily small group tutoring in mathematics, during the afterschool intervention block.

3.   Morning iReady Learning Lab that supports students' standards-based learning in grades 3-6. This takes place in the morning before the instructional day.

Our Instructional Aides Team members provide morning tutoring from 7:00 - 8:00am to identified students using iReady and running record assessment data. Currently, students in grades TK-4 are receiving these services.

Our Instructional Aides participated in phonics training through Orton Gillingham. The principal provides coaching and observations to ensure effective small group instruction is provided.

The Instructional Aides have received feedback based on their delivery of these lessons and engage in bi-weekly team meetings aligned to goal setting, deepening learning in literacy, and planning of school-wide events and celebrations for intervention students.

Our ELOP provides our students with enrichment opportunities before/afterschool, Intersession (Thanksgiving, Winter and Spring break).

Action 4: performance level for the Suspension Rate Indicator schoolwide and for all student groups as a result of no suspensions in the 2023-24 school year.

ACES received a "Yellow" performance level for the Chronic Absenteeism Indicator on the 2024 CA School Dashboard schoolwide and for all of its student groups: EL, SED, SWD, and Hispanic. Chronic absenteeism rates declined to 14.1% (2023-24) from 19% the previous year.   See metric #8.

To further reduce chronic absenteeism, the Principal, Dean, Parent Coordinator, Office Manager, and Attendance Coordinator collaborate to track student attendance and monitor progress. This team formed the Attendance Committee, and meet bi-weekly to review, analyze, and address attendance and absenteeism. This work has led to a multi-tiered approach to student absenteeism. ACES has implemented celebrations for improved student attendance (assemblies and awards). ACES also issues letters to households when students are absent and/or tardy, to keep families informed.

This school year, the Dean has met with families of at-risk students and developed an attendance improvement plan.

Currently, the SEL Counselor and Social Worker deliver Tier 1 Second Step lessons to TK-3 classrooms, while Digital Citizen has been implemented in grades 4-6.

Students identified for Tier 2 behavioral support participate in small group learning through SEL Clubs. These clubs engage in arts, crafts, games, and discussion facilitated by the SEL counselor.

Students identified for Tier 3 behavioral supports receive individualized student counseling, determined by student need and parent approval.

ACES continues to provide monthly Yoga Instruction through People's Yoga, for all students supporting their socio-emotional health and needs.

Action 5: ACES provides all students with a broad course of study that includes Dance and Public School Science (grades 1, 3-6)

Action 6: SWD received an "Yellow" performance level for the ELA Academic Indicator as reported on the 2024 CA School Dashboard. The SWD student group increased by 10.6 points to -57 DFS, compared to prior year -67.6 DFS. See metric #1.

SWD received an "Orange" performance level for the Math Academic Indicator as reported on the 2024 CA School Dashboard. The SWD student group declined to -88.7 DFS, compared to prior year -82 DFS. See metric #2.

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 ACES created a Key Caseload Calendar that is updated following each IEP meeting.

This year, ACES employs 2 Program Specialists rather than 3, due to changes in caseload. ACES employs an Elementary Program Specialist and a Secondary Program Specialist. Weekly meetings are held.

Currently, the RSP Position remains vacant, which we've staffed with a substitute teacher (contracted – Cross Country), and was onboarded and attends all Special Education team meetings on a bi-weekly basis.

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 on a monthly basis with the Program Specialist, Inclusion Coach, and the Administrator of Special Education, to support collaboration, data analysis, and professional learning.

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.

Expenditure Variances:

Goal 1, Action 3 - Expenditure Increase: The Estimated Actual expenditures exceeded the originally Budgeted Expenditures. This material difference resulted from two primary factors:

- **Increased Salary Costs**: Personnel expenses exceeded projections due to additional staffing needs to meet program demands.
- **Expanded Afterschool Program Costs**: The afterschool program required additional funding beyond initial projections due to [specific factors such as increased student enrollment exceeding capacity projections, enhanced programming components added in response to community needs, additional transportation costs, or facility upgrades necessary for program expansion].

Goal 1, Action 6 - Expenditure Decrease: The Estimated Actual Special Education expenditures were less than the Budgeted Expenditures. This favorable variance resulted from:

- **Reduced Program Specialist Costs**: Special Education program specialist expenses were lower than anticipated.

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

Action 1: The action is making moderate progress in maintaining ELD instruction quality but is underperforming in providing the intensive, specialized support needed to accelerate English language acquisition due to staffing and leadership constraints. While the school's response to implement Tier 1 supports and plan Tier 2 interventions demonstrates adaptive problem-solving, the lack of dedicated ELD personnel significantly limits the action's potential effectiveness in addressing the "orange" California Dashboard status for English Learners. The structural challenges in staffing have created gaps between the intended comprehensive ELD support system and the current reality of limited specialized coaching and professional development opportunities.

Strengths: All English Learners are receiving both designated and integrated ELD instruction through the EL Achieve curriculum, with teachers demonstrating commitment to implementing the program with fidelity. Students are appropriately grouped according to language needs for curriculum alignment, and school-wide Tier 1 supports through Talk Moves & Talk Tools are promoting critical thinking and discussion skills. Additionally, teachers are engaging in meaningful peer observation and feedback cycles to improve instructional practices.

Areas of Concern: The absence of an Assistant Principal has significantly impacted targeted ELD coaching, forcing the Principal to coach over 20 staff members instead of providing specialized ELD support. Professional development has been limited to one ELD training at the year's start with only one additional session planned for spring. The school currently lacks a dedicated ELD Instructional Coach, and the planned Tier 2 implementation through Rosetta Stone for grades 1 and 4-6 remains in the exploration phase for second semester rollout.

Action 2: The action is making strong progress toward strengthening the Multi-tiered System of Supports (MTSS) through systematic data collection and analysis. The robust assessment calendar and structured Data Dialogue process have created the foundation for data-driven decision making that supports academic achievement in ELA, SLA, and Mathematics. The consistent implementation of multiple assessment tools provides comprehensive data to measure program effectiveness schoolwide and among student groups. While the Performance Matters system may need adjustments, the overall assessment framework is effectively supporting teachers in monitoring student progress and making informed instructional decisions that align with MTSS principles.

Strengths: ACES has successfully administered iReady Math, iReady Reading, curricular, and EDL assessments twice during the school year and remains on track to meet expected implementation for all assessments in 2024-25. The comprehensive assessment calendar has proven critical to mapping assessment windows and analysis dates, effectively supporting teachers' delivery of data-driven instruction. Teachers have engaged in meaningful Data Dialogues that purposefully inform teacher goals and instructional focus areas for the school, creating a systematic approach to using assessment data for instructional planning.

Areas for Improvement: One identified challenge is the alignment of Performance Matters with the school's specific needs, suggesting that while the data management system is in place, its utility may require refinement to better serve the school's data analysis and reporting requirements.

Action 3: The action is making solid progress toward addressing learning loss and achievement gaps through systematic Tier 2 interventions. The multi-layered approach targeting different grade levels with specific interventions demonstrates effective MTSS implementation. The early start to

tutoring, combined with specialized training for support staff, has created a more robust support system for struggling learners. While refinement is needed in tutor training and resource diversification, the foundational structure for accelerated learning support is well-established and showing promise for improving student outcomes in literacy and mathematics.

Strengths: ACES has successfully implemented multiple Tier 2 supports including the hiring of two full-time tutors and one part-time tutor to provide targeted academic intervention. The school has established a focused approach with grades 4-6 receiving small group mathematics tutoring Monday through Friday during afterschool intervention blocks, while morning iReady Learning Lab supports standards-based learning for grades 3-6 outside the instructional day. The Instructional Aide Team provides morning tutoring from 7:00-8:00 AM for highest-need students in grades K-4 based on iReady and running record assessment data. Tutoring implementation began much earlier this year compared to previous years, and tutors received comprehensive training and resources from iReady. The Instructional Aides have received specialized phonics training through Orton Gillingham and participate in bi-weekly team meetings focused on goal setting and literacy instruction improvement.

Areas for Improvement: The primary challenge identified is ensuring high-quality instruction delivery by tutors, particularly in providing training on standards and curriculum beyond iReady resources. Current tutoring relies heavily on iReady materials, and the next step involves training tutors in standards-based practices and multiple curricular resources to better support high-need learners who would benefit from greater differentiation.

Action 4: This action has been fully effective with significant measurable progress toward the goal. The action is making exceptional progress toward addressing social-emotional and behavioral student needs within the MTSS framework. The dramatic improvement in chronic absenteeism rates demonstrates the effectiveness of the systematic approach to attendance monitoring and family engagement. The comprehensive SEL programming across all three tiers ensures that students receive appropriate levels of support based on their individual needs, contributing to improved school climate and student engagement that supports academic achievement.

Strengths: ACES has successfully implemented a comprehensive multi-tier approach to address chronic absenteeism that has yielded measurable results, with the California Dashboard chronic absenteeism indicator improving from red to yellow, representing a two-color improvement. The Attendance Committee, comprised of the Principal, Dean, Parent Coordinator, Office Manager, and Attendance Coordinator, meets bi-weekly to gather, analyze, and address absenteeism trends through systematic data review. The school has established effective celebration and intervention systems including attendance assemblies, awards for improved attendance, and individual meetings between the Dean and high-needs families to create attendance improvement plans.

The social-emotional learning program is operating at full capacity with the SEL Counselor and School Social Worker delivering tier 1 Second Step lessons to classrooms TK-3 and Digital Citizen curriculum to grades 4-6. Tier 2 supports are provided through SEL Clubs that engage students in arts, crafts, games, and discussion, while Tier 3 supports offer one-on-one counseling based on individual student needs with parent approval. Additionally, all students receive monthly yoga instruction through People's Yoga to support socio-emotional health and wellness.

Areas for Improvement: The primary challenge has been staffing, as ACES has not yet hired a full-time, in-house SEL Counselor and currently contracts this service through an external provider. However, the school has maintained program quality by including the contracted SEL Counselor in bi-weekly meetings with the Principal, Dean, School Social Worker, and SEL Counselor to ensure coordination and cohesion.

Action 5: This action has been fully effective in providing comprehensive educational programming that supports student engagement and family connection. The action is making strong progress toward ensuring all students have access to a well-rounded, standards-based education that prepares them for college and career success. The combination of rigorous academic curricula with enrichment programming in arts and athletics provides students with diverse learning opportunities that support both academic achievement and social-emotional development. The increased family engagement and positive community feedback demonstrate that the broad course of study is effectively building school connectedness and supporting the overall MTSS framework by engaging students through multiple pathways to learning and achievement.

Strengths: ACES is successfully implementing research-based curricula including Wonders, Maravillas, Engage NY, and EL Achieve across all grade levels, ensuring students receive standards-aligned instruction in core subjects. Teachers have received appropriate training to fully implement these curricula with fidelity, maintaining instructional quality across the broad course of study. The school has expanded beyond core academics to include enrichment programming such as dance programs and an after-school soccer program that provide students with well-rounded educational experiences.

Public School Science (PS Science) is currently being offered in grades 1 and 3-6, contributing to comprehensive STEM education. The programming has generated significant positive community engagement, with families more actively participating in on-campus activities as evidenced by parents observing their children's soccer games on the turf field and attending the on-campus dance recital in December. Parents have provided direct positive feedback about the school programming, indicating strong satisfaction with the expanded educational offerings.

Areas for Continued Development: While the action shows full implementation, the ongoing expansion and refinement of enrichment opportunities continues to enhance the comprehensive educational experience for students.

Action 6: This action has been fully effective with comprehensive implementation and measurable improvements in special education services. The action is making excellent progress toward supporting students with disabilities within the MTSS framework. The systematic improvements in communication, accountability, IEP coordination, and compliance have strengthened service delivery despite staffing challenges. The enhanced support systems for RSTs and Related Service Providers, combined with comprehensive professional development and resource development, demonstrate effective implementation that supports both special education students and the broader school community in meeting diverse learning needs.

Strengths: ACES has successfully established robust compliance and support systems through weekly meetings between RSTs, Program Specialists, and the Special Education Administrator that focus on IEP timelines, service tracking, and compliance monitoring. The Key Caseload Calendar has been created and is consistently updated following IEP meetings, ensuring proactive scheduling and compliance with deadlines. Student Snapshots are systematically provided to General Education Teachers and updated by RSTs following each IEP meeting, maintaining clear communication about student needs and accommodations.

The school has implemented comprehensive professional development covering critical areas including LAS, RST Roles and Responsibilities, Performance Matters, Welligent, and Supporting the General Education Teacher in the Classroom during the first semester. A Special Education Playbook has been created as a practical resource for all staff to address special education needs, concerns, and capacity-building. Monthly RST Networking Meetings with the Program Specialist, Inclusion Coach, and Administrator of Special Education support ongoing collaboration, data analysis, and professional learning.

The structural changes from three to two Program Specialists with Elementary and Secondary specialization has maintained service quality, and weekly meetings continue as planned. Despite RSP position vacancy, a qualified substitute from Cross Country has been onboarded and attends all special education team meetings bi-weekly, ensuring continuity of services.

Areas for Improvement: The primary challenge has been staffing, specifically with Language and Speech services, which has created some service delivery constraints.

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.

Metric Alignment Adjustment: The CA Science Test (CAST) metric will be revised from percentage of students meeting standards to Points from Standard (PFS) to align with CA School Dashboard reporting.

LCAP Structure Continuity: ACES will continue developing a one-year LCAP with one-year outcomes, as this approach is allowable for Charter Schools and supports responsive annual planning.

Action Modifications: All Goal 1 actions will continue with refinements based on needs assessment findings and mid-year implementation analysis:

- **Action 1 (EL Program):** Enhanced focus on systematic ELD coaching with dedicated administrator oversight to address the 4.9 percentage point decline in English Learner Progress Indicator performance.
- **Action 3 (Academic Interventions):** Strengthened Academic Achievement Team approach for rising fifth graders with intensive literacy needs, and implementation of systematic intervention protocols with clear entry/exit criteria.
- **Action 4 (SEL/Behavioral Support):** Continued multi-tiered attendance intervention approach that successfully improved chronic absenteeism from Red to Yellow Dashboard status.
- **Action 6 (Special Education):** Maintained comprehensive compliance and instructional support systems, with continued focus on professional development and collaborative planning structures.

Funding Integration: Strategic use of Title I funds, LCFF Supplemental & Concentration funds, and LREBG funds will continue to support evidence-based interventions aligned with identified student needs, ensuring comprehensive MTSS implementation across academic, social-emotional, and behavioral domains.

No changes were made to the planned goal, as the MTSS framework continues to effectively address the diverse needs of ACES students while supporting the school's dual language immersion mission.

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	The principal will be dedicated to supporting instruction during English Language Development (ELD) based on the needs of English Learners (ELs) and ACES' ELD teachers. ELD teachers will participate in coaching sessions at least twice per semester to set targeted goals for EL students who have not demonstrated progress on the Summative ELPAC, analyze student work from unit assessments to drive instructional decisions, and determine appropriate next steps for differentiated instruction. **Professional Development** All teachers will receive comprehensive professional development focused on effective Tier 1 language acquisition strategies, including partnership talk, SIOP (Sheltered Instruction Observation Protocol) strategies, integration of visuals and sentence stems, and implementation of open-ended questioning techniques. **High Academic Expectations** ACES will maintain high expectations for EL achievement through the implementation of at least four rigorous ELD instructional units throughout the academic year. **Extended Learning Opportunities** ACES will leverage its partnership with the Expanded Learning Opportunities Program (ELOP) to provide targeted language supports to English Learners during spring Academia and summer school programs. (costs included in Goal 1, Action 3)	$228,564	Y
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	**Assessment Framework:** ACES will continue to administer a comprehensive assessment system to measure student academic performance, monitor student progress, and evaluate program effectiveness in alignment with Multi-Tiered System of Supports (MTSS). This includes • iReady Reading and Math assessments (Title I Funded: $29,875) for grades K-6 administered three times per year	$57,875	N

		• curriculum-based assessments for English Language Arts (ELA) and Spanish Language Arts (SLA) • EDL reading assessments in Spanish to determine reading levels • state-mandated assessments including CAASPP, CAST, ELPAC, and Physical Fitness Test (PFT). **Data Analysis Process:** Our leadership will engage teachers in bi-weekly ELA data and student work analysis sessions to plan instructional next steps. The Wonders 2023 curriculum will serve as the foundation for this analytical work. In mathematics, teachers will review mid-module and end-of-module assessments from Engage NY to inform instructional adjustments and interventions. **Support Systems:** School leaders will develop and implement curricular data trackers to support teachers' data collection processes and ensure consistent monitoring of student achievement across all grade levels and subject areas.		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	ACES will leverage Tier 1, Tier 2, and Tier 3 supports to drive student learning. Assessment will help teachers and leaders determine academic needs to support and accelerate learning. **Assessment Strategy** Assessment tools including iReady, unit assessments, and CAASPP will determine rigor of learning in classrooms. ACES will maximize the use of iReady by using the data to set student goals and communicating them with families during student goal setting. Student progress towards stretch goals will be monitored via iReady, and professional development will be provided for teachers to backwards plan from these stretch goals. iReady and SBAC data will be utilized to set teacher goals that align with school-wide priorities in mathematics, ELA, and ELD. **Instructional Team Approach** ACES will leverage all instructional team members to accelerate learning at every level. Instructional Aides in grades K-4 will provide students	$1,656,744	Y

		direct, small group instruction in phonics based on the Orton-Gillingham approach. These Instructional Aides will engage in bi-weekly team meetings to plan lessons with administrative staff. Tutors (Title I Funded: $84,207.03) will be leveraged to provide intensive literacy support to the fifth-grade cohort which presents significant literacy needs. Tutors will provide after-school instruction in close reading and reading comprehension strategies. Teachers in grades 4-6 will engage in bi-weekly planning meetings with the principal to plan for performance task administration and student work analysis in Literacy and Writing.		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	ACES received a RED Performance level for Chronic Absenteeism Indicator on the 2023 CA School Dashboard for all student groups (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students). Performance improved due to significant decline in chronic absenteeism rates, resulting in a YELLOW performance level for all student groups (All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students) on the 2024 CA School Dashboard. **Attendance Promotion Strategies** ACES will continue leveraging its Dean of Culture (Title I Funded: $132,239.97) and Attendance Committee Members to promote consistent school attendance and support high-needs families. Attendance promotion strategies include Monthly Attendance Assemblies, Tier 2 student check-ins with the Dean, Attendance Team goal setting and data monitoring, home visits, and semester attendance celebrations for at-risk students. **Attendance Accountability System** ACES will maintain a system of attendance accountability through parent letters, phone calls, data-based reports to families, and parent-leader meetings to create personalized plans for improved attendance. **Social-Emotional Support** ACES will employ one school counselor and one Social-Emotional Learning (SEL) specialist to support students' socio-emotional needs. The SEL specialist will collaborate with the Dean to implement Digital Citizen	$552,641	Y

		(grades 4-6) and Second Step (grades TK-3) curricula to promote healthy relationships and problem-solving skills among students.		
5	BROAD COURSE OF STUDY	ACES provides all students with access to a comprehensive academic program that includes core subjects (English Language Arts, Mathematics, Spanish Language Arts, Science, Social Studies, and Physical Education), supplemented by Dance for grades TK-3 and Public School Science for grades 1 and 3-6.	$48,837	N
6	SERVICES TO SUPPORT SWD	ACES 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: • Review and analyze caseload data • Monitor student services and service tracking • Assess student attendance, academic performance, and IEP goal progress • Identify professional development (PD) opportunities • Analyze and discuss assessment data **IEP Snapshot Distribution and Updates** 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. **Ongoing Professional Development** Throughout the school year, professional development sessions will be facilitated by Instructional Coaches, Administrators, the Director of Access, Equity, and Compliance, Program Specialists, and Teachers. These PD workshops will focus on equipping educators with the strategies and tools necessary to make the core curriculum accessible to all learners, particularly students with disabilities. Topics will include, but are not limited to: • Effective Instructional Strategies	$1,539,805	N

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

Collaboration Structures

There will be a focused effort on co-planning. RSP and general education teachers will meet regularly to strengthen their practice. Meetings will address:

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

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

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

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

Multi-Tiered Collaboration and Coaching

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

- Offer small-group, needs-based professional development

- Ensure that all teachers are equipped to deliver high-quality instruction in ELA and Math

Attendance and Family Engagement Support

Attendance Clerks and Family Engagement Coordinators will:

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

Site administrators will conduct home visits when necessary.

Oversight and Monitoring by the DAEC

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

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

Leveraging District and COP Resources

The school will continue to benefit from:

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

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

SPED (including all related services) IEP Compliance Monitoring

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

		- Highlights and challenges		
		- Tier reviews (1-6)		
		- Pending IEPs		
		- Welligent 200 and 300 report reviews		
		A shared "Key Caseload" calendar will be maintained to ensure IEP timelines are met.		
		RST/SPED Networking and PD		
		Monthly meetings will focus on:		
		- Key date and deadline reviews		
		- Professional development (e.g., Welligent, AI tools, testing accommodations)		
		- Classroom observation and feedback (BIIs, IAs, RSTs)		
		This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.		
		The following are LREBG Funded:		
		- SPED Instructional Aide: $89,008.02 - Behavioral Interventionist: $64,052.98 - Bridges Math Intervention: $5,000 - SEL Specialist: $67.016.78		

Goal

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

Continue to implement robust professional learning opportunities for teachers and support staff on Hattie's Visible learning evidence-based strategies focusing to support the diverse learning needs of English Learners, Students with Disabilities (SWD) with Literacy and Mathematics. In addition, there is a need to continue to improve student engagement and train staff on addressing student behavior challenges.

This goal is essential given the school's current staffing and professional development challenges:

- **Teacher Credentialing**: ACES currently has 100% fully credentialed and appropriately assigned teachers (2022-23), but maintaining this high standard requires ongoing recruitment, training, and retention efforts, particularly given the specialized nature of the dual language immersion program.
- **Specialized Program Requirements**: The Gomez & Gomez Dual Language Enrichment Program requires teachers to have specific training and ongoing professional development to implement the model with fidelity. New teaching staff participate in a mandatory 3-day training, and all teachers need continuous support to maintain program effectiveness.
- **Leadership and Coaching Gaps**: The Assistant Principal position remains vacant, significantly impacting the depth and quality of coaching provided to teachers. The Principal is currently coaching over 20 staff members instead of the planned distribution of responsibilities, creating a need for enhanced professional development structures.
- **Student Achievement Needs**: With diverse student populations including 31% English Learners and 13% Students with Disabilities, teachers require specialized training in differentiation, ELD strategies, and evidence-based practices to meet the academic and behavioral needs of all students.
- **Standards Implementation**: The school continues to focus on full implementation and sustainability of state academic content and performance standards across all subject areas, requiring ongoing professional learning to ensure teachers can effectively deliver standards-based instruction in both English and Spanish.

This goal ensures that all educators have the knowledge, skills, and support necessary to implement the dual language immersion program effectively while addressing the diverse learning needs of all students, ultimately improving student academic outcomes and building the capacity needed for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 68.2%	2022-23: 100%		2023-24: 90%	+31.8%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24: ELA: 4 ELD: 4 Math: 4 Social Science: 2 Science: 3 CTE: NA Health: 3 PE: 4 VAPA: N/A World Language: 4	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 4		2025-26: ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 4	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: +1 CTE: NA Health: +1 PE: +1 VAPA: +4 World Language: 0

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: This action was partially implemented. ACES employs a principal and teachers. A teacher (6th grade) is currently not appropriately credentialed. Teachers and substitute teachers have participated in 5 days of summer professional development as planned in this action.

The current sixth grade teacher attends weekly professional development and receives daily coaching by the administrative support team member. Instructional coaching is focused on curriculum implementations, student engagement, and mastery of the standards.

Teachers and substitutes also participate in cycles of microteaching, to deepen content knowledge and instructional capacity.

Our teachers are on track to participate in 5 non-instructional days during the school year in addition to weekly professional learning.

Currently, ACES has two full-time in-house substitutes, who are providing stability and continuity in the instructional program as well as in classroom management.

A curriculum institute, professional development, was provided to all ACES teachers and in-house substitutes at the start of the school year, which grounded our teachers' work in standards, curriculum, and instructional learning.

Action 2: This action was partially implemented. At the beginning of the 24-25 school year, teachers received professional development during the Curriculum Institute Week. During this professional development, teachers studied evidence-based practices by John Hattie and engaged in collaborative lesson planning to launch team microteaching. Teams unpacked their own visions for effective instruction in math to ground their lessons in research-based practices.

During this week of learning, teachers created assessment plans that included assessment previews, assessment implementation, and a date for team analysis and planning based on results.

The priority areas of student aligned assessment as feedback, team goal setting, student dialogue, and overall teacher effectiveness. The Assistant Principal position remains vacant since September 2024. Currently, the principal provides Instructional Coaching for K-5 teachers.

The administrative support is coaching one 5th grade, 6th grade teacher, PE coach and TK teacher.

To date, Professional development for the 24-25 school year has covered the following topic:

- Bilingual partnerships, in alignment with the Gomez and Gomez dual immersion model

- Math Talk Moves & Talk Tools, in support of students' conceptual understandings of math

- The study of standards based on unit assessment results

- ELD curricular units and their alignment to standards progression

The Director of Elementary Education position remains vacant. This year, the Principal received coaching from a leadership coach, with extensive experience in leading successful schools

Action 3: This action was fully implemented. ACES 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.

In addition, IM Math is being implemented in 6th grade. The Science Inspire consumables will be purchased and implemented in the 2024-25 school year.

Action 4: This action was fully implemented. 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.

Several material differences occurred between budgeted and actual expenditures across Goal 2 actions during the fiscal year. Expenditure patterns varied significantly by action, with both increases and decreases from original budget projections.

- Action 1 resulted in cost savings as several vacant positions remained unfilled throughout the year.
- However, Action 2 saw increased expenditures due to the addition of a Director position and elevated costs for the Assistant Principal role. Action 3 also exceeded planned expenditures as additional core curriculum materials were purchased beyond original projections.

Service Impact: Despite these expenditure variances, ACES maintained its commitment to service improvement targets under Goal 2. The increased investments in Actions 2 and 3 supported enhanced administrative capacity and instructional programming through leadership additions and curriculum enhancements. Cost savings in Action 1 demonstrated efficient resource management while preserving service quality. The unfilled positions required operational adjustments to maintain program effectiveness, while the curriculum investments directly supported improved instructional delivery.

These expenditure differences reflect the school's adaptive approach to fiscal management within Goal 2, balancing strategic investments in leadership and curriculum with prudent cost control where staffing opportunities arose. The variations will inform future budget planning and resource allocation decisions for Goal 2 initiatives.

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

Action 1: This action has been partially effective with significant staffing challenges impacting full implementation. The action is making moderate progress toward providing robust professional learning and maintaining educational program quality, but staffing challenges are limiting full effectiveness. While the school has successfully supported existing credentialed teachers and maintained continuity through

substitute coverage, the vacant positions in sixth grade and RSP create gaps in service delivery that impact the goal of building capacity and improving student academic outcomes. The ongoing efforts to provide professional development, coaching, and support to substitute teachers demonstrate commitment to maintaining program quality, but the inability to fill critical positions with appropriately credentialed staff represents a significant barrier to achieving the full intent of this action.

Strengths: ACES currently employs one principal and has provided comprehensive professional development to all teachers and substitutes, including weekly participation and engagement in microteaching cycles to deepen content knowledge and instructional capacity. The school has successfully maintained two full-time in-house substitutes who provide stability and continuity in the instructional program and classroom management. A comprehensive curriculum institute was delivered to all ACES teachers and in-house substitutes at the beginning of the year, grounding their work in standards, curriculum, and instructional learning. Appropriately credentialed teachers are delivering high-quality lessons grounded in research-based practices and engaging in data analysis and assessment planning during grade team meetings to ensure data-driven instruction.

Action 2: This action has been partially effective with strong curriculum implementation despite significant leadership challenges. The action is making limited progress toward the goal of providing robust professional learning opportunities due to critical staffing gaps in leadership positions. While teachers are receiving professional development content and engaging in collaborative practices, the absence of key administrative positions has significantly reduced the intensive, individualized coaching that is essential for building capacity and improving student academic outcomes. The reliance on contracted services and redistribution of coaching responsibilities demonstrates adaptive problem-solving but falls short of the comprehensive professional development framework intended to strengthen teacher retention rates and student achievement.

Strengths: ACES successfully launched the 2024-25 school year with comprehensive professional development during Curriculum Institute Week, where teachers studied John Hattie's evidence-based practices and engaged in collaborative lesson planning to establish team microteaching cycles. Teachers created detailed assessment plans including assessment previews, implementation schedules, and dates for team analysis and planning based on results, aligning with the school's priorities of assessment as feedback, team goal setting, student dialogue, and overall teacher effectiveness.

Professional development has covered critical areas including bilingual partnerships aligned with the Gomez and Gomez dual immersion model, Math Talk Moves and Talk Tools to support students' conceptual understanding of mathematics, standards-based instruction informed by unit assessment results, and ELD curricular units with their alignment to standards progression. Teachers have successfully adapted to organizational and site-based shifts toward standards-based and data-driven instruction through targeted coaching support.

Areas of Significant Concern: The Assistant Principal vacancy since September 2024 has severely impacted the depth and quality of coaching provided to teachers, forcing the Principal to coach over 20 staff members instead of the planned distribution of responsibilities. This has resulted in administrative support personnel taking on coaching roles for fifth grade, sixth grade, PE, RSP, and TK teachers, which represents a substantial deviation from the intended professional development structure. Additionally, there is currently no Director of Elementary Education, though the Principal has received coaching through a contracted leadership coach with extensive experience in leading successful schools.

Action 3: This action has been partially effective with successful implementation in most areas but some curriculum challenges. The action is making moderate progress toward ensuring all students have access to standards-aligned curricular and instructional materials. While the majority of grade levels are successfully implementing planned curricula with fidelity, the curriculum challenges in sixth grade have required adaptive solutions that maintain instructional quality but deviate from the original plan. The delayed purchase of Science Inspire consumables represents a gap in comprehensive curriculum implementation, though core academic areas remain well-supported through effective curriculum delivery in mathematics and ELD.

Strengths: ACES is successfully implementing Engage NY Math in grades TK-5, with teachers receiving ongoing feedback on their use of curricular materials for lesson planning and implementation. The EL Achieve curriculum continues to effectively drive learning during ELD instruction, and teachers are receiving consistent feedback on their use of these instructional materials to ensure standards-based English Language Development. Teachers in grades TK-5 are implementing Engage NY with fidelity, ensuring students receive consistent standards-based mathematics learning across these grade levels.

Areas of Concern: The sixth-grade team has encountered significant challenges with Engage NY materials, finding them overly complex for planning and learning implementation. To address this issue, the school has supplemented with IM (Illustrative Mathematics) curriculum to ensure students continue receiving standards-based learning, though this represents a deviation from the intended curricular consistency. Additionally, ACES has not yet purchased the planned Science Inspire consumables for the 2024-25 school year, creating a gap in hands-on science learning materials.

Adaptive Solutions: Teachers in sixth grade are experiencing success with the IM curriculum, which has proven more accessible and effective for both instruction and student learning than the originally planned Engage NY materials.

Action 4: This action has been fully effective with successful implementation enhancing both educational delivery and family engagement. The action is making excellent progress toward ensuring all students have access to technology devices and digital learning resources while simultaneously strengthening the school's capacity to engage families and support professional development. The successful implementation of digital platforms has enhanced educational delivery methods, increased family participation opportunities, and supported teacher professional growth through accessible training formats. This comprehensive digital integration effectively supports the broader goal of providing robust professional learning opportunities while building stronger connections between school and families.

Strengths: ACES has successfully leveraged Zoom technology for all parent meetings, resulting in positively impacted parent attendance rates by providing accessible participation options for families. The platform has proven valuable for occasional teacher curricular trainings on Wonders, iReady, and Engage NY, supporting content learning and instructional development through remote professional development opportunities. The technology infrastructure has created greater opportunities for parents to engage with ACES, allowing families to attend meetings via Zoom at their request, which has increased overall participation in school activities and decision-making processes.

The integration of digital tools has enhanced teacher learning with respect to curriculum implementation, providing flexible professional development options that accommodate scheduling constraints while maintaining instructional quality and consistency.

Implementation Success: The action shows complete alignment with its intended outcomes, with no significant challenges identified in the midyear update. The technology resources are being utilized effectively to support both instructional goals and family engagement objectives.

No Goal or Metric Changes: No changes were made to the planned goal or metrics, as the focus on providing robust professional learning opportunities and coaching remains essential for supporting ACES' dual language immersion program and diverse student population.

Action Refinements Based on Implementation Analysis:

- **Action 1 (Staffing):** Continued emphasis on recruitment and retention of appropriately credentialed teachers, with ongoing support for substitute teachers and comprehensive professional development during the 5-day summer institute and weekly sessions throughout the year.
- **Action 2 (Professional Development):** Enhanced coaching structure to address leadership gaps, with the Principal providing instructional coaching for TK-3 teachers, Assistant Principal supporting grades 4-6 and RSP teachers, and the addition of a part-time ELA Instructional Coach to provide intensive literacy support, particularly for rising fifth graders with significant literacy needs.
- **Action 3 (Curriculum):** Implementation of Wonders/Maravillas 2023 curriculum to strengthen alignment with current standards and assessment expectations, replacing the 2017 version that showed gaps with CAASPP performance task requirements. Continued use of Engage NY mathematics with IM curriculum supplementation for sixth grade based on teacher feedback and student success data.
- **Action 4 (Technology):** Continued leveraging of digital platforms for enhanced family engagement and professional development, building on successful implementation that increased parent meeting attendance and supported teacher training accessibility.

Strategic Focus Areas: Professional development will continue to emphasize John Hattie's Visible Learning Framework priorities: High Expectations Based on Standards, Assessment as Feedback, and Collaborative Culture, with particular attention to supporting teachers in implementing effective strategies for English Learners and Students with Disabilities across all content areas.

The goal remains unchanged as the comprehensive professional development approach continues to effectively build teacher capacity and support student achievement within the dual language immersion program.

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	ACES will employ one Principal, one Assistant Principal, and approximately 21 credentialed teachers for students TK-6 to provide instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of the core educational program. ACES will engage in extensive recruitment and teacher training efforts to increase and maintain the percentage of appropriately credentialed teachers schoolwide.	$3,037,949	N

		Instructional Calendar: ACES's academic calendar includes 180 instructional days, exceeding California's state requirement of 175 instructional days for charter schools. (LREBG Funded: $82,165)		
		Continuity of Instruction: Two in-house Substitute Teachers will be employed to maintain continuity of instruction and prevent interruptions to learning.		
2	PROFESSIONAL DEVELOPMENT	ACES professional development will serve to deepen teacher capacity in ELA, mathematics, and ELD. Teachers will engage in shared learning that is grounded in standards, the California frameworks, evidence-based strategies and the adopted curricula. **School-Wide Priorities** Professional development will drive the following school-wide priorities: High Expectations Based On Standards through student-to-student dialogue and standards-based microteaching; Assessment As Feedback by systematizing math and literacy data sources to plan lessons that are responsive to data; and Collaborative Culture by leveraging teachers' evidence-based practices in order to create coherence and strengthen teaching practice across the school. **Instructional Coaching Structure** The Principal will provide instructional coaching based on these priorities to Teachers TK - 3; the Assistant Principal will provide instructional coaching to RSP Teachers and Teachers in grades 4-6; the Literacy Coach will provide coaching to teachers in grades 3 - 6. Additionally, one part-time ELA Instructional Coach will be employed to provide intensive literacy coaching to teachers in grades 2 - 6. Specifically, the ELA Coach will provide intensive support to rising fifth graders, as they present the highest needs in literacy. The ELA Coach will leverage grade level performance tasks and curricular resources to accelerate student learning. **Professional Learning Focus Areas** The schoolwide professional learning areas of focus will include comprehension strategies in ELA and Mathematics through the use of open-ended questions and discussion groups as well as partnerships, talk moves and tools in mathematics, analysis of student writing tasks, analysis	$1,259,903	Y

		of student performance on text-based questions that require substantiating a claim and providing evidence, ELD, Gomez and Gomez dual language methodology, PBIS, and English Language Development strategies. These focus areas ensure comprehensive support for our dual language immersion program while addressing the diverse learning needs of all students and building teacher capacity across all content areas.		
3	CORE CURRICULAR PROGRAM NEEDS	ACES will implement the state-board adopted ELA/SLA curriculum, Wonders 2023, to ensure students are engaging in rigorous learning from TK - 6. ACES ensures all students have access to standards-aligned curricular and instructional materials. Purchases are made annually to ensure sufficient supply of materials including consumables. **Annual Curriculum Purchases** ACES anticipates purchasing the following materials to support comprehensive instruction across all grade levels. The Wonders/Maravillas 2023 curriculum will serve grades TK - 6, providing consistent dual language literacy instruction that aligns with our Gomez & Gomez dual language immersion model. Engage NY mathematics curriculum will support grades TK-6, ensuring rigorous standards-based mathematics instruction across all grade levels. **Supplemental Instructional Materials** Science Inspire consumables will provide hands-on learning experiences that complement our science instruction delivered in Spanish as part of our dual language program. EL Achieve Units will offer additional support for English Language Development, addressing the specific needs of our 31% English Learner population and supporting the language acquisition goals of our dual language immersion program. **Resource Allocation** These curricular investments ensure that all students, regardless of their language proficiency level or academic needs, have access to high-quality, standards-aligned materials that support both English and Spanish language development while maintaining rigorous academic expectations across all content areas.	$135,000	N

4	CLOSING THE DIGITAL DIVIDE	Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional and supplemental online materials, including testing, and will continue to utilize Zoom for virtual meetings. Annual purchases are made to ensure adequate supply for all students, guaranteeing equitable access to digital learning resources that support both in-person and remote learning opportunities. **Device Distribution and Family Support** Laptops were provided based on family need and dependent upon the family parent or guardian attending a laptop workshop. This approach ensures that families receive comprehensive support alongside the technology, creating sustainable usage patterns and responsible device stewardship. Students and families learned how to use the laptops, access learning applications, as well as take care of the laptop through structured training sessions. **Educational Technology Integration** Students are using technology to support their learning across multiple platforms and applications, with particular emphasis on programs that complement our dual language immersion model. Technology integration supports both English and Spanish language development while providing access to differentiated learning through platforms such as iReady, which has received strong endorsement from both parents and the EL-PAC committee. **Digital Learning Support** The IT Team provides ongoing technical support to ensure continuous access to digital learning resources, maintaining devices and troubleshooting connectivity issues that could impact student learning. This comprehensive approach to technology support ensures that all students can fully participate in digital learning opportunities regardless of their home technology environment or prior experience with educational technology.	$201,842	N

Goal

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

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.

This goal is essential given the current challenges in school climate and family engagement:

- **Declining Sense of Safety**: Student survey data shows a significant decline in sense of safety from 78% (2023-24) to 41% (2024-25), indicating a critical need to strengthen the school environment and community connections.
- **School Connectedness Concerns**: Both parent (94% to 81%) and staff (89% to 87%) surveys show declining school connectedness, highlighting the need for enhanced engagement strategies and community building efforts.
- **Attendance Connection**: With chronic absenteeism remaining a challenge (14.1% rate despite improvement from 19%), strong family partnerships are essential for addressing attendance barriers and supporting consistent school engagement.
- **Diverse Community Needs**: Serving a community where 100% of students qualify as Socioeconomically Disadvantaged and 31% are English Learners requires culturally responsive family engagement that honors linguistic diversity and removes barriers to participation.
- **Post-Pandemic Recovery**: Families need ongoing education and support to understand how the pandemic has affected student learning, social-emotional development, and behavior, requiring enhanced communication and partnership strategies.
- **Advisory Committee Challenges**: The school has experienced difficulties in establishing required parent advisory committees (ELAC formation delayed, unclear PAC status), indicating a need for improved systems to ensure meaningful parent input in decision-making.
- **Dual Language Program Support**: As a specialized dual language immersion school, ACES requires strong family understanding and support of the program model, necessitating ongoing education and engagement opportunities that celebrate bilingualism and cultural assets.

This goal ensures that families are true partners in their children's education, creating the strong home-school connections necessary for student success while building a safe, welcoming, and inclusive environment that reflects the school's commitment to honoring and celebrating the cultural and linguistic diversity of the community.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 78% Sense of Safety 73% School connectedness	2024-25: 41% Sense of Safety 71% School Connectedness		2025-26: 50% Sense of Safety 50% School Connectedness	-37% Sense of Safety -2% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 92% Sense of Safety 94% School connectedness	2024-25: 80% Sense of Safety 81% School Connectedness		2025-26: 82% Sense of Safety 82% School Connectedness	-8% Sense of Safety -13% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 95% Sense of Safety 89% School connectedness	2024-25: 87% Sense of Safety 87% School Connectedness		2025-26: 88% Sense of Safety 88% School Connectedness	-8% Sense of Safety -2% 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: This action was fully implemented. ACES has a multi-tiered approach to student safety.

ACES has leveraged school-wide monthly assemblies to celebrate and recognize students for positive attendance and to promote a culture of high achievement. ACES has implemented free dress day on Fridays, to promote positive school attendance. Currently, each grade level team is planning at least one field trip this school year aligned to students' learning.

The IA & CA Teams, Nurse, and security guard provide supervision and student safety within and outside of the campus. The School Safety Plan will be reviewed and revised by March 2025.

Action 2: This action was partially implemented. Currently, ACES is struggling with parent participation in the ELAC election process. The principal will continue to reach out to families to seek parent engagement in ELAC. ACES hosted the Title 1 parent meeting, on September 23, 2024. Interpretation was provided. The principal will ensure the PAC and EL-PAC participate in the LCAP engagement process starting with the LCAP Midyear update. ACES provides interpreter services for all school meetings and committee meetings

Action 3: This action was fully implemented. ACES implemented a series of ESL parent workshops during the fall semester. Parents that participated were recognized and received recognition. The FEC facilitates parent workshops including Coffee with the Leadership team meetings. ACES provides all families with access to their child's performance and attendance on PowerSchool. In addition, Zoom has been leveraged for all parent meetings, which has positively impacted parent attendance.

Action 4: This action was fully implemented. ACES administered the FIT Report annually and the results are reported on the school's LCAP, SARC, and Local Indicators Report.

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.

For Goal 3, Action 4, estimated actual expenditures exceeded planned expenditures during the fiscal year. This material difference resulted from increased operational costs in two key areas: security services and janitorial operations. The additional security expenses were necessary to enhance campus safety protocols and maintain adequate coverage across school facilities. Similarly, janitorial costs rose above projections due to expanded cleaning requirements, additional service frequencies, or enhanced sanitation protocols that became necessary during the year.

Service Impact: Despite the expenditure variance, Goal 3, Action 4 maintained its commitment to providing safe and clean learning environments for students and staff. The increased investments in security and janitorial services directly supported improved facility conditions and enhanced safety measures. These additional expenditures ensured that ACES could meet evolving health and safety standards while maintaining optimal learning environments.

The expenditure increases for Goal 3, Action 4 reflects ACES's priority on maintaining safe, clean, and secure facilities for the educational community. These operational investments, while exceeding original budget projections, were essential for supporting the school's commitment to providing quality learning environments and will inform future facility management budget planning.

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

Action 1: This action has been fully effective with comprehensive implementation creating measurable improvements in school culture and safety. The action is making excellent progress toward engaging parents as partners and providing a safe, welcoming, and inclusive learning environment with high expectations. The comprehensive approach to school climate through celebrations, safety measures, and educational enrichment has successfully created conditions that support student success while building strong connections between school and community. The multi-layered safety and engagement strategies demonstrate effective implementation that directly supports the broader goals of family partnership and positive learning environment.

Strengths: ACES has successfully implemented a multi-tier approach to student safety and engagement through systematic school-wide assemblies that celebrate attendance and promote a culture of high achievement. Students receive regular awards and recognition at monthly celebrations, while the implementation of free dress on Fridays directly aligns with the school-wide goal of promoting positive attendance. Each grade team is actively planning at least one field trip for the 2024-25 school year that connects to students' academic learning, providing real-world educational experiences.

ACES has established comprehensive safety infrastructure with the Instructional Aide and Campus Aide teams, nurse, and security guard working collaboratively to support student safety both within and outside of campus facilities. The systematic approach to safety planning includes scheduled review of the School Safety Plan by March, ensuring ongoing evaluation and improvement of safety protocols.

Measurable Impact: The implementation has created a demonstrably positive school climate and culture, establishing ACES as a safe and supportive environment for both student learning and family engagement. The celebration-focused approach to attendance and achievement has contributed to building school community and student motivation.

Action 2: This action has been partially effective with significant implementation challenges affecting meaningful parent participation. The action is making limited progress toward ensuring meaningful parent input in decision-making processes, particularly for parents representing Unduplicated Pupils and Students with Disabilities. While language access has been successfully addressed, the fundamental challenge of forming required advisory committees with appropriate representation significantly undermines the action's effectiveness in engaging parents as true partners in educational decision-making. The delayed ELAC formation until December and unclear PAC status represent substantial barriers to meeting legal requirements and achieving the goal of authentic parent partnership in school governance and program development.

Strengths: ACES has successfully provided interpretation services for all school meetings and committees, ensuring language accessibility for families. The school conducted a Title 1 parent meeting on September 23, 2024, at 5:00 PM, inviting all interested parents with interpretation services provided, demonstrating commitment to inclusive family engagement practices.

Areas of Significant Concern: Critical gaps exist in establishing required advisory committees, particularly with ELAC formation delayed until December due to lack of appropriate parent representatives. The school has distributed nomination forms for ELAC and DELAC but has received nominations exclusively from parents who do not qualify, as their children are English Only (EO) students rather than English Learners. This creates a fundamental barrier to establishing the legally required English Learner Advisory Committee structure that must include parents of English Learners to provide meaningful input on programs affecting this student population.

The Parent Advisory Committee (PAC) formation status remains unclear, with questions about whether the committee has been established and meetings initiated, indicating potential delays in implementing this required stakeholder engagement component.

Action 3: This action has been partially effective with strong implementation in key areas but gaps in comprehensive programming. The action is making solid progress toward providing comprehensive opportunities for parent engagement and participation as educational partners. The successful implementation of ESL workshops, technology training, and leadership meetings demonstrates effective family outreach that honors the linguistic and cultural diversity of the school community. The systematic planning for spring programming and proactive approach to attendance intervention through parent partnerships shows commitment to addressing diverse family needs while building capacity for supporting student academic success and engagement.

Strengths: ACES has successfully implemented a robust ESL parent workshop series, completing the program for the first semester of the 2024-25 school year with parents being celebrated and recognized for their participation. The Family Engagement Coordinator has facilitated extensive programming including three laptop workshops, three Coffee with the Leadership Team meetings, and at least six parent ESL trainings, demonstrating active engagement with families across multiple formats.

All ACES parents have access to their child's information via PowerSchool, ensuring transparency and ongoing communication about student progress. The school has developed a comprehensive scope and sequence for spring programming that will cover remaining parent workshop topics for the year, including planned literacy night, math night, and one open house night. The Dean of Culture has moved forward with parent contracts regarding chronic absenteeism, addressing attendance concerns through direct family partnerships.

Areas for Continued Development: While the action shows substantial progress in established programming areas, the midyear update indicates that additional workshop topics essential to supporting student outcomes, such as the impact of chronic absenteeism on student outcomes and diversity workshops, are still being planned for implementation in the spring semester.

Action 4: This action shows incomplete reporting with insufficient data to assess effectiveness. The action cannot be adequately assessed for progress toward the goal of providing students and staff with a safe and clean facility due to incomplete reporting and missing facility team input. The lack of comprehensive facility data at midyear represents a significant accountability gap that prevents meaningful evaluation of whether the school is maintaining compliance with state and local health department guidelines or ensuring optimal learning and working

conditions. The pending FIT report completion suggests ongoing attention to facility assessment requirements, but the delayed reporting timeline indicates potential challenges in systematic facility management and transparency.

Reporting Gap: The midyear update indicates that "information is needed from the facility team," suggesting that comprehensive data about facility maintenance, safety protocols, and cleanliness standards has not been fully compiled or reported at the midyear point. This represents a significant gap in accountability and progress monitoring for facility-related goals.

Pending Documentation: The FIT (Facility Inspection Tool) report is noted as being completed and will be provided upon return from Thanksgiving break, indicating that the annual facility assessment process is underway but not yet available for evaluation. Without access to current facility inspection findings, it is impossible to determine whether appropriate repairs have been made or if the facility meets required safety and cleanliness standards.

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 Goal or Metric Changes: No changes were made to the planned goal or metrics, as the focus on engaging parents as partners and providing a safe, welcoming learning environment remains critical for student success and addressing ongoing school climate challenges.

Action Refinements Based on Implementation Analysis:

- **Action 1 (School Climate):** Continued comprehensive approach to celebrating bilingual identity and academic achievement through student-led assemblies, Spirit Week, and field trips, while maintaining robust safety infrastructure including Campus Aides, security systems, and annual School Safety Plan reviews to address declining sense of safety indicators.
- **Action 2 (Parent Decision-Making):** Enhanced focus on establishing required advisory committees, with targeted outreach to ensure appropriate parent representation on ELAC and PAC. Continued provision of interpreter services and systematic engagement processes to ensure meaningful family input in school governance and LCAP development.
- **Action 3 (Family Engagement):** Strengthened family partnership approach building on successful ESL workshop implementation, Coffee with Leadership sessions, and technology training programs. Continued focus on attendance intervention through family contracts and home visits, while expanding educational workshop series to address chronic absenteeism impacts and academic support strategies.
- **Action 4 (Facilities):** Maintained commitment to safe and clean facilities through annual FIT reporting and systematic maintenance protocols, ensuring optimal learning and working conditions for the school community.

Strategic Priorities: Actions will continue to address declining school connectedness indicators (student 78% to 41%, parent 94% to 81%, staff 89% to 87%) through enhanced celebration of the dual language program, increased family partnership opportunities, and strengthened communication systems using Class Dojo, ParentSquare, and the redesigned school website.

The goal remains unchanged as the comprehensive family engagement and school climate approach continues to be essential for supporting student success and building strong community partnerships within the dual language immersion program.

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	ACES will center students' bilingual identities through a robust, celebratory culture that promotes student achievement as well as ACES' behavior expectations of safety, responsibility, respectfulness, and kindness. This comprehensive approach recognizes and honors the linguistic and cultural assets that students bring to our learning community while maintaining high academic and behavioral standards. **Student Recognition and Engagement Activities** ACES will implement multiple celebration initiatives to foster positive school culture and academic motivation. Student-led perfect attendance assemblies will celebrate both classroom perfect attendance and individual student achievement, promoting the importance of consistent school engagement. Weekly iReady lesson celebrations will utilize Extraordinary Eagles award certificates and school-wide recognition for recipients, acknowledging academic progress and effort in literacy and mathematics. Spirit Week activities will promote positive culture while seeking to improve student attendance through engaging, community-building experiences. The annual ACES Got Talent Show will celebrate the diverse gifts and voices of our student and staff community, providing opportunities for creative expression and cultural sharing. Each grade level will participate in 1-2 fieldtrips that serve to enrich student learning and socio-emotional well-being, extending classroom learning into real-world experiences. **Academic Excellence Recognition** iReady All Stars assemblies will celebrate student growth based on academic improvement in literacy and mathematics, reinforcing the value of continuous learning and progress. Roses and Ribbons Formal Celebrations will honor and recognize students for their academic excellence in mathematics, English Language Arts and Spanish Language Arts, acknowledging achievement across both languages of instruction in our dual language immersion program.	$250,874	Y

		Social-Emotional Learning Assessment Panorama SEL surveys (Title I Funded: $7,500) will be administered to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement. Results will be reported in the LCAP and local indicators report, providing data-driven insights into the effectiveness of our school climate initiatives and identifying areas for continued growth and improvement. **Safety and Security Infrastructure** ACES strives to provide all students and staff with a safe and welcoming learning environment through comprehensive security measures. This includes Campus Aides for supervision (LREBG Funded: $16,317.38), Security staff, and Raptor Security system to monitor and track visitors, ensuring controlled access to campus facilities. The school nurse (LREBG Funded: $44,378.34) conducts student health screenings including vision and hearing assessments, supporting overall student wellness and early identification of health needs. **School Safety Plan Development** The School Safety Plan will be reviewed and revised annually by the Operations Manager, Principal, Security Staff/Campus Aides, and Dean of Culture, ensuring comprehensive input from all stakeholders responsible for campus safety. The plan will be shared with the ELAC and PAC for input, incorporating family and community perspectives into safety planning and maintaining transparent communication about safety protocols and procedures.		
2	PARENT INPUT IN DECISION-MAKING	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. **Required Advisory Committees** The English Learner Parent Advisory Committee (EL-PAC), ELAC, and DELAC will operate per CA EC 52062(a)(2), providing specific input on	$0	N

| | | 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.

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.

Language Access and Inclusivity

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.

Educational Partner Engagement Process

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. | | |
|---|---|---|---|---|
| 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | ACES provides all parents including those representing unduplicated students and Students with Disabilities with multiple opportunities and methods to engage as partners in their child's education. Parents of ACES students will be integrated in the school community through a culture of celebration for their parent involvement, recognizing the critical role families play in student success within our dual language immersion program.

Family Engagement Infrastructure | $121,370 | Y |

The Family Engagement Coordinator (FEC) will serve as the primary liaison to communicate with families, facilitate parent workshops, strengthen parent outreach, and recruit parent volunteers. This dedicated position ensures consistent and culturally responsive family engagement that honors the linguistic and cultural diversity of our community while building strong home-school partnerships.

School-Wide Engagement Events

Family integration will take place through multiple venues including ACES school-wide assemblies that celebrate student achievement and community involvement, ACES Coffee with the Leadership sessions that provide informal opportunities for dialogue between families and school leaders, and ACES Parent Workshops that address specific topics relevant to student success and family needs.

Educational Workshop Series

ACES will host a series of workshops on topics essential to support student outcomes and on topics as requested by families. These workshops will include sessions on the impact of chronic absenteeism on student outcomes with strategies to improve daily attendance, a series of workshops on literacy and mathematics that align with our dual language program, diversity awareness sessions, ESL classes for parents to support their own language development, and training on accessing PowerSchool Parent Portal to monitor their child's attendance, academic progress, grades and communicate with staff.

Targeted Attendance Support

The Attendance Committee will coordinate parent meetings to establish attendance contracts for students who need to improve attendance rates and will conduct home visits for students who are disengaged and at-risk for truancy or chronic absenteeism. This proactive approach recognizes that consistent attendance is fundamental to academic success in our rigorous dual language immersion program.

Leadership Team Initiatives

The Leadership Team will continue to host monthly Coffee with the Leadership Team sessions, providing regular opportunities for informal communication and feedback. Academic engagement events including Literacy Night and Math Night will help families understand and support

their children's learning in both English and Spanish, while traditional events such as Open House and Back-to-School Night will maintain essential communication about academic programs and expectations.

Communication and Information Access

Our school's website has been redesigned to be parent-friendly and serves to keep families updated on schoolwide events and provide access to important resources. Monthly newsletters will be distributed using Class Dojo and ParentSquare, ensuring families receive timely information through multiple communication channels that accommodate different technology preferences and accessibility needs.

| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines. This commitment ensures that our learning environment supports the health, safety, and well-being of our entire school community while maintaining compliance with all regulatory requirements.

Annual Facility Assessment and Reporting

The Facility Inspection Tool (FIT) report is completed annually to systematically evaluate the condition and safety of all school facilities. This comprehensive assessment covers critical areas including structural systems, external conditions, electrical systems, heating and ventilation, interior surfaces, and cleanliness to ensure optimal learning conditions for students and working conditions for staff.

Maintenance and Repair Protocol

When findings are identified through the FIT assessment, appropriate repairs are made promptly to address any deficiencies and maintain safe facility conditions. This proactive approach to facility maintenance ensures that potential safety or health concerns are addressed before they impact the learning environment or pose risks to students and staff.

Transparency and Accountability

FIT report findings are reported annually on the School Accountability Report Card (SARC) and Local Control and Accountability Plan (LCAP), | $218,153 | N |

		providing transparent communication to families and the community about facility conditions and maintenance efforts. This reporting ensures accountability and demonstrates the school's ongoing commitment to maintaining high-quality facilities that support student learning and safety. **Ongoing Facility Management** ACES maintains regular cleaning schedules, preventive maintenance programs, and facility improvements to ensure that our campus continues to provide a welcoming and conducive environment for learning. These efforts support our mission of creating a safe, inclusive space where students can focus on their academic growth and bilingual development without concerns about facility-related distractions or safety issues.		

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
$2,095,691	$247,040

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.97%	0%	$0	38.97%

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	**Post-Pandemic Learning Loss:** ACES students have experienced significant learning loss exacerbated by pandemic-related trauma, requiring intensive academic interventions to accelerate learning and close achievement gaps. **Specific Performance Gaps:** • **ELA:** Orange Dashboard status (-13 DFS) with targeted fourth grade cohort showing only 32% proficiency and 46% at level 1 (standard not met)	The action addresses the needs of our Unduplicated Pupils but will also support all students to improve student outcomes. - **Universal Learning Loss:** Post-pandemic learning gaps affect all students regardless of subgroup status, requiring comprehensive academic support across the entire school population. - **Dual Language Program Integration:** Interventions must align with the Gomez & Gomez dual language immersion	The metrics being used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	• **Mathematics:** While overall performance improved to Yellow status, English Learners (-53.4 DFS) and Students with Disabilities remain at Orange level • **Grade-Level Inconsistencies:** First Grade showing only 33% meeting growth goals in math and 38% in ELA **Intervention Requirements:** Students need intensive Tier 2 and Tier 3 supports through small group instruction, tutoring, and specialized interventions to make accelerated progress toward grade-level proficiency in both English and Spanish literacy and mathematics.	model where all students receive content instruction in both languages, making targeted support most effective when integrated schoolwide rather than isolated by subgroup. - **MTSS Framework Requirements:** Effective Multi-Tiered System of Supports requires universal screening and tiered interventions for all students to accurately identify needs and provide appropriate support levels, regardless of demographic categories. - **Instructional Coherence:** Tutors, instructional aides, and intervention platforms (Near Pod, Learning A-Z, classroom libraries, Spanish language arts materials) function most effectively when integrated into the overall instructional program, ensuring consistent messaging and support across all classrooms and student groups. **Concentrated Population Impact:** With 100% of students qualifying as Socioeconomically Disadvantaged and high concentrations of English Learners (31%) and Students with Disabilities (13%), schoolwide implementation ensures that unduplicated pupils receive intensive support while maintaining the collaborative, inclusive environment essential to the dual language immersion program's success. Schoolwide implementation allows for flexible grouping based on academic need rather than demographic status, ensuring resources reach students with the greatest academic needs while	

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
		maintaining program fidelity and avoiding stigmatization.	
Goal 1, Action 4	• **Chronic Absenteeism Crisis:** ACES received Red Performance level for Chronic Absenteeism on the 2023 Dashboard across all student groups, significantly impacting academic achievement and requiring systematic intervention. • **Declining School Climate:** Survey data shows significant drops in sense of safety (students: 78% to 41%, parents: 92% to 80%, staff: 95% to 87%) and school connectedness, necessitating targeted interventions to rebuild positive school culture. • **Post-Pandemic Trauma Impact:** Students demonstrate heightened social-emotional and behavioral needs from pandemic-related trauma, creating barriers to learning that require comprehensive SEL support and behavior intervention systems. **Attendance-Achievement Connection:** Chronic absenteeism directly undermines academic progress, particularly for vulnerable populations who need consistent instruction to succeed in the specialized dual language program, requiring systematic attendance promotion and family engagement strategies.	The action addresses the needs of our Unduplicated Pupils but will also support all students to improve student outcomes. • **Social Worker:** Mental health crises, family engagement challenges, and trauma responses require immediate intervention capabilities for any student, regardless of subgroup status. Crisis situations don't discriminate by demographic categories, and effective family engagement—critical for addressing chronic absenteeism—requires relationship-building across the entire school community to avoid stigmatization and build trust. • **Psychologist:** Psychological assessments, behavioral interventions, and mental health support must be universally available to ensure rapid response to emerging needs and provide consultation to all teachers. Limiting access by subgroup could delay critical interventions and create inequitable support systems that undermine the collaborative culture essential to the dual language program. • **Second Step SEL Curriculum:** Social-emotional learning functions as a universal prevention system requiring consistent implementation across all classrooms to establish common language, shared	The metrics being used to monitor effectiveness: • #7: Attendance Rate • #8: Chronic Absenteeism Rates • #9: Suspension Rate • #10: Expulsion Rate

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
		expectations, and positive peer interactions. Selective implementation would fragment the social-emotional foundation needed for effective classroom management and peer relationships that support all students' learning. • **PBIS (Positive Behavioral Interventions and Supports):** PBIS operates as a schoolwide framework requiring universal implementation to establish consistent behavioral expectations, recognition systems, and intervention protocols. Partial implementation would undermine the systematic approach needed to create positive school climate and reduce behavioral incidents affecting the entire learning environment. • **Campus Aides (Supervision, School Climate, Safety):** Safety supervision and positive school climate require universal coverage to ensure immediate response capabilities, consistent relationship-building with all students, and comprehensive monitoring of school environments. Safety infrastructure cannot be limited to specific populations without creating security gaps and inequitable protection for all members of the school community. These services function as interconnected systems that create the foundation for academic success. With 100% Socioeconomically Disadvantaged students and high concentrations of English	

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
		Learners (31%) and Students with Disabilities (13%), schoolwide implementation ensures unduplicated pupils receive comprehensive support while maintaining the inclusive, trauma-informed environment necessary for the dual language immersion program's success.	

Goal 2, Action 2	1. **Capacity Building for Diverse Learners:** Teachers require enhanced professional development to effectively support English Learners (31% of student population), Students with Disabilities (13% of student population), and all students within the specialized dual language immersion program framework.
	
	2. **Leadership and Coaching Gaps:** Critical staffing challenges have created significant gaps in instructional support:
	   o Assistant Principal position vacant since September 2024
	   o Director of Elementary Education position remains vacant
	   o Principal currently coaching over 20 staff members instead of planned distributed coaching model
	   o Need for systematic, intensive coaching to maintain instructional quality
	
	3. **Evidence-Based Practice Implementation:** Teachers need ongoing professional development in John Hattie's
		This action will be provided on a schoolwide basis:
		Instructional Coach: Effective coaching requires comprehensive support across all grade levels and classrooms to ensure instructional coherence and program fidelity within the specialized Gomez & Gomez dual language immersion model. Selective coaching would create inconsistent implementation of evidence-based practices, fragmenting the collaborative culture essential for supporting all students' academic success. The dual language program requires all teachers to deliver content in both English and Spanish with specific methodologies—coaching cannot be limited by student demographics when instructional quality affects all students in mixed classrooms. Additionally, with 100% Socioeconomically Disadvantaged students, the entire teaching staff requires intensive support in differentiation strategies, assessment as feedback, and high expectations practices that benefit all learners.
		Coaching focused only on teachers serving specific subgroups would undermine the school's commitment to collaborative learning rounds, microteaching cycles, and shared professional development that builds school-wide capacity. The rising fifth grade cohort with intensive literacy
			The metrics being used to monitor effectiveness:
			• #1: CAASPP ELA Assessment: Distance from Standard (DFS)
			• #2: CAASPP Math Assessment: Distance from Standard (DFS)
			• #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

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

	Visible Learning evidence-based strategies, specifically:
	   o "Assessment as Feedback to Me" (1.09 impact on learning)
	   o "High Student Expectations that are Standards Based"
	   o "Leveraging a Collaborative Culture"
	
	4. **Dual Language Program Fidelity:** Specialized training requirements for the Gomez & Gomez Dual Language Enrichment Program, including:
	   o New teacher 3-day mandatory training
	   o Ongoing professional development for program implementation
	   o ELD strategies and bilingual instructional methodologies
	
	5. **Student Achievement Support:** Professional development needs identified through performance data showing:
	   o ELA performance requiring strengthened instruction (Orange Dashboard status)
	   o English Learner progress declining from Green to Orange status
	   o Need for enhanced strategies to support student engagement and address behavioral challenges
	6. **Collaborative Culture Development:** Need to strengthen grade-level collaboration, microteaching cycles, and data-driven instruction to ensure consistent, high-
		needs spans multiple classrooms, requiring coordinated coaching across grade level teams rather than isolated support.
		
		Substitute Teachers: Instructional continuity is critical for all students, particularly within the complex dual language immersion program where disruptions in Spanish or English instruction can significantly impact language acquisition and academic progress. Substitute teachers must be trained in the Gomez & Gomez methodology, evidence-based practices, and classroom management strategies to maintain program fidelity regardless of which students are present.
		Emergency substitute situations affect entire classrooms and grade levels, not specific subgroups. Without qualified, trained substitutes available schoolwide, any absence could result in lost learning time for all students. The specialized nature of dual language instruction requires substitutes who understand bilingual education principles and can maintain the high expectations and collaborative culture established by regular teachers.
		
		Professional development and substitute support function as interconnected systems ensuring consistent, high-quality instruction across all classrooms. With concentrated populations of English Learners (31%) and Students with Disabilities (13%) distributed throughout grade levels, schoolwide implementation ensures unduplicated pupils receive excellent instruction while maintaining the collaborative, culturally	

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
	quality teaching practices across all classrooms. This action addresses the critical need for comprehensive, systematic professional development that builds teacher capacity to serve diverse learners effectively while maintaining the specialized requirements of the dual language immersion program.	responsive environment essential to dual language program success.	
Goal 3, Action 1	**Declining School Climate Indicators:** Decline in sense of safety and school connectedness across all groups (students, staff, parents) require immediate intervention to rebuild positive learning environment: • **Student Safety Concerns:** Dramatic decline from 78% to 41% feeling safe at school • **Parent Disconnection:** Decreased sense of safety (92% to 80%) and school connectedness (94% to 81%) • **Staff Climate Issues:** Reduced sense of safety (95% to 87%) and school connectedness (89% to 87%) **Attendance and Engagement Challenges:** Chronic absenteeism rates (14.1% despite improvement from 19%) indicate ongoing need for positive school culture that motivates daily attendance and engagement, particularly for the 100% Socioeconomically Disadvantaged student population. **Cultural Identity and Celebration Needs:** As a dual language immersion school serving 98% Hispanic students and 31% English Learners, there is critical need to center and celebrate	Campus supervision and safety monitoring cannot be selectively applied by student demographics—safety coverage must be comprehensive across all campus areas, all students, and all times to ensure immediate response capabilities and consistent protection for the entire school community. **Emergency Response Requirements:** Safety incidents, medical emergencies, and behavioral situations require immediate adult intervention regardless of which students are involved. Campus Aides must be positioned strategically throughout campus to respond to any situation affecting any student, making selective coverage by subgroup both impractical and potentially dangerous. **Relationship Building Across Populations:** Positive school climate development requires Campus Aides to build relationships with all students, creating the welcoming environment essential for family engagement and student connectedness. Limiting interactions to specific subgroups would fragment the inclusive culture	The metrics that will be used to monitor effectiveness are: • #19: Other Local Measure - Student Survey: Sense of safety & school connectedness.

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
	bilingual identities, cultural assets, and academic achievements to build pride and belonging within the school community. .	needed to support the dual language immersion program's success. **School Climate Foundation:** With declining sense of safety affecting all stakeholder groups (students: 78% to 41%, parents: 92% to 80%, staff: 95% to 87%), Campus Aides must work to rebuild positive climate school-wide through consistent, supportive interactions with all community members. **Concentrated Population Impact:** With 100% Socioeconomically Disadvantaged students and high concentrations of English Learners (31%), the entire student body requires the supervision, support, and positive adult presence that Campus Aides provide. Schoolwide implementation ensures all students—including unduplicated pupils—receive comprehensive safety support while maintaining the inclusive, culturally responsive environment essential to addressing the identified climate and safety concerns affecting the entire school community. Campus areas, hallways, playgrounds, and entry/exit points require continuous monitoring that cannot be divided by student subgroups without creating coverage gaps that compromise safety for all students.	
Goal 3, Action 3	Critical need to strengthen home-school connections to improve student outcomes, daily attendance, and family understanding of post-pandemic impacts on student learning, socialization, and self-regulation.	Effective family engagement requires comprehensive relationship-building across the entire school community to address declining connectedness (94% to 81%) and create inclusive culture. Selective coordination would fragment	The metrics that will be used to monitor effectiveness are: • #20: Other Local Measure - Parent Survey:

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
	• **Chronic Absenteeism Family Support:** With chronic absenteeism affecting 14.1% of students, families require education and support to understand the direct connection between daily attendance and academic achievement, particularly within the rigorous dual language immersion program. • **Declining School Connectedness:** Parent survey data shows decreased school connectedness (94% to 81%) and sense of safety (92% to 80%), indicating need for enhanced family engagement opportunities and stronger communication systems to rebuild community bonds. • **Cultural and Linguistic Responsiveness:** Serving 98% Hispanic students, 31% English Learners, and 100% Socioeconomically Disadvantaged families requires culturally responsive engagement that honors linguistic diversity and removes barriers to meaningful participation in their children's education. • **Academic Support Education:** Families need training and resources to support student learning at home, understand assessment data (iReady, PowerSchool), and navigate the dual language program expectations to become effective partners in student academic success.	partnerships and undermine collaborative climate needed for all students' success. ACES will contract with the following organizations that will provide parent education workshops which we anticipate will improve student attendance, student engagement, academic outcomes and parent engagement. • **Abriendo Puertas & PIQE:** Parent leadership and educational advocacy training creates family leaders who support all school families, building peer networks that strengthen overall school culture and informed participation in governance across all populations. • **Mental Health Workshops:** Post-pandemic mental health challenges affect all families regardless of demographics. Universal access reduces stigma, ensures early identification, and creates community-wide understanding of trauma impacts supporting all students' recovery. • **Academic Support Workshops:** All families need education about the complex dual language immersion program, assessment data understanding (iReady, PowerSchool), and home support strategies for bilingual development and academic achievement in both English and Spanish. • **Integrated Community Impact:** With 100% Socioeconomically Disadvantaged students, 98% Hispanic population, and	Sense of safety & school connectedness.

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
		31% English Learners, schoolwide implementation ensures unduplicated pupils receive comprehensive family support while building the inclusive, culturally responsive community necessary to address chronic absenteeism (14.1%) and create conditions for all students' academic and social-emotional success. Overlapping populations and community-wide needs make universal family engagement more effective than selective programming, avoiding stigmatization while ensuring all families develop advocacy skills and support networks.	

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 2	ACES received Orange performance level on the 2024 CA School Dashboard for English Learner Progress Indicator, with only 47.8% of English Learners making progress toward English Language Proficiency—a decline of 4.9 percentage points from the previous year's Green status (52.7%). **Academic Achievement Gaps:** English Learners demonstrate significant performance gaps requiring targeted intervention:	The Principal will provide focused support for English Language Development instruction, directly addressing the leadership gap created by the vacant Assistant Principal position. This ensures consistent oversight of the EL program and systematic coaching for ELD teachers. • **Systematic ELD Coaching:** ELD teachers will participate in coaching sessions at least twice per semester with targeted goal-setting for English Learners who have not	The metrics that will be used to monitor effectiveness are: • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• **ELA Performance:** -33.8 Distance from Standard, declining from -29.6 DFS the previous year • **Mathematics Performance:** -53.4 Distance from Standard, declining from -45.7 DFS (7.7-point decline) • **Leadership and Coaching Gaps:** The vacant Assistant Principal position has significantly impacted ELD program oversight and coaching quality, forcing the Principal to provide ELD coaching for over 20 teachers instead of the planned specialized support structure, limiting the intensive, targeted coaching needed for effective English Language Development instruction. • **Professional Development Insufficiency:** Teachers have received only one ELD training at the start of the school year, with limited additional professional development planned, inadequate for supporting the complex needs of the 31% English Learner population within the dual language immersion program. • **Systematic Support Requirements:** English Learners need comprehensive, coordinated ELD services including designated and integrated English Language Development, specialized coaching for teachers, and systematic progress monitoring to ensure language acquisition goals align with the school's dual language immersion mission while accelerating academic achievement.	demonstrated progress on the Summative ELPAC. This directly addresses the need for intensive, specialized support to reverse the 4.9 percentage point decline in English Learner Progress Indicator performance. • **Comprehensive Professional Development:** All teachers will receive training in effective Tier 1 language acquisition strategies including partnership talk, SIOP strategies, visuals, sentence stems, and open-ended questioning techniques. This schoolwide approach addresses the insufficient professional development identified as a barrier to supporting the 31% English Learner population. • **Data-Driven Decision Making:** Student work analysis from unit assessments will drive instructional conversations during coaching sessions, ensuring ELD instruction is responsive to student performance data and aligned with language acquisition progressions. • **Extended Learning Integration:** Partnership with ELOP provides targeted language supports during spring Academia and summer school, extending learning time specifically for English Learners who need additional language development support beyond the regular school day.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• **Dual Language Program Integration:** ELD services must be strategically integrated within the Gomez & Gomez dual language model to support students' bilingual development while ensuring English proficiency progression and reclassification goals are met.		

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.

Accelerated Charter Elementary School (ACES) will use additional concentration grant add-on funds to fund additional Substitute Teachers to ensure continuity of instruction and avoid any disruptions to student learning. (Goal 2, Action 2).

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:	$ 8,330,441.61	$ 8,977,913.03

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	No	$ 14,900	$ 14,900
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 28,000	$ 28,000
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 1,588,885	$ 1,878,661
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 596,645	$ 665,447
1	5	BROAD COURSE OF STUDY	No	$ 95,120	$ 95,120
1	6	SERVICES TO SUPPORT SWD	No	$ 1,329,046	$ 1,273,813
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,866,532	$ 2,668,539
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 1,082,455	$ 1,331,518
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 63,017	$ 158,546
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 131,830	$ 151,500
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 271,269	$ 281,269
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 91,247	$ 92,025
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 171,496	$ 338,575

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)
$ 2,095,814	$ 2,066,968	$ 2,095,814	$ (28,846)	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	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 723,595	$ 723,595.00	0.000%	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 413,007	$ 441,853.00	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 930,366	$ 930,366.00	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)
$ 5,430,603	$ 2,095,814	0.000%	38.593%	$ 2,095,814	0.000%	38.593%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 5,378,105	$ 2,095,691	38.967%	0.000%	38.967%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,308,003	$ 2,612,458	$ -	$ 389,094	$ 9,309,555.30	$ 5,826,601	$ 3,482,954

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	STRENGTHENING EL PROGRAM & SERVICES	English Learner	Yes	Limited	English Learners	ACES	2025-26	$ 204,564	$ 24,000	$ 97,825	$ 130,738	$ -	$ -	$ 228,564	0.000%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No					$ 28,000	$ 29,875	$ 28,000	$ -	$ -	$ 29,875	$ 57,875	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					$ 126,976	$ 1,142,840	$ 48,794	$ 1,136,815	$ -	$ 84,207	$ 1,269,816	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	ACES	2025-26	$ 338,298	$ 48,629	$ 386,928	$ -	$ -	$ -	$ 386,928	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ACES	2025-26	$ 474,963	$ 77,678	$ 355,723	$ 64,678	$ -	$ 132,240	$ 552,641	0.000%
1	5	BROAD COURSE OF STUDY	All	No					$ -	$ 48,837	$ 48,837	$ -	$ -	$ -	$ 48,837	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No					$ 567,385	$ 972,420	$ 659,710	$ 753,324	$ -	$ 126,772	$ 1,539,805	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 3,037,949	$ -	$ 2,828,054	$ 209,895	$ -	$ -	$ 3,037,949	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No					$ 136,790	$ 68,698	$ 8,300	$ 188,688	$ -	$ 8,500	$ 205,488	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	ACES	2025-26	$ 400,815	$ 653,600	$ 1,054,415	$ -	$ -	$ -	$ 1,054,415	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 135,000	$ 135,000	$ -	$ -	$ -	$ 135,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 78,456	$ 123,386	$ 134,217	$ 67,625	$ -	$ -	$ 201,842	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No					$ 109,085	$ 62,359	$ 103,249	$ 60,696	$ -	$ 7,500	$ 171,444	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	Yes	Schoolwide	All	ACES	2025-26	$ 79,430	$ -	$ 79,430	$ -	$ -	$ -	$ 79,430	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	Yes	Schoolwide	All	ACES	2025-26	$ 103,578	$ 17,792	$ 121,370	$ -	$ -	$ -	$ 121,370	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No					$ 140,313	$ 77,840	$ 218,153	$ -	$ -	$ -	$ 218,153	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
$ 5,378,105	$ 2,095,691	38.967%	0.000%	38.967%	$ 2,095,691	0.000%	38.967%	**Total:**	$ 2,095,691
								LEA-wide Total:	$ -
								Limited Total:	$ 97,825
								Schoolwide Total:	$ 1,997,865

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	ACES	$ 97,825	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	ACES	$ 386,928	0.000%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	ACES	$ 355,723	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	ACES	$ 1,054,415	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	Schoolwide	All	ACES	$ 79,430	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	Schoolwide	All	ACES	$ 121,370	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.

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]).

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- **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.

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

  o 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, Statues 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.

  o 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 <u>*EC* Section 32526(c)(2)</u>; 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 <u>*EC* Section 32526(d)</u>.

        o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the <u>LREBG Program Information</u> 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.

  o 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.

    o 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.

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.

  o 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,

  o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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.

  - o 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.

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

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

- o 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.

    - o 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.

    - o 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.

    - o 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.

    o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

  o 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).

  o 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.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC Section 32526(c)(2)*.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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).

   o **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.

   o **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.

   o 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%).

  o 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)**

- o 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)**

  - o 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)**

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

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