

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Accelerated Charter Elementary

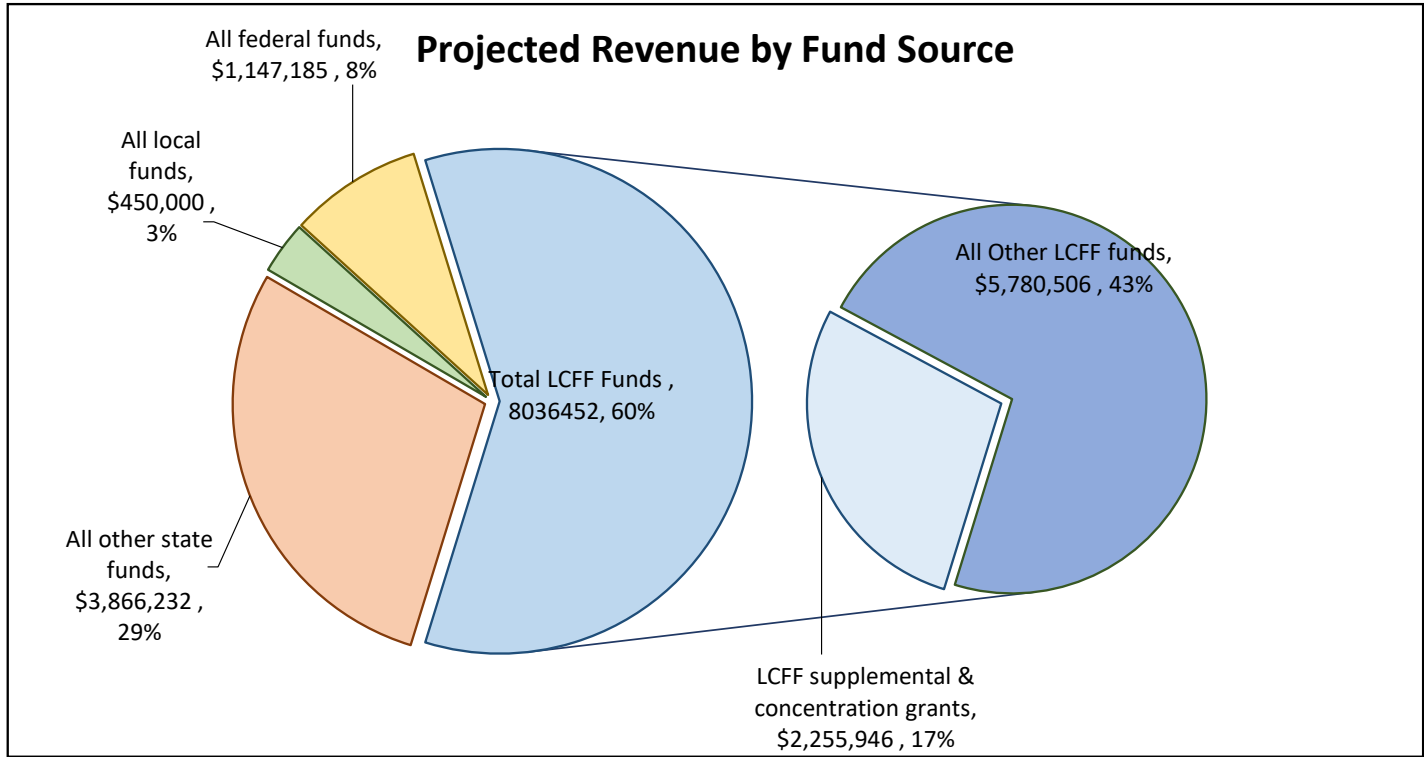
CDS Code: 19 64733 0100743

School Year: 2026-27

LEA contact information: Carmen Ramos, cramos@accelerated.org, 323-846-6694

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 2026-27 School Year

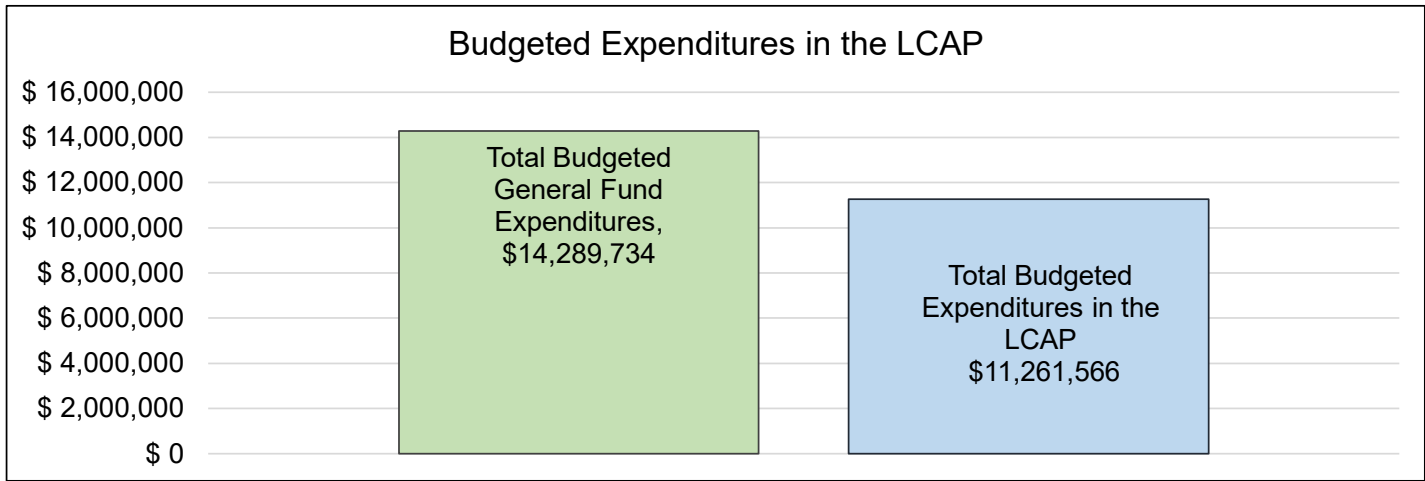


This chart shows the total general purpose revenue Accelerated Charter Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter Elementary is \$13,499,869.00, of which \$8,036,452.00 is Local Control Funding Formula (LCFF), \$3,866,232.00 is other state funds, \$450,000.00 is local funds, and \$1,147,185.00 is federal funds. Of the \$8,036,452.00 in LCFF Funds, \$2,255,946.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Accelerated Charter Elementary plans to spend for 2026-27. 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 plans to spend \$14,289,734.00 for the 2026-27 school year. Of that amount, \$11,261,566.00 is tied to actions/services in the LCAP and \$3,028,168.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

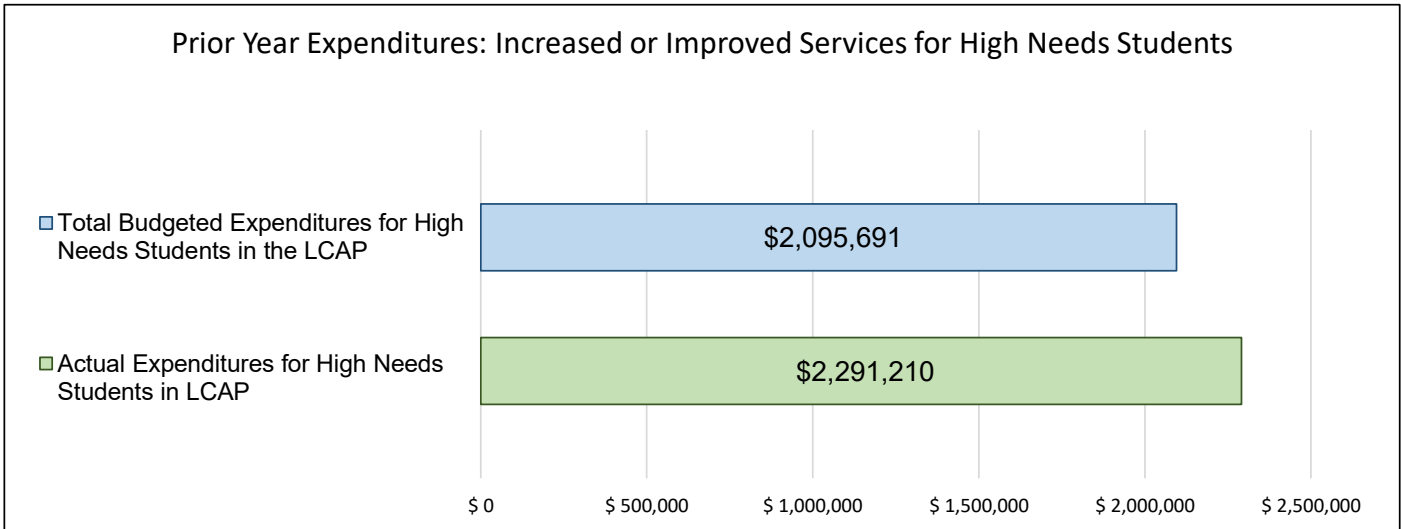
Health and welfare benefits, facilities expenses, other general administrative expenses and other non programatic expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Accelerated Charter Elementary is projecting it will receive \$2,255,946.00 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter Elementary plans to spend \$2,290,182.00 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 2025-26



This chart compares what Accelerated Charter Elementary 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 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 2025-26, Accelerated Charter Elementary's LCAP budgeted \$2,095,691.00 for planned actions to increase or improve services for high needs students. Accelerated Charter Elementary actually spent \$2,291,210.00 for actions to increase or improve services for high needs students in 2025-26.

# 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 2026-2027

### 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 guided by a commitment to providing high-quality, culturally responsive learning experiences that equip students with the academic, linguistic, and social-emotional skills needed to succeed as bilingual, biliterate, and engaged learners. The school’s mission is grounded in high expectations, strong family partnerships, and a belief that all students can achieve at high levels in a supportive and inclusive environment. This vision shapes a learning environment that is rigorous, collaborative, and responsive to the diverse needs of its students.

Located in Los Angeles, ACES serves students in grades Transitional Kindergarten through 6th grade. The school serves a diverse student population, with 98% identifying as Hispanic. In the 2025–26 school year, ACES enrolled approximately 512 students. Of these students, 31.1% are English Learners, 13.5% are Students with Disabilities, 0.4% are identified as Homeless Youth, 0.2% participate in Migrant Education, and 100% are Socioeconomically Disadvantaged. These demographics reflect the school’s commitment to serving students and families who benefit from targeted academic and social-emotional supports.

A defining feature of ACES is its long-standing implementation of the Gomez & Gomez Dual Language Enrichment Model, which provides a 50/50 Spanish and English instructional program. Through this model, students develop bilingualism, biliteracy, and multicultural competence while accessing rigorous, standards-aligned instruction. Families choose ACES for its strong commitment to dual language education and its focus on honoring and building upon students’ linguistic and cultural assets.

ACES serves a community with significant socioeconomic needs, which can impact student learning and access to resources. In response, the school prioritizes a Multi-Tiered System of Supports (MTSS), targeted academic interventions, and strong family and community partnerships to support the whole child. The instructional program is further enhanced through partnerships with organizations such as the American Heart Association, Lorax Teaching Gardens, and the USC Viterbi School of Engineering, providing students with opportunities to engage in real-world problem solving and applied learning experiences. In addition, ACES teachers attend specialized workshops through Inner-City Arts to support the integration of visual and performing arts into classroom instruction.

The school operates as a single-site program with a focus on data-driven instruction, collaboration, and continuous improvement. Instructional practices are grounded in research-based approaches, including John Hattie’s Visible Learning framework, which emphasizes high-impact strategies such as assessment as feedback, clear learning goals, and collaborative teacher practice.

Through its Local Control and Accountability Plan (LCAP), ACES focuses on improving student outcomes through rigorous instruction, targeted supports for English Learners and other high-need student groups, and meaningful engagement with families and the broader community. As a result, ACES receives supplemental and concentration funding under the Local Control Funding Formula (LCFF), which supports the implementation of programs and services designed to meet the needs of its student population and ensure equitable access to high-quality education.

ACES does not receive Equity Multiplier Funds.

## Reflections: Annual Performance

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

As a dual language elementary school serving a high-need student population, including a high percentage of socioeconomically disadvantaged students and English Learners, Accelerated Charter Elementary School (ACES) engages in ongoing reflection of student outcomes using both California School Dashboard indicators and local data measures to inform continuous improvement.

This analysis reflects the 2024 to 2025 California School Dashboard results. During this period, ACES demonstrated continued stability in several areas alongside targeted areas for growth. While many student groups-maintained performance, the data highlights opportunities to strengthen outcomes, particularly in English Language Arts, to ensure consistent progress across all grade levels.

### 2025 CA Dashboard Performance

**English Language Arts:** ACES continues to perform near the state average, with an Orange status of 13.8 points below standard. These results highlight an opportunity to strengthen and ensure consistency in literacy instruction, particularly in foundational reading and writing across grade levels. Local data further supports the need to refine instructional practices and intervention systems to accelerate student growth.

**Mathematics:** Mathematics performance was maintained, with an Orange status and a Distance from Standard of 29.4 points below standard. These results reflect areas of growth and the impact of targeted, standards-based instruction and intervention supports. Local data, including iReady, indicate that students are making progress toward growth goals. The data also highlight an opportunity to strengthen consistency and deepen conceptual understanding to sustain and accelerate achievement.

**English Learner Progress:** English Learner Progress is at an Orange status, with 42.1% of students making progress, reflecting a decline from the prior year. Results continue to reflect the impact of the school's dual language program and targeted instructional support.

**Suspension Rates:** Suspension rates remained low and stable, with a Blue status and 0% of students suspended at least one day. These results reflect the effectiveness of proactive behavior supports, a strong school culture, and a focus on social emotional learning, contributing to a safe and supportive environment for all students.

**Chronic Absenteeism:** Chronic absenteeism is at a Yellow status, with 11.7% of students identified as chronically absent, reflecting a 2.4% improvement from the prior year and performance above the state average. These results highlight the effectiveness of the school's attendance strategies and ongoing focus on student participation. The data also support continued efforts to strengthen family engagement, communication, and targeted supports to further improve attendance outcomes.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement on the 2023 Dashboard:

- Chronic Absenteeism: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged and Students With Disabilities (see Action)

### **Learning Recovery and Emergency Block Grant**

ACES has \$601,162 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds at the beginning of the 2026–27 school year. ACES plans to expend \$326,399 of these funds during the 2026–27 school year. LREBG-funded activities are included in Goal 1, Action 4: Health and Wellness Services; Goal 1, Action 6: Multi-Tiered System of Supports (MTSS) and Specialized Student Services.

A review of local and state data, educational partner feedback, and the ACES needs assessment identified ongoing needs related to academic achievement, chronic absenteeism, student engagement, social-emotional well-being, and support for students with disabilities. Student performance, attendance, behavior, and school climate data demonstrate the continued need for targeted interventions and supports to address unfinished learning and barriers to student success.

These actions address identified needs through the provision of specialized instructional services, behavioral interventions, mathematics intervention, social-emotional learning supports, health services, and campus supervision designed to improve student outcomes, attendance, engagement, and school climate.

These actions align with allowable uses of LREBG funds, including accelerating learning recovery, addressing learning loss, providing integrated pupil supports, improving student engagement and attendance, supporting student mental health and social-emotional well-being, and increasing access to evidence-based interventions for students with the greatest needs.

Learning Recovery Emergency Block Grant (LREBG): \$326,399

## **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.

Educational Partner(s)	Process for Engagement
Educational Partner(s)	The ACES Leadership Team was engaged in the development of the 2026–27 LCAP through weekly leadership meetings focused on reviewing student achievement, attendance, school climate, and intervention data. Administrators analyzed student performance data, including i-Ready assessment results, and discussed current programs, services, and priorities to support continuous improvement and student success.
Teachers	Teachers were engaged in the development of the 2026–27 LCAP through an LCAP survey that gathered feedback on student achievement, school climate, instructional programs, student supports, and professional learning priorities. The survey provided teachers with an opportunity to reflect on current programs and services and share recommendations for improving student outcomes.
Other School Personnel	Classified staff and other school personnel were engaged in the development of the 2026–27 LCAP through bi-weekly team meetings and ongoing discussions regarding student needs, school safety, instructional support, and school operations. These meetings provided opportunities for staff to share feedback and recommendations based on their direct work with students and families.

Students	Students were engaged in the development of the 2026–27 LCAP through a student survey designed to gather feedback regarding their school experience, academic supports, school climate, student well-being, and overall educational program. The survey provided students with an opportunity to share their perspectives and experiences to help inform school priorities and continuous improvement efforts.
Parent Advisory Committee (PAC)	Parents and families were engaged in the development of the 2026–27 LCAP through Parent Advisory Committee (PAC) meetings, surveys, and schoolwide communication opportunities conducted throughout the school year. Families reviewed student achievement, attendance, and school climate information, received updates on school programs and services, and were provided opportunities to ask questions, share feedback, and provide input regarding school priorities and the development of the LCAP.
English Learner Parent Advisory Committee (EL-PAC)	The English Learner Parent Advisory Committee (EL-PAC) was engaged in the development of the 2026–27 LCAP through regularly scheduled committee meetings. During these meetings, parents reviewed LCAP goals, student achievement data, instructional programs, professional development initiatives, and survey results. Committee members were provided opportunities to ask questions, share feedback, and offer recommendations regarding programs and services that support English Learners and the broader school community.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Parents, including parents of Unduplicated Pupils and Students with Disabilities, were engaged in the development of the 2026–27 LCAP through a parent survey designed to gather feedback regarding educational programs, student supports, school climate, safety, communication, and overall school effectiveness. The survey provided families with an opportunity to share their perspectives, identify priorities, and provide input to help inform school planning and continuous improvement efforts.
SELPA Administrator	The SELPA Administrator was consulted during the development of the 2026–27 LCAP. Accelerated Charter Elementary School submitted the LCAP to the SELPA for review and feedback regarding services and supports for students with disabilities. Consultation occurred through written correspondence and review of the draft LCAP, and feedback was received and considered prior to adoption of the plan.

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

Educational partner feedback gathered from administrators, teachers, classified staff, students, parents, the Parent Advisory Committee (PAC), and the English Learner Advisory Committee (ELAC) informed the development of the 2026–27 LCAP.

Administrators emphasized the importance of strengthening academic intervention programs, supporting literacy achievement, continuing social-emotional learning initiatives, and strategically aligning resources to address student needs. Teachers highlighted the need for ongoing professional development, enhanced curriculum support in English Language Arts (ELA) and Spanish Language Arts (SLA), continued social-emotional and behavioral supports for students, and increased opportunities for collaboration. Classified staff emphasized

the importance of reading intervention services, instructional support, and professional learning opportunities to better meet student academic and behavioral needs.

Students expressed the importance of positive relationships, school connectedness, and access to social-emotional learning supports. Parent feedback through PAC meetings reinforced support for continuing the use of i-Ready as an instructional and assessment tool and maintaining access to student laptops to support learning at home. Parents also expressed support for maintaining enrichment opportunities that promote student engagement and school connectedness. Through ELAC meetings, families emphasized the importance of strong English Learner supports, implementation of the Wonders 2023 curriculum, and instructional practices that promote language development and literacy growth.

As a result of this feedback, the adopted LCAP continues to prioritize academic intervention services, English Learner supports, instructional technology, professional development, social-emotional learning, student wellness, and family engagement. Educational partner input affirmed the school's commitment to providing targeted academic and behavioral supports, strengthening literacy and language development, and ensuring all students have access to a safe, engaging, and supportive learning environment.

Public Hearing and Adoption was conducted on June 10, 2026.

## 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 2025 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 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Assessment : Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	2022-23 ELACAASPP 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: -13.8 Hispanic: -13.8 EL: -37 SED: -13.8 SWD: -102.4	2025-26 ELA CAASPP DFS All Students: -12 Hispanic: -12 EL: -33 SED: -13 SWD: -95	All Students: -2.8 Hispanic: -1 EL: -7.4 SED: -1.9 SWD: N/A
1.2	CAASPP Math Assessment : Distance from Standard (DFS) Source: <a href="#">CA School Dashboard</a>	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: -29.4 Hispanic: -29.4 EL: -60.1 SED: -29.4 SWD: -108.4	2025-26 Math CAASPP DFS All Students: -27 Hispanic: -27 EL: -56 SED: -27 SWD: -100	All Students: 10.8 Hispanic: 11.7 EL: -14.4 SED: 11.0 SWD: N/A

1.3	% Proficient CAST Source: <a href="#">CAASPP website</a>	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: 22.86% Hispanic: 23.53% EL: 0% SED: 22.86%	2025-26 CAST DFS All Students: 20% Hispanic: 22% EL: 5% SED: 20%	All Students: -4.04% Hispanic: -2.27% EL: 0% SED: -2.94 * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
1.4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI - CA School Dashboard</a>	52.7% Source: 2023 Dashboard	47.8% Source: 2024 Dashboard	42.1% Source: 2025 Dashboard	45%	-10.6%
1.5	% Students English Language Proficiency for Summative ELPAC Source: <a href="#">ELPAC website</a>	2023-24: 15.64% Proficient	2024-25: 16% Proficient	2025-26: In Progress	Proficient	N/A
1.6	Reclassification Rate Source: CALPADS	2023-24: 16.9%	2024-25: 17%	2025-26: 17%	2026-2027: 18%	-2%
1.7	Attendance Rate Source: CALPADS	2023-24: 95%	2024-25: 95.3%	2025-26: In Progress	96%	N/A
1.8	Chronic Absenteeism Rates Source: <a href="#">Dataquest</a>	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 11.7% Hispanic 11.6% EL 13.3% SED 11.7% SWD 14.3%	2025-26: Chronic Absenteeism Rate All Students 10.5% Hispanic 10.5% EL 12% SED 10.5% SWD 13%	All Students: -7.3% Hispanic: -7.3% EL: -2.3% SED: -6.8% SWD: -8.9%

1.9	Suspension Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-2026: 0%	Maintained
1.10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-2026: 0%	Maintained
1.11	% students participating in an enrichment course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	100%	Maintained
1.12	% Students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5	2022-23: 100%	2023-24: 100%	2024-25: 100%	100%	Maintained

## Goal Analysis for 2025-2026

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.

ACES made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 1 actions were implemented as described in the adopted LCAP, with no substantive changes or omissions. Adjustments were made based on mid-year data, including an expansion of academic intervention, a structural redesign of special education services, and a reprioritization of staff collaboration time toward literacy and students with disabilities.

ACES incorporated Learning Recovery Emergency Block Grant (LREBG) funds to support the implementation of Goal 1, including special education instructional assistants, a Behavior Interventionist, the Bridges Math Support Program, and a Social-Emotional Learning (SEL) Specialist, to address academic, behavioral, and social-emotional student needs.

**Action 1: Strengthening EL Program & Services.** ACES implemented designated and integrated English Language Development (ELD) schoolwide and provided professional development through EL Achieve to strengthen instructional practices. Teachers engaged in ongoing data dialogue to monitor English Learner progress and set measurable goals.

- Successes: Strengthened ELD instruction increased focus on academic language development and improved alignment between language and literacy instruction.
- Challenges: Scheduling consistent collaboration time for ELD was difficult due to competing priorities, including expanded literacy and special education supports.

**Action 2: Measuring Student Progress / Assessments.** ACES implemented multiple assessment systems, including i-Ready, CAST, ELPAC, and curriculum-based assessments, to monitor student progress and inform instruction. Coaching and professional development supported teacher capacity to analyze data and adjust instruction.

- Successes: Data-driven coaching improved instructional planning and helped identify learning gaps, increasing the use of data to guide instruction.
- Challenges: The volume of assessments limited instructional time, and data analysis practices are not yet consistent across grade levels.

**Action 3: Addressing Academic Needs to Accelerate Learning.** ACES used i-Ready unit assessments and Smarter Balanced ICAs to set goals and communicate progress with families. Substantive change: instructional aides in K–4, trained in Orton-Gillingham, delivered four cycles of small-group phonics intervention over eight months up from the historical two cycles. Aides met biweekly to co-plan, role-play strategies, analyze data, and set next steps. Tutors were deployed to support fifth grade (a high-need cohort) before and after school and joined instructional team meetings to align with classroom instruction.

- Success: Expanded intervention increased access to targeted literacy supports and strengthened alignment between intervention and core instruction.
- Challenge: Attendance in intervention sessions was inconsistent due to morning phonics scheduling to arrive 30 minutes early; the team responded with stronger family communication and end-of-cycle celebrations.

**Action 4: Addressing Social-Emotional & Behavioral Student Needs.** The Dean of Culture and Attendance Committee ran schoolwide attendance assemblies, implemented a tiered system to identify students at risk of chronic absenteeism, and held midyear celebrations for perfect attendance and measurable improvement. The counselor and SEL specialist supported student social-emotional needs and stakeholder relationships.

- Successes: chronic absenteeism is down year-to-date, staff collaboration on attendance is strong, and many of the students whose attendance improved are those with the greatest academic needs — directly increasing instructional access.
- Challenge: ACES needs a more robust real-time attendance data system to surface actionable insights for timely intervention.

**Action 5: Broad Course of Study.** ACES continued to provide all students access to a comprehensive program across all core subjects. The year's literacy focus grew teacher capacity and improved student literacy achievement.

- Successes: Increased focus on literacy improved teacher capacity and supported student achievement.
- Challenges: Continued alignment is needed across content areas to ensure consistent implementation of the bilingual instructional model.

**Action 6: Services to Support Students With Disabilities.** Substantive structural change: ACES is restructuring SPED — eliminating the Program Specialist role and replacing it with a Compliance Coordinator; adding a SPED TOSA at each site (academic assessments, IEP writing/compliance review, IEP meeting facilitation, case-management of highest-need students); and adding an Inclusion Coordinator across sites for co-planning, co-teaching, IEP goal development, PLP writing, and instructional coaching. Successes to date: IEP Snapshots distributed to gen-ed teachers and updated after each IEP meeting; DAEC oversight ensures compliance, instruction quality, and progress monitoring; District and Charter Operated Programs resources guide

compliance and best practice; weekly IEP compliance monitoring (tier reviews, pending IEPs, Welligent reports) is occurring; and RSP and SPED networking/PD are largely on track.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Minor variances that occurred were the result of routine adjustments in staffing, program implementation, and operational expenditures during the school year and did not significantly impact the implementation of planned actions or services.

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

Actions are on track to advance Goal 1.

Effective: Expanded literacy interventions and data-driven instruction contributed to improved mathematics performance, with CAASPP Distance from Standard increasing from  $-40.2$  to  $-27$  for All Students (+10.8 points). Attendance strategies were also effective, with chronic absenteeism decreasing from 19.0% to 10.5% ( $-7.3$  percentage points), increasing access to instruction, particularly for high-need students. Professional development and implementation of ELD strategies supported continued access to grade-level content for English Learners, while maintaining strong school climate outcomes, including 0% suspension and expulsion rates.

Less effective / in progress: English Language Arts outcomes showed declines in performance, with CAASPP Distance from Standard decreasing from  $-11.6$  to  $-13.8$  for All Students, and more significant declines for English Learners. English Learner Progress also declined overall, from 52.7% to 42.1%, indicating that current strategies have not yet resulted in consistent language growth. In addition, data-analysis practices and ELD collaboration time remain inconsistent across grade levels, and assessment volume continues to impact instructional time. The special education restructuring is in progress; early indicators are positive, but full impact will be evaluated with end-of-year data.

Learning Recovery Emergency Block Grant (LREBG) funds supported key staffing and programmatic enhancements, including special education instructional assistants, a Behavior Interventionist, the Bridges Math Support Program, and a Social-Emotional Learning (SEL) Specialist, contributing to expanded academic, behavioral, and social-emotional supports.

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.

Based on a review of implementation, California School Dashboard indicators, and local data, ACES will continue to implement Goal 1 as adopted. No substantive changes are planned to the goal, actions, or metrics. ACES will continue to provide a comprehensive academic program focused on improving student achievement through standards-based instruction, targeted intervention, English Learner services, support for students with disabilities, and data-informed instructional practices.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

**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
1.1	Strengthening EL Program & Services	<p>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.</p> <p><b>Professional Development:</b> 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.</p> <p><b>High Academic Expectations:</b> ACES will maintain high expectations for EL achievement through the implementation of at least four rigorous ELD instructional units throughout the academic year.</p> <p><b>Extended Learning Opportunities:</b> 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)</p>	\$241,037	Y

1.2	Measuring Student Progress-Assessments	<p><b>Assessment Framework:</b> 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</p> <ul style="list-style-type: none"> <li>• iReady Reading and Math assessments for grades K-6 administered three times per year (Title I Funded)</li> <li>• curriculum-based assessments for English Language Arts (ELA) and Spanish Language Arts (SLA)</li> <li>• EDL reading assessments in Spanish to determine reading levels</li> <li>• state-mandated assessments including CAASPP, CAST, ELPAC, and Physical Fitness Test (PFT).</li> </ul> <p><b>Data Analysis Process:</b> 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.</p> <p><b>Support Systems:</b> 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.</p>	\$60,690	N
1.3	Addressing Academic Needs To Accelerate Learning	<p>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.</p> <p><b>Assessment Strategy:</b> 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.</p> <p><b>Instructional Team Approach:</b> ACES will leverage all instructional team members to accelerate learning at every level. Instructional Aides in grades K-4 will provide students 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) 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</p>	\$3,198,209	Y

		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.		
1.4	Addressing Social-Emotional & Behavioral Student Needs  (LREGB)	<p>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.</p> <p><b>Attendance Promotion Strategies:</b> ACES will continue leveraging its Dean of Culture 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. (Title I Funded)</p> <p><b>Attendance Accountability System:</b> 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.</p> <p><b>Social-Emotional Support:</b> 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 (grades 4-6) and Second Step (grades TK-3) curricula to promote healthy relationships and problem-solving skills among students.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$278,655</p>	\$586,120	Y
1.5	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.	\$60,016	Y
1.6	Service To Support SWD  (LREGB)	<p>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:</p> <ul style="list-style-type: none"> <li>● Review and analyze caseload data</li> <li>● Monitor student services and service tracking</li> <li>● Assess student attendance, academic performance, and IEP goal progress</li> <li>● Identify professional development (PD) opportunities</li> <li>● Analyze and discuss assessment data</li> </ul> <p><b>IEP Snapshot Distribution and Updates:</b> 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</p>	\$830,747	N

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

- 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

		<ul style="list-style-type: none"> <li>Professional development (e.g., Welligent, AI tools, testing accommodations)</li> <li>Classroom observation and feedback (BIIIs, IAs, RSTs)</li> </ul> <p>This comprehensive approach ensures that students with disabilities receive consistent, high-quality instruction and support aligned with legal and educational standards.</p> <p>Learning Recovery Emergency Block Grant (LREBG): \$47,744</p>		
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## 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.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>
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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 3 Outcome	Current Difference from Baseline
2.1	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 68.2%	2022-23: 100%	2023-24: 89%	2024-25: 92%	+20.8
2.2	% students with access to standards- aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	100%	Maintained

2.3	<p>Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</p> <p>Rating Scale: 1 - Exploration &amp; Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 -Full Implementation &amp; Sustainability</p> <p>Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local</p>	<p><u>2023-24</u></p> <p>ELA: 4 ELD: 4 Math: 4 Social Science: 2 Science: 3 CTE: NA Health: 3 PE: 4 VAPA:N/A World Language: 4</p>	<p><u>2024-25</u></p> <p>ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 4</p>	<p><u>2025-26</u></p> <p>ELA:4 ELD: 5 Math:5 Social Science: 3 Science: 3 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4</p>	<p>ELA: 4 ELD: 5 Math: 5 Social Science: 3 Science: 3 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: 4</p>	<p>ELA: Maintained ELD: +1 Math: +1 Social Science: Maintained Science: Maintained CTE: N/A Health: +1 PE: +1 VAPA: Maintained World Language: Maintained</p>
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## Goal Analysis for 2025-2026

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.

ACES made significant progress in implementing planned actions while adapting to emerging needs and challenges throughout the school year. All Goal 2 actions were implemented as described in the adopted LCAP, with no substantive omissions. Adjustments were made in response to staffing realities and curricular needs, most notably the use of trained substitutes to support literacy instruction in place of the unfilled ELA instructional coach position. ACES did not incorporate Learning Recovery Emergency Block Grant (LREBG) funds into Goal 2. Below are the successes and challenges for Actions 2.1–2.4.

**Action 1:** Admin & Educators that Support the ED Program: ACES maintained the staffing structure outlined in the adopted LCAP to support instructional programs and student learning.

- Successes: Additional instructional days increased student access to learning time.
- Challenges: Ongoing staffing capacity continues to impact the level of instructional support available.

**Action 2: Professional Development:** ACES delivered standards-based professional development with a focus on literacy, including training on Wonders to strengthen reading, writing, and academic discourse. Instructional aides were also trained in Orton-Gillingham strategies to support early literacy development across grades K–5. A substantive difference from the adopted LCAP was the inability to fill the ELA instructional coach position. In response, ACES leveraged trained substitute teachers, primarily in upper grades, who participated in ongoing professional development to support standards-aligned literacy instruction.

- Successes: standards-based planning and microteaching built a culture of learning in which veteran teachers shared best practices with first- and second-year teachers; collective investment in frequent assessment supported teachers in monitoring learning, identifying misconceptions, and using data to inform next steps.
- Challenge: the unfilled instructional coach position limited support for fifth-grade students with the greatest literacy and writing needs.

**Action 3: Core Curriculum Program Needs:** ACES implemented updated literacy and mathematics curricula aligned to the Gomez & Gomez dual language model to support consistent, standards-based instruction across grade levels. Literacy curricula (Wonders 2023 and Maravillas 2020) were used in grades TK–5, while EL Education was adopted for grade 6. In mathematics, Eureka Math was used in grades TK–4, with Illustrative Mathematics (IM) implemented in grades 5–6 to provide increased scaffolding and support for student learning. Inspire Science and EL Achieve ELD units remained in use to support science instruction and English Learner development.

Teachers received professional development and dedicated collaboration time to develop scope-and-sequence documents and strengthen alignment across grade levels, ensuring consistent instructional practices and equitable access to core content.

- Successes: continuity for teachers and students given familiarity with most programs.
- Challenge: ensuring consistent and coherent use of the Inspire Science curriculum across the school.

**Action 4: Closing the Digital Divide:** ACES distributed laptops to families during two workshops at the start of the year, supporting student use of reading platforms (Epic, Raz-Kids) and standards-based platforms (i-Ready) in literacy and mathematics.

- Success: students used i-Ready consistently to receive targeted instruction based on individual learning needs.
- Challenge: ensuring all families have access to reliable hotspots to use the devices effectively.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Minor variances that occurred were the result of routine adjustments in staffing, program implementation, and operational expenditures during the school year and did not significantly impact the implementation of planned actions or services.

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

Actions are on track to advance Goal 2.

Effective: Standards-based professional development, including opportunities for collaboration and practice, strengthened instructional capacity and supported teachers in implementing grade-level standards. Orton-Gillingham training equipped instructional aides to provide targeted literacy support across grades K–5. Implementation of updated curricula (Wonders/Maravillas in TK–5 and EL Education and Illustrative Mathematics in upper grades) was supported through collaborative planning, promoting coherence and alignment across classrooms. Access to technology supported consistent student use of platforms such as i-Ready for differentiated instruction.

Less effective / in progress: The unfilled ELA instructional coach position limited individualized support for upper-grade literacy and writing, and while trained substitutes provided support, they did not fully replace the role. Consistent implementation of the Inspire Science curriculum across classrooms is still developing, and access to reliable internet connectivity remains uneven for some students.

No actions were identified as ineffective over the course of implementation.

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.

Based on a review of implementation, California School Dashboard indicators, and local data, ACES will continue to implement Goal 2 as adopted. No substantive changes are planned to the goal, actions, or metrics. The school will continue to provide high-quality instructional materials, professional learning opportunities, instructional coaching, technology resources, and systems designed to support effective teaching and learning across all grade levels.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

**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
2.1	Admin & Educators that support the Ed Program	<p>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.</p> <p>ACES will engage in extensive recruitment and teacher training efforts to increase and maintain the percentage of appropriately credentialed teachers schoolwide.</p>	\$3,219,177	N

		<p><b>Instructional Calendar:</b> ACES's academic calendar includes 180 instructional days, exceeding California's state requirement of 175 instructional days for charter schools. (LREGB Funded)</p> <p><b>Continuity of Instruction:</b> Two in-house Substitute Teachers will be employed to maintain continuity of instruction and prevent interruptions to learning.</p>		
2.2	Professional Development	<p>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.</p> <p><b>School-Wide Priorities:</b> 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.</p> <p><b>Instructional Coaching Structure:</b> 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.</p> <p><b>Professional Learning Focus Areas:</b> 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 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.</p> <p><b>Annual Curriculum Purchases:</b> 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</p>	\$613,028	N

		<p>that aligns with our Gomez &amp; Gomez dual language immersion model. Engage NY mathematics curriculum will support grades TK-6, ensuring rigorous standards-based mathematics instruction across all grade levels.</p> <p><b>Supplemental Instructional Materials:</b> 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.</p> <p><b>Resource Allocation:</b> 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.</p>		
2.3	Core Curricular Program	<p>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.</p> <p><b>Annual Curriculum Purchases:</b> 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 &amp; Gomez dual language immersion model. Engage NY mathematics curriculum will support grades TK-6, ensuring rigorous standards-based mathematics instruction across all grade levels.</p> <p><b>Supplemental Instructional Materials:</b> 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.</p> <p><b>Resource Allocation:</b> 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.</p>	\$142,633	N
2.4	Closing the Digital Divide	<p>Accelerated Charter Elementary School's IT Team will ensure all students are equipped with a technology device to access instructional and supplemental online</p>	\$207,180	N

		<p>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.</p> <p><b>Device Distribution and Family Support:</b> 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.</p> <p><b>Educational Technology Integration:</b> 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.</p> <p><b>Digital Learning Support:</b> 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.</p>		
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## 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

An explanation of why the LEA has developed this goal.

Critical to the 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 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score Source: <a href="#">SARC</a>	2023-24: Good	2024-25: Exemplary	2025-26: Good	Good	Maintained
3.2	Parent input in decision-making for UP & SWD. (Questions 9-12)	<u>2023-24:</u> 9. 4 10. 4 11. 3	<u>2024-25:</u> 9. 4 10. 4 11. 4	<u>2025-26:</u> 9. 4 10. 4 11. 4	9. 4 10. 4 11. 4 12. 3	9. Maintained 10. Maintained 11. +1 12. +1

	<p><u>Rating Scale:</u>  1-Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 – Full Implementation &amp; Sustainability  Source: Score - <a href="#">CDE Priority 3 Self- reflection tool</a>.</p>	12. 4	12. 3	12. 3		
3.3	<p>Parent participation in programs for UP &amp; SWD.  (Questions 1-4)  <u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development  3 – Initial Implementation;  4 – Full Implementation;  - Full Implementation &amp; Sustainability  Source: Score - <a href="#">CDE Priority 3 Self- reflection tool</a></p>	<u>2023-24:</u> 1. 4 2. 4 3. 4 4. 4	<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 4	<u>2025-26:</u> 1. 4 2. 5 3. 4 4. 4	1. 4 2. 5 3. 4 4. 4	1. 4 2. +1 3. 4 4. 4
3.4	<p>Other Local Measure - Student Survey: Sense of safety &amp; school connectedness  Source: Panorama</p>	<u>2023-24:</u> 78% Sense of Safety 73% School connectedness	<u>2024-25:</u> 41% Sense of Safety 71% School Connectedness	<u>2025-26:</u> 51% Sense of Safety 48% School Connectedness	70% Sense of Safety 75% School Connectedness	27% Sense of Safety 25% School Connectedness
3.5	<p>Other Local Measure - Parent Survey: Sense of safety &amp; school connectedness.  Source: Panorama</p>	<u>2023-24:</u> 92% Sense of Safety 94% School connectedness	<u>2024-25:</u> 80% Sense of Safety 81% School Connectedness	<u>2025-26:</u> 72% Sense of Safety 78% School Connectedness	70% Sense of Safety 75% School Connectedness	-20% Sense of Safety -16% School Connectedness
3.6	<p>Other Local Measure - Staff Survey: Sense of safety &amp; school</p>	<u>2023-24:</u>	<u>2024-25:</u>	<u>2026-26:</u> 74% Sense of Safety 84% School	75% Sense of Safety 80% School	-21% Sense of Safety -5% School Connectedness

	connectedness Source: Panorama	95% Sense of Safety 89% School connectedness	87% Sense of Safety 87% School Connectedness	Connectedness	Connectedness	
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## Goal Analysis for 2025-2026

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.

ACES made significant progress in implementing planned actions while adapting to emerging needs and priorities throughout the school year. All Goal 3 actions were implemented as described in the adopted LCAP, with no substantive omissions. A key refinement included hiring an in-house security guard in place of contracted services to strengthen relationships with students and families while maintaining fiscal efficiency.

**Action 3.1:** Promoting Positive School Climate, Student Engagement & Safe Learning Environment: ACES hired an in-house security guard, advancing two priorities: an internal staff member able to build relationships with families and the community, and a positive impact on the school budget. Using Proposition 28 funds, ACES launched Mariachi and Folklórico programs, equipping students with instruments, dancing shoes, dresses, and performance wear to build cultural and community pride and create new learning opportunities.

- Successes: monthly schoolwide celebrations (Roses & Ribbons perfect-attendance assemblies, academic achievement assemblies, and All-Stars academic achievement assembly) recognized students broadly, and weekly i-Ready celebrations honored students who completed lessons at home and at school using the laptops provided.
- Challenges: Continued focus is needed to sustain high levels of engagement across all student groups.

**Action 3.2:** Parent Input in Decision Making: Parents provided input on the use of i-Ready as both an academic and assessment tool and recommended that ACES continue the program for students and families. Bilingual communication was provided at every meeting.

- Success: consistent attendance from a core group of parent committee members.
- Challenge: increasing the overall number of participating parents.

**Action 3.3:** Opportunities Provided to Support Parent Engagement & Participation. The Family Engagement Coordinator continued to serve as the primary liaison with families, using ClassDojo and ParentSquare to communicate proactively about events, activities, and community resources. ESL classes were offered and continue to be requested by parents. ACES leadership team members each took ownership of specific chronically absent students to monitor and support their attendance.

- Successes: ACES continued to host events promoting student achievement and community engagement, including a concert by Ozomatli that celebrated school engagement, culture, and community.
- Challenge: attendance at Literacy Night and Math Night was lower than in prior years, possibly due to family concerns about immigration.

**Action 4:** Maintaining Safe & Clean School Facilities: ACES continued routine facilities operations to maintain a safe and clean campus. No substantive differences from the planned action and no specific challenges or successes were reported for this action this year.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services. Minor variances that occurred were the result of routine adjustments in staffing, program implementation, and operational expenditures during the school year and did not significantly impact the implementation of planned actions or services.

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

Effective: School climate and student engagement strategies contributed to a safe and supportive learning environment. The addition of campus supervision staff, supported in part by Learning Recovery Emergency Block Grant (LREBG) funds, strengthened campus safety and student supervision. These efforts, aligned with PBIS and restorative practices, contributed to maintaining positive school climate conditions and supported student engagement. Schoolwide recognition systems and expanded enrichment opportunities further reinforced a sense of belonging and community among students.

Less effective / in progress: While a core group of families remained engaged, overall parent participation in school events and decision-making opportunities declined compared to prior years. Continued focus is needed to address barriers to engagement and increase participation across a broader group of families.

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.

Based on a review of implementation, California School Dashboard indicators, and local data, ACES will continue to implement Goal 3 as adopted. No substantive changes are planned to the goal, actions, or metrics. ACES will continue to provide programs and services that promote family engagement, student connectedness, positive school climate, student well-being, and safe and supportive learning environments.

Additionally, target outcomes were adjusted to align with the current three-year LCAP cycle. No changes were made to the metrics associated with this goal.

**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
3.1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	<p>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.</p> <p><b>Student Recognition and Engagement Activities:</b> 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.</p> <p>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.</p> <p><b>Academic Excellence Recognition:</b> 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.</p> <p><b>Social-Emotional Learning Assessment:</b> Panorama SEL surveys (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</p>	\$260,742	Y

		<p>climate initiatives and identifying areas for continued growth and improvement.</p> <p><b>Safety and Security Infrastructure:</b> ACES strives to provide all students and staff with a safe and welcoming learning environment through comprehensive security measures. This includes LREBG-funded Campus Aides for supervision, security staff, and the Raptor Security System to monitor and track visitors, ensuring controlled access to campus facilities. LREBG-funded school nursing services support student wellness through health screenings, including vision and hearing assessments, and the early identification of student health needs.</p> <p><b>School Safety Plan Development:</b> 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.</p>		
3.2	Parent Input on Decision Making	<p>Parent input in decision-making will take place through established committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), ensuring comprehensive representation of our diverse student population. This inclusive approach guarantees that the voices of families from all demographic groups are heard and considered in school governance and program development.</p> <p><b>Required Advisory Committees:</b> The English Learner Parent Advisory Committee (EL-PAC), ELAC, and DELAC will operate per CA EC 52062(a)(2), providing specific input on programs and services for English Learners who comprise 31% of our student body. These committees play a critical role in reviewing and providing feedback on the effectiveness of our dual language immersion program and English Language Development services.</p> <p>The Parent Advisory Committee (PAC) will function per CA EC 52062(a)(1), offering broader input on school-wide policies, programs, and the Local Control and Accountability Plan. This committee ensures that all families have opportunities to participate in educational decision-making processes that affect their children's academic and social-emotional development.</p> <p><b>Language Access and Inclusivity:</b> Interpreter services will be</p>	\$0.00	N

		<p>available for all committee meetings, ensuring that language is not a barrier to meaningful participation in school governance. This commitment to language accessibility aligns with our school's mission to honor and support our multilingual community, recognizing that effective parent engagement requires removing linguistic barriers to participation.</p> <p><b>Educational Partner Engagement Process:</b> These committees will provide regular input on LCAP goals, program effectiveness, resource allocation, and school policies, ensuring that family perspectives inform educational decision-making at all levels. The feedback collected through these committees will be documented and incorporated into school improvement planning, creating a transparent process for community input and response.</p>		
3.3	<p>Opportunities Provided to Support Parent Engagement &amp; Participation</p>	<p>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.</p> <p><b>Family Engagement Infrastructure:</b> 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.</p> <p><b>School-Wide Engagement Events:</b> 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.</p> <p><b>Educational Workshop Series:</b> 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</p>	\$134,325	Y

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 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.

<p>3.4</p>	<p>Maintaining Safe &amp; Clean School Facilities</p>	<p>Accelerated Charter Elementary School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines. 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.</p> <p><b>Annual Facility Assessment and Reporting:</b> 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.</p> <p><b>Maintenance and Repair Protocol:</b> 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.</p> <p><b>Transparency and Accountability:</b> FIT report findings are reported annually on the School Accountability Report Card (SARC) and Local Control and Accountability Plan (LCAP), 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.</p> <p><b>Ongoing Facility Management:</b> 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.</p>	<p>\$248,194</p>	<p>N</p>
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,255,946	\$1,132,187

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39%	0%	0%	39%

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	ACES students, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students, demonstrate ongoing academic needs in English Language Arts and mathematics, including below-standard performance on CAASPP and inconsistent growth across grade levels. These needs are compounded by post-pandemic learning gaps requiring targeted intervention and acceleration.	This action provides targeted academic interventions, including small-group instruction, tutoring, and data-driven supports aligned to the dual language program. A schoolwide approach ensures all students have access to Tier 1, Tier 2, and Tier 3 supports within the MTSS framework, allowing for flexible grouping based on academic need and ensuring unduplicated pupils receive timely and appropriate intervention.	<ul style="list-style-type: none"> <li>- CAASPP ELA Distance from Standard (DFS)</li> <li>- CAASPP Math Distance from Standard (DFS)</li> <li>- Local assessment data (i-Ready growth and proficiency)</li> </ul>
Goal 1 Action 4	ACES students, particularly socioeconomically disadvantaged students, English Learners, and Students with Disabilities, demonstrate high levels of chronic absenteeism and increased social-emotional needs, which impact academic achievement. Prior	This action provides integrated attendance, behavioral, and social-emotional supports, including counseling services, social-emotional learning (SEL) curriculum, PBIS, and campus supervision. These supports are implemented schoolwide to ensure	<ul style="list-style-type: none"> <li>- Attendance Rate</li> <li>- Chronic Absenteeism Rate</li> <li>- Suspension Rate</li> </ul>

	Dashboard data indicated elevated chronic absenteeism and declines in school climate, including decreased perceptions of safety and connectedness, highlighting the need for targeted supports to improve engagement and student well-being.	consistent expectations, timely intervention, and access to services for all students. A schoolwide approach is necessary to build a positive school climate, strengthen family engagement, and reduce absenteeism, while ensuring unduplicated pupils receive targeted support within a comprehensive system	- Expulsion Rate
Goal 1 Action 5	English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities benefit from access to a comprehensive educational program that promotes academic achievement, engagement, cultural competency, physical wellness, and opportunities for creative expression. These student groups may have fewer opportunities to access enrichment experiences outside of school and benefit from a well-rounded curriculum that supports multiple pathways for learning and student success.	ACES provides all students with access to a comprehensive academic program that includes English Language Arts, Mathematics, Spanish Language Arts, Science, Social Studies, and Physical Education, supplemented by Dance and Public School Science instruction. These opportunities are principally directed toward meeting the needs of unduplicated students by ensuring equitable access to a broad and engaging curriculum that supports academic growth, bilingualism, student engagement, critical thinking, creativity, and physical development. Providing these courses on a schoolwide basis ensures that unduplicated students learn alongside their peers in an inclusive educational environment while benefiting from enriched learning experiences that support both academic and social-emotional development. Because unduplicated students comprise a significant portion of the student population and benefit from access to a comprehensive educational program, this action is provided schoolwide and is expected to improve academic outcomes	<ul style="list-style-type: none"> <li>- CAASPP English Language Arts and Mathematics performance</li> <li>- English Learner Progress Indicator (ELPI)</li> <li>- Attendance Rate</li> <li>- Chronic Absenteeism Rate</li> <li>- Student engagement and school climate survey results</li> </ul>
Goal 3 Action 1	ACES experienced declines in school climate indicators, including reduced perceptions of safety and school connectedness among students, families, and staff. Student survey data showed a significant decline in students feeling safe at school, alongside decreases in parent and staff perceptions of safety and connectedness. Additionally, chronic absenteeism, while improving, remains an area of need, particularly for socioeconomically disadvantaged students. As a dual language school serving a high percentage of Hispanic students and English Learners, there is also a need to strengthen cultural identity, belonging, and engagement.	This action provides campus supervision, safety supports, and school climate strategies to create a safe, inclusive, and engaging learning environment. A schoolwide approach is necessary to ensure consistent supervision, immediate response to student needs, and positive relationship-building across the entire school community. These supports promote a sense of safety, belonging, and cultural pride, which are essential to improving student engagement and attendance. Because school climate and safety impact all students, schoolwide implementation ensures unduplicated pupils receive	Student survey data on sense of safety and school connectedness (Local Measure)

		targeted support within a consistent and inclusive environment.	
Goal 3 Action 3	ACES families demonstrate a need for stronger home-school connections to support student attendance, engagement, and academic success. Data indicates declines in parent-reported school connectedness and sense of safety, alongside ongoing chronic absenteeism. As a school serving a high percentage of Hispanic students, English Learners, and socioeconomically disadvantaged families, there is a need for culturally and linguistically responsive engagement that builds family capacity to support student learning.	This action provides comprehensive family engagement supports, including parent education workshops, communication systems, and opportunities for meaningful participation in the school community. A schoolwide approach ensures all families have access to information, resources, and support needed to understand student learning, attendance expectations, and the dual language program. These efforts strengthen relationships, build family capacity, and promote a shared responsibility for student success, ensuring unduplicated pupils benefit from a cohesive and inclusive school community.	- Parent survey data on sense of safety and school connectedness (Local Measure)

### 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	English Learners at ACES demonstrate a need for accelerated language development and academic support, as indicated by a decline in the English Learner Progress Indicator and below-standard performance in English Language Arts and mathematics. Additional needs include consistent ELD instruction, targeted teacher support, and improved progress monitoring within the dual language program.	This action provides targeted support for English Learners through strengthened English Language Development (ELD) instruction, focused coaching for teachers, and data-driven progress monitoring. Instructional strategies include both designated and integrated ELD, use of research-based practices, and ongoing analysis of student performance to guide instruction. Extended learning opportunities further support English Learners who require additional time to develop language proficiency and access grade-level content.	<ul style="list-style-type: none"> <li>- Percentage of English Learners making progress toward English language proficiency (ELPI)</li> <li>- Percentage of students achieving English language proficiency on the Summative ELPAC</li> </ul>

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).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

## 2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,309,558.00	\$ 9,693,462.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 228,563	\$ 239,111
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 57,875	\$ 60,271
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 1,269,816	\$ 1,287,457
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 386,928	\$ 410,066
1	4	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 552,641	\$ 582,775
1	5	BROAD COURSE OF STUDY	No	\$ 48,837	\$ 51,837
1	6	SERVICES TO SUPPORT SWD	No	\$ 1,539,806	\$ 1,570,426
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 3,037,949	\$ 3,213,371
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 205,488	\$ 220,854
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 1,054,415	\$ 1,090,725
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 135,000	\$ 141,627
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 201,842	\$ 205,994
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 171,445	\$ 171,816
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 79,430	\$ 81,180
3	2	PARENT INPUT IN DECISION MAKING	No	\$ -	
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 121,370	\$ 127,195
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 218,153	\$ 238,756

## 2025-26 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)
\$ 2,155,079	\$ 2,423,347	\$ 2,531,053	\$ (107,706)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 228,563	\$ 239,111	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 386,928	\$ 410,066	0.000%	0.000%
1	4	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 552,641	\$ 582,775	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	\$ 1,054,415	\$ 1,090,725	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	\$ 79,430	\$ 81,180.45	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	\$ 121,370	\$ 127,195	0.000%	0.000%

## 2025-26 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)
\$ 5,376,142	\$ 2,155,079	0.000%	40%	\$ 2,531,053	0.000%	47%	\$0.00 - No Carryover	0.00% - No Carryover

**2026-2027 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 %)
2026-2027	\$ 5,780,506	\$ 2,255,946	39.027%	0.000%	39.027%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,132,718	\$ 3,930,195	\$ -	\$ 739,185	\$ 9,802,098.00	\$ 7,437,787	\$ 2,364,312

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 Learners	Yes	Limited	English Learners	ACES	2026-2027	\$ 138,939	\$ 102,098	\$ 82,223	\$ 138,939	\$ -	\$ 19,875	\$ 241,037	0.000%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No			ACES	2026-2027	\$ 53,434	\$ 7,256	\$ 60,690	\$ -	\$ -	\$ 60,690	0.000%	
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	ACES	2026-2027	\$ 1,903,549	\$ 1,294,660	\$ 1,608,138	\$ 1,294,660	\$ -	\$ 295,411	\$ 3,198,209	0.000%
1	4	ADDRESSING SOCIAL- EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ACES	2026-2027	\$ 572,696	\$ 13,424	\$ 195,103	\$ 139,603	\$ -	\$ 251,414	\$ 586,120	0.000%
1	5	BROAD COURSE OF STUDY	All	Yes			ACES	2026-2027	\$ 50,366	\$ 9,650	\$ 9,650	\$ 50,366	\$ -	\$ -	\$ 60,016	0.000%
1	6	SERVICES TO SUPPORT SWD	SWD	No			ACES	2026-2027	\$ 732,717	\$ 98,030	\$ -	\$ 701,317	\$ -	\$ 129,430	\$ 830,747	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No			ACES	2026-2027	\$ 3,044,177	\$ 175,000	\$ 2,183,840	\$ 1,018,831	\$ -	\$ 16,506	\$ 3,219,177	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	All	ACES	2026-2027	\$ 323,050	\$ 289,978	\$ -	\$ 586,479	\$ -	\$ 26,549	\$ 613,028	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No			ACES	2026-2027	\$ -	\$ 142,633	\$ 142,633	\$ -	\$ -	\$ 142,633	0.000%	
2	4	CLOSING THE DIGITAL DIVIDE	All	No			ACES	2026-2027	\$ 67,180	\$ 140,000	\$ 207,180	\$ -	\$ -	\$ 207,180	0.000%	
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	Yes	Schoolwide	All	ACES	2026-2027	\$ 248,001	\$ 12,742	\$ 260,742	\$ -	\$ -	\$ 260,742	0.000%	
3	2	PARENT INPUT IN DECISION MAKING	All	No			ACES	2026-2027	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	Yes	Schoolwide	All	ACES	2026-2027	\$ 130,025	\$ 4,300	\$ 134,325	\$ -	\$ -	\$ 134,325	0.000%	
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No			ACES	2026-2027	\$ 173,653	\$ 74,541	\$ 248,194	\$ -	\$ -	\$ 248,194	0.000%	

**2026-2027 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
\$ 5,780,506	\$ 2,255,946	39.027%	0.000%	39.027%	\$ 2,290,181	0.000%	39.619%	<b>Total:</b>	\$ 2,290,181
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ 82,223
								<b>Schoolwide Total:</b>	\$ 2,198,308

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 & SERV	Yes	Limited	English Learners	ACES	\$ 82,223	0.000%
1	2	MEASURING STUDENT PROGRESS – AS	No			ACES	\$ -	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACI	Yes	Schoolwide	All	ACES	\$ 1,608,138	0.000%
1	4	ADDRESSING SOCIAL- EMOTIONAL & BE	Yes	Schoolwide	All	ACES	\$ 195,103	0.000%
1	5	BROAD COURSE OF STUDY	Yes		0	ACES	\$ 9,650	0.000%
1	6	SERVICES TO SUPPORT SWD	No			ACES	\$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT T	No			ACES	\$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	ACES	\$-	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No			ACES	\$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No			ACES	\$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMAT	Yes	Schoolwide	All	ACES	\$ 260,742	0.000%
3	2	PARENT INPUT IN DECISION MAKING	No			ACES	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPOF	Yes	Schoolwide	All	ACES	\$ 134,325	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL F	No			ACES	\$ -	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

## Plan Summary

### *Purpose*

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

### *Requirements and Instructions*

#### General Information

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

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

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

#### Reflections: Annual Performance

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

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

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

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

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

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

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

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

## Reflections: Technical Assistance

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

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

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

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

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

### **Support for Identified Schools**

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

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

### **Monitoring and Evaluating Effectiveness**

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

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

## **Engaging Educational Partners**

### ***Purpose***

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## ***Requirements***

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

## Goals and Actions

### *Purpose*

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

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

### **Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

### **Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

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

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

**Metric #**

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

## **Actions:**

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

## Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

### **For LEAs With Unexpended LREBG Funds**

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

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

## ***Purpose***

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

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

## **Statutory Requirements**

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

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

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

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

## **LEA-wide and Schoolwide Actions**

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

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

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

### LCFF Carryover — Dollar

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

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

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

### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

## **Limited Actions**

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

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

Complete the table as follows:

## **Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

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

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

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

## ***LCFF Carryover Table***

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

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

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

### **Contributing Actions Table**

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

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

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

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

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

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

