LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	The Accelerated School
CDS code:	19-64733-6112536
LEA contact information:	Kim Clerx, Principal
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 8,362,658
LCFF supplemental & concentration grants	$ 2,114,781
All other state funds	$ 695,083
All local funds	$ 1,276,764
All federal funds	$ 1,375,503
Total Projected Revenue	$ 11,710,007

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 12,825,277
Total Budgeted Expenditures in the LCAP	$ 8,592,315
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,114,781
Expenditures not in the LCAP	$ 4,232,962

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 827,208
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 1,946,132

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.
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Not for Inclusion in the Template
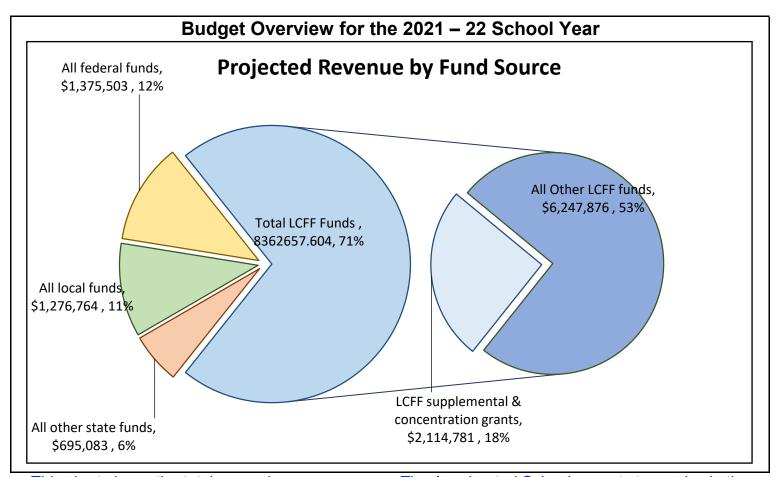
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Accelerated School

CDS Code: 19-64733-6112536

School Year: 2021 – 22

LEA contact information: Kim Clerx, Principal

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $1,375,503 , 12%

All local funds, $1,276,764 , 11%

All other state funds, $695,083 , 6%

Total LCFF Funds , 8362657.604, 71%

All Other LCFF funds, $6,247,876 , 53%

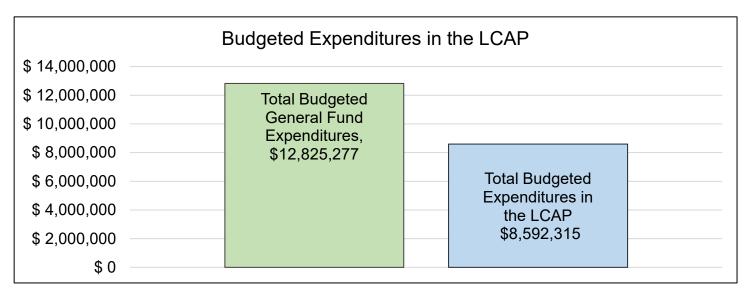LCFF supplemental & concentration grants, $2,114,781 , 18%

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

The total revenue projected for The Accelerated School is $11,710,007.30, of which $8,362,657.60 is Local Control Funding Formula (LCFF), $695,083.16 is other state funds, $1,276,763.55 is local funds, and $1,375,502.98 is federal funds. Of the $8,362,657.60 in LCFF Funds, $2,114,781.20 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $12,825,277	Total Budgeted Expenditures in the LCAP $8,592,315

This chart provides a quick summary of how much The Accelerated School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
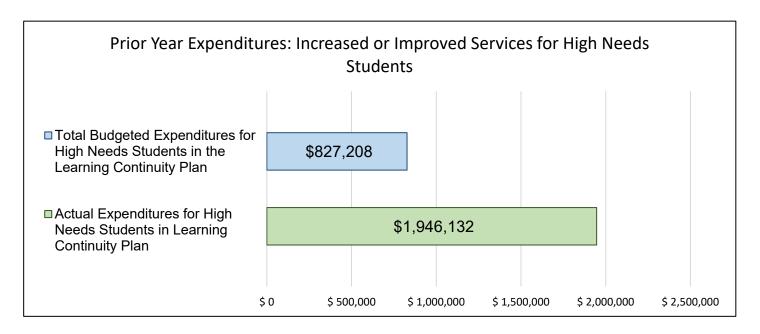
The Accelerated School plans to spend $12,825,277.02 for the 2021 – 22 school year. Of that amount, $8,592,315.00 is tied to actions/services in the LCAP and $4,232,962.02 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, The Accelerated School is projecting it will receive $2,114,781.20 based on the enrollment of foster youth, English learner, and low-income students. The Accelerated School must describe how it intends to increase or improve services for high needs students in the LCAP. The Accelerated School plans to spend $2,114,781.20 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $827,208
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $1,946,132

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

In 2020 – 21, The Accelerated School's Learning Continuity Plan budgeted $827,208.00 for planned actions to increase or improve services for high needs students. The Accelerated School actually spent $1,946,132.46 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323.235.6343

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

Goal 1

Increase student academic achievement to ensure college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Basic Services - Highly Qualified/Credentialed teachers	93% teachers were appropriately credentialed and assigned

Expected	Actual
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	**IMPLEMENTATION: ACADEMIC STANDARDS** | ELA	4
ELD	4
Math	3
NGSS	3
History	3	
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Basic Services - Facilities	2019-20 FIT Score: Good
Course Access	All students have access to courses needed for successful transition to high school. Students receive differentiated instruction and support in each subject area. In the area of math, students have the opportunity to take an extra math course in 8th grade so that they can accelerate once entering high school.
Course of Study	See "Course access"

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 (3) 100% of all teachers are fully credentialed and properly assigned.	A: $3,740,000	A: $2,394,578 B: $0

	B: $85,000 C: $1,255,000 D: $ LCFF Funds Federal A: Certificated Wages B: Classified Wages C: Employee Benefits D:	C: $499,359
1.2(3) Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas.	A: $175,000 B: $ C: $ D: $ LCFF Funds A: Books and Supplies B: C: D:	$541,662
1.3(3) Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists.	A: $125,000 B: $500,000 LCFF Funds A: Books and Supplies B: Other Operating Costs	SPED & S&C $14,283 $642,189
1.4 (3) Provide high quality substitutes to support classroom instruction.	A: $170,000 B: $ LCFF Funds A: Other Operating Costs B:	$0

1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.	A: $40,000 B: $50,000 C: $ D: $ E: $ LCFF Funds Federal Funds A: Books and Supplies B: Other Operating Costs C: D: E:	$19,371
1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students.	A: $70,000 B: $12,000 LCFF Funds Federal A: Classified Wages B: Employee Benefits	A: $188,683 B: $43,397 C: Other Student Instructional Services (Professional Tutors) $22,376
See 3.2	A: $ B: $ C: $ D: $ A: B: C: D:	$0

1.8(3) School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration.	A: $445,000 B: $560,000 C: $225,000 D: $ LCFF Funds A: Certificated Wages B: Classified Wages C: Employee Benefits D:	A: $959,770 B: $211,149

Goal Analysis

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

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

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

- Action 2: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Action 3: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Action 4: The hiring of 3 substitutes did not take place, therefore there were no costs.

- Action 5: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.

- Action 6: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Action 7: No action

- Action 8: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

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

TAS has implemented a 1:1 student to device ratio which supported the transition to distance learning. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging, and meaningful to students, resulting in higher participation and engagement. Academic supports and interventions were provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Goal 2

Increase student engagement and whole child outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Pupil Engagement – school attendance rates	2019-20: 97.2%
School Climate – Suspension & Expulsion Rates	2019-20: Suspension Rate: 0% 2019-20: Expulsion Rate: 0%
Pupil Outcomes	As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, Physical Fitness Test (PFT) was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1(3) Implement college and career activities to support and promote a college-going culture.	A: $ B: $ C: $ D: $ See 1.01 A: B: C: D:	$9,444 S&C
2.2(3) Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio- emotional support.	A: $ B: $ C: $ D: $ See 1.06 A: B: C: D:	$8,500 $6,551
2.3(3) Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy.	A: $ B: $ C: $ D: $ See 1.06 A: B: C:	$0

	D:	
2.4(3) Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.	A: $50,000 B: $ C: $ LCFF Funds A: Other Operating Costs B: C:	$0 See 2.2

Goal Analysis

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

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

- Actions 1-3: There were no budgeted expenditures, however there were actual expenditures

- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

During school closure, Middle school students participated in College and Career Readiness during their Advisory course, that focused on UC A-G requirements, researching colleges, GROWL, and SEL lessons. Leadership enrichment opportunities were available to students to provide them with social awareness and community involvement as a precursor to college readiness. The goal is for all students to visit at least one college before the 8th grade.

Goal 3

Improve practices supporting effective student instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	ELA CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	Math CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1(3) Provide instructional staff with professional develo0pment to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis.	A: $200,000 B: $ C: $ D: $	$29,234

	LCFF Funds Federal Funds A: Other Operating Costs B: C: D:	
3.2(3) Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students.	A: $ B: $ C: $ See 3.02 A: B: C:	$0
3.3(3) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SSPT process to identify interventions and corrective measures.	A: $ B: $ C: $ D: $ See 1.06 and 3.01 A: B: C: D:	$0
3.4(3) Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data.	A: $750000 B: $ C: $ D: $ E: $ LCFF Funds A: Certificated Wages	$10,874 S&C

	B: C: D: E:	
3.5(3) Provide additional instruction on Saturdays to support struggling students.	A: $25,000 B: $ C: $ LCFF Funds A: Certificated Wages B: C:	$0
3.6(3) Provide planning time for teachers to promote the academic and social/emotion success of students.	A: $ B: $ N/A A: B:	$0
3.7(3) Provide field trips and classroom guest speakers.	A: $18,000 B: $ C: $ D: $ E: $ LCFF Funds Federal A: Other Operating Costs B: C: D: E:	$0

3.8(3) Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program.	A: $20,000 B: $ C: $ D: $ E: $ LCFF Funds A: Other Operating Costs B: C: D: E:	S&C Total: $131,146 $121,177 $2,347 $7,622
3.9(3) Offer summer program to support the academic growth of all students.	A: $85,000 B: $ Federal A: Certificated Wages B:	Title I $44,227

Goal Analysis

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

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

- Action 1: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Actions 2-3: There were no budgeted expenditures, and therefore no actual expenditures

- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Actions 5-7: There were no budgeted expenditures, however there were actual expenditures

- Action 8: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Action 9: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented

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

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

As a result of school closure in mid-March and the transition to distance learning the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. The 5th & 8th grade culmination was changed to a virtual Zoom meeting. A letter was issued to students and parents with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

Goal 4

Increase parent engagement, involvement, and satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parent Involvement	Parents participated in SSC, ELAC/DELAC, schoolwide events, & Coffee with the Principal. 2019-20: Outcome met. Overall Parent survey results – The Accelerated Schools Participation Rate 72.3% See survey results under "analysis" section

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians.	A: $5,000 B: $ C: $ D: $ LCFF Funds A: Other Operating Costs B: C:	S&C $1,703

	D:	
4.2(3) Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events.	A: $5,000 B: $ C: $ Federal A: Other Operating Costs B: C:	S&C $58,399
4.3(3) Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.	A: $45,000 B: $ C: $ D: $ LCFF Funds A: Books and Supplies B: C: D:	S&C $15,006

Goal Analysis

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

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

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

- Action 2: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

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

There has been high parent attendance and participation at Parent Nights where discussion takes place on the LCAP goals, health & Wellness (Internet safety, vaping) and social-emotional support. TAS hosted 4 math focused nights and provided parents of TK-5 (elementary) with games and strategies to implement at home to support the math needs of their students. Translator services were provided for non-English speaking families for all events and upon request. Other workshops provided include cyber-bullying/bullying prevention; Opening Doors (Abriendo Puertas) program for Spanish speaking parents. Teachers and staff utilized google Voice, Class Dojo, Remind, to communicate with families and the school's website was updated regularly.

The following are the overall parent survey results:

- 84.7% of parents who took the survey indicated that the school is clean and is in good repair

- 89.1% of parents who took the survey indicated that the school is safe and has security procedures in place

- 85.4% of parents who took the survey indicated that there are high standards and sound instructional practices in place for students

- 79.3% of parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students

- 93.3% of parents who took the survey indicated that the school provides additional support and resources for students and parents – workshops, mental health, bullying prevention, etc.)

- 95.8% of parents who took the survey indicated that the school maintains a positive school climate and culture

- 95.1% of parents who took the survey indicated that the school involves all stakeholders as decision making partners

- 96.3% of parents who took the survey indicated that the school has strong school-family communication systems in place

- 91.4% of parents who took the survey indicated that they believe that students learn and benefit from the instructional practices provided at the school

- 89.7% of parents who took the survey indicated that students receive the support they need for academic and course planning

- 93.3% of the parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students

- 91.5% of the parents who took the survey indicated that the school effectively addresses attendance and absenteeism

- 96.3% of parents who took the survey indicated that they would recommend someone to work at or to attend this school

- 97% of parents who took the survey indicated that the school is welcoming to parents and provides academic support and training for families to support student growth and achievement

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	$3,263,273	*$2,772,658	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$184,338	$237,388	N
Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction	--	$74,067	N

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

The Accelerated School (TAS) provided a total of 180 Instructional days, including 300 daily instructional minutes for the Elementary; 310 daily instructional minutes for Middle School, and an additional 60 minutes daily for teacher office hours to provide all students with additional academic support, that exceeded SB98 requirements of 175 instructional days: and 180-240 of daily instructional minutes. All teachers participated in 1 week of intensive Summer Professional Development, an additional week for new teachers, and 5 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

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

The following are the substantive differences between the planned actions and what was actually implemented:
 - Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction

- TAS purchased and/or acquired PPE equipment as required by the state and county Health Department to ensure a safe, and clean learning environment for staff and students.

Analysis of In-Person Instructional Offerings

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

On Monday April 12th TAS opened for in-person/hybrid instruction. Approximately 35% (~265 students) of its students (families) opted for in-person instruction, and 65% remained in distance learning. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation. The School's leadership and support staff conducted significant parent outreach and home visits to communicate with disengaged families. In addition, school tours took place on Mondays to demonstrate to families the safety protocols that had been implemented and the Principal led several parent meetings for each grade level, including Town Halls and reiterated the requirements of COVID-19 testing for all students and staff.

Prior to offering hybrid instruction, TAS implemented (pods) cohorts of at-risk students who had been disengaged (chronically absent) and struggling with distance learning including English Learners, low-income, homeless, students with Disabilities in grades 3-5, that received support onsite. Instructional Assistants ensured students were logged on and were able to participate in synchronous lessons via distance learning while on-campus. This learning opportunity was extended to students in grades 6-8, and resulted in students completing coursework, completing courses and for all students increased engagement, and daily participation.

Challenges include having difficulty with having our teachers return onsite to provide hybrid instruction and therefore our school has had to hire substitute teachers. Another challenge is that 65% of students/families have opted to remain in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: Illuminate, NWEA MAP, A2i Assessment, i-Ready (Reading, Math)	$20,400	$25,579	Y

Technology devices: Chromebooks, wi-fi hotspots, internet, headsets, IT Director, Go Guardian	$76,899	$757,033	N
SPED Services and staffing	$903,739	$715,623	N
Core Curriculum: McGraw-Hill ELA, Inspire Science K-5, Study Sync/ConnectEd, My Math, Summit Learning 6-8	$25,000	$26,351	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Google Voice, Zoom, Kami, BrainPop, Raz Kids, Summit, NearPod, Kickboard, Clever	$31,554	$53,407	Y
Professional Development: Literacy Coach that provides one-on-one coaching for teachers	$55,350	$58,406	Y
Intervention Specialist: Provides direct intervention support services to K-5 students based on student assessment data	$92,213	$0	N
Professional Development for teachers (Funded with Title II)	$41,264	$31,227	N
K-5 Science Curriculum: Inspire Science	--	$243,846	N
Vista Higher Learning Spanish curriculum	--	$5,046	N

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

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

- Professional Development Literacy Coach did not occur

- Intervention Specialist – was a duplicate action also identified under "Pupil Learning Loss" actions

Analysis of the Distance Learning Program

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

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

Continuity of Instruction:

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

For the 2020-21 school year, our staff designed a structured distance learning schedule that provided continuity of instruction for our students and families. For students in grades K-5, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform was Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses were offered online for all students regardless of if the student participated in in-person or distance learning. All students were assigned to a mentor who continued to support them in meeting their academic goals.

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

Our students utilized the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, TAS struggled with student attendance, participation and engagement.

Access to Devices & Connectivity:

- Successes: All Students in grades TK-1 were equipped with tablets; grades 2-8 with a Chromebook. Teachers were provided ThinkPads to support online learning instruction. Students who lacked connectivity at home were provided with a Wi-Fi hotspot; and our IT department shared resources for low-cost broadband internet services for low-income households.

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

Pupil Participation & Progress:

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

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

- Mindfulness - students are learning new skills such as deep breathing or meditation and   spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.

- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, TAS struggled with student attendance, participation and engagement.

Distance Learning Professional Development:

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

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

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

- Challenges: There were no challenges with professional development

Staff Roles & Responsibilities:

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: there were no identified challenges.

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

- Successes: For English Learners: Our English Learners received integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Wonders ELD curriculum for K-5; and Study Synch for grades 6-8 that included an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supported long-term English Learners (LtELs). To continue to develop English learner language skills, teachers provided daily

comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. The ELD curriculum was paired with online platforms that included but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

For ELD: Depending on the grade level, ELD included all students in the class or only students who are classified as English learners (ELs). Grade levels discussed which students might benefit from participating in ELD even if they were not ELs. All teachers across K-5 were trained, at varying levels, in Project GLAD strategies to support their ELs.

In their ELD block, teachers are focusing on specific ELD standards to work on with students depending on their ELD level. As with math and ELA, there is an established learning outcome and success criteria. Some teachers choose to use the Wonders ELD program, which compliments their ELA program, whereas others use self-designed lessons.

Usually, ELD will focus on writing, listening, and speaking, and again, provide opportunities for student dialogue in a small group. Teachers often have students make connections between what they are doing in ELD and what they are learning in ELA time. They might use a text that is connected in topic or from the same unit as their ELA.

For Students with Disabilities: Our Students with Disabilities received instruction through push-in and pull-out models. The pull-out program was a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher worked together to plan lessons and provide accommodations for SWD. The co-teaching model utilized breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continued to provide push in support for students. A focus for the year was to provide both IAs and general education teachers training on how to provide effective support online.

Our SPED team participated in co-teaching specifically with 4th grade. Approximately 50% of SWD participated in distance learning and the other half transitioned to hybrid instruction.

- Challenges: Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, approximately 65%, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School for grades TK-6 (3-weeks) & Summit Learning LMS for gr 6-8, to further mitigate learning loss	$70,018	$55,324	N
Instructional Assistant: provides intervention support to EL students only under the advisement of Intervention Specialist	$27,747	$27,070	N
Elementary Director to provide support with teacher professional development; After-school Programs; and collaborate with the "support team"	$79,950	$78,000	Y
After School Program (funded by ASES Grant): Academic & Social Enrichment	$125,154	$133,169	N
Professional Tutors of America	$30,000	$0	N
Reading Intervention Teacher	$92,213	$97,305	N
Assistant Principals (2) - SSPT meetings; support intervention programs; support afterschool program; coach teachers; provide PD	$252,150	$246,000	Y
Stipends for staff: Spring Break Enrichment, Saturday School and Afterschool tutoring	--	$25,000	N
ARC Contracted services to provide push-in support when launching hybrid instruction	--	$243,320	N

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

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

- Professional Tutors of America did not take place since students were in distance learning most of the school year

- Staff who worked additional hours for Spring Break enrichment, Saturday School and After school tutoring received stipends

- ARC was contracted to provide tutoring services during hybrid instruction Spring 2021

Analysis of Pupil Learning Loss

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

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

- Successes include: TAS students engaged in daily synchronous instruction and asynchronous learning. Morning Community Circle meetings were designed to establish safe and supportive spaces to increase school connectedness and support students' social-emotional well-being. Students received asynchronous Physical Education, Science, and Social Studies. Embedded in the schedule were stretch breaks, mini lessons for English Language Arts and Math and reviewing class objectives and goal setting which were essential for all students.

For the 2020-21 school year, our staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-5, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform provided was Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses were offered online for all students regardless of if the student is participating in in-person or distance learning. All students were assigned to a mentor who continued to support them in meeting their academic goals.

All students had access to participate in daily live (synchronous) instruction; and asynchronous instruction.

Our students also had access to and utilize the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

For students in grades K-2, we added additional supplemental reading supports which resulted in an increase in student academic performance.

- Challenges include: during distance learning, students struggled to turn in projects and complete coursework despite flexibilities provided and ongoing communication with families. An additional Instructional assistant was hired to support students who were struggling academically. Teachers in K-2 also provided office hours for parent support.

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

Distance Learning: For students in grades K-5 the first 20 minutes teachers focused on SEL through community circles; for grades 6-8, mentor teachers conducted check-ins every other week, in addition to weekly check-ins from teachers.

The Dean of Culture provided social-emotional support and restorative justice practices to address the behavioral and social emotional needs of our students. The Dean of Culture also contacted, monitored and provided appropriate services to students who were absent in an effort to improve student attendance, participation and engagement and prevent further learning loss and identification as chronically absent.

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

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

- Successes with student engagement/outreach:

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

- Ongoing family readiness surveys

- All stakeholders represented on Site Level Reentry Committees

- Created a centralized feedback system for families

- Provided education for families around supported children on non-physical learning days

- Established home duties and responsibilities

- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications

- Ensured all families stayed "connected" to The Accelerated Schools

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

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

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

Support Staff was used in various capacities. Our supervision staff supported our attendance policy, making daily phone calls for students who were absent from class. Supervision staff were trained in parent outreach including strategies to provide families with resources to participate in distance learning classes. Other non-certificated staff roles were modified to support the school with the attendance policy and with family and student outreach, provided tech support, and resources for families.

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

Analysis of School Nutrition

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

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

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-being	Dean of Culture - provides intervention and behavioral support to students; restorative practices	$110,700	$108,000	N
Mental Health and Social and Emotional Well-being	Social Emotional Learning Specialists (SELs) - make calls to families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students with and without disabilities during asynchronous time; provide support to not only their assigned student during synchronous and non-synchronous times, but provide general instructional aide support to both SWDS and non-SWDS during synchronous times based on schedule created by RSP teacher and site administrators.	$86,100	$84,000	Y
Pupil and Family Engagement and Outreach	Remind App	$2,267	$1,250	Y
Pupil and Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - Tech Support)	$225,637	$222,764	Y
Pupil and Family Engagement and Outreach	School Nurses (2 split 1/3 to each school budget) & medical supplies	$73,800	$36,000	Y
Mental Health and Social and Emotional Well-being	School Psychologist (split between 3 schools) 33% salary	$32,595	$31,200	N

Pupil and Family Engagement and Outreach	Assistant Principal: Student Services & Intervention started in April 2021 to address chronic absenteeism and conduct home visits.	--	$21,000	N
Mental Health and Social and Emotional Well-being	Second Step SEL Curriculum	--	$2,500	N
School Nutrition	Costs for vended meals: Better for You	--	$985,000	N

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

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

- Addition of an Assistant Principal that focused on student services and intervention that started in April 2021 to address student chronic absenteeism and conduct home visits.

- Purchase and implementation of SEL Curriculum – Second Step

- Costs for Vended meals Better for You

Overall Analysis

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

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

- Health & Safety: adherence to state and local county health department guidelines. TAS has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement

- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service,

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: will continue daily SEL Community Circles for grades K-5; and support staff (Dean of Culture and Social Emotional Learning Specialists).

- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities,

- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

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

- A2i Reading Assessment: Grades K-2, 4 times/year

- Interim Comprehensive Assessments (ICA): Mid-Year

- i-Ready ELA: Gr. 3-5, 3 times/year

- i-Ready Math: Gr. K-5, 3 times/year

- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year

- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year

- Running records, Gr. K-2

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

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

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

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

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

- Continue the use of technology applications adopted in different platforms

- Continue use of technology devices during instruction and other tools: NearPod, Google Classroom, Raz Kids, etc.

- Continue to utilize Zoom meeting platforms for parent meetings including townhalls which has resulted in higher parent involvement, engagement and participation.

- Continue Cycle of Assessments to measure and monitor student progress

- Continue to strengthen and systemize the school's Multi-tiered System of Supports (MTSS)

- Continue to expand academic supports for students

- Continue to expand social-emotional and mental health services for students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

    o Pupil Participation and Progress,

    o Distance Learning Professional Development,

    o Staff Roles and Responsibilities, and

    o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323.235.6343

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

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

Currently, TAS serves approximately 753 students in grades TK-8 that include the following demographics: 99% Hispanic, 1% Filipino, 12.4% Students with Disabilities (SWD), 41% English Learners (EL), 0.2% Foster Youth (FY), and 91% Socioeconomically Disadvantaged. Currently, TAS does not have any students enrolled and identified as Homeless youth.

Our staff and teachers, together with our parents, work to help ensure our students are prepared to succeed and thrive in high school.

MISSION

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

Reflections: Successes

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

The following chart reflects The Accelerated School's (TAS) Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Suspension Rate reflected a blue performance level schoolwide and for the Socioeconomically Disadvantaged, Hispanic and Students with Disabilities (SWD) student groups; and Yellow for the English Learner (EL) student group.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Orange	Yellow
English Learners	Red	Yellow	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	Orange	Yellow
Students with Disabilities	Red	Blue	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Blue	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

TAS has taken numerous steps to address dashboard and local data, which have also been incorporated throughout the 2021-22 LCAP Goals and Actions.

ACADEMIC INDICATOR

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

CAASPP	ELA		MATH	
	2018 DFS	**2019 DFS**	**2018 DFS**	**2019 DFS**
All Students	-15.7	-16.5	-67.1	-60.3
EL	-40.4	-36.4	-84.5	-73.2
SED	-16.1	-16.6	-67.6	-60.1
SWD	-96.9	-80.3	-147.3	-134.3
HISPANIC	-17.6	-16.4	-67.2	-60.1

A comparison of the Spring 2018 to Spring 2019 ELA and Math CAASPP performance (using Scale Scores) demonstrates mixed student group growth; a decline in ELA and an almost 7-point growth for Mathematics. However, overall and student group performance remains significantly below standards met (Level 3) with significant achievement gaps among Students with Disabilities and non-SWD.

The Accelerated School has established a systematic Cycle of Assessments that was administered in-person/distance learning which included the following for Fall Semester and several of which will continue 2021-22 school year.

- A2i Reading Assessment: Grades K-2, 4 times/year

- Interim Comprehensive Assessments (ICA): Mid-Year

- i-Ready ELA: Gr. 3-5, 3 times/year

- i-Ready Math: Gr. K-5, 3 times/year

- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year

- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year

- Running records, Gr. K-2

ICA's were administered in November 2020, but they served as a baseline since ICA results cannot be compared with CAASPP results.

With the understanding that The Accelerated School would continue with distance learning in the 2020-21 school year, our staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-5, the school day starts with a Morning meeting/social emotional learning block; and then transitions to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform will be Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses are also offered online for all students regardless of the student was participating in in-person or distance learning. All students were assigned to a mentor who continued to support them in meeting their academic goals. Our students utilized the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

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

With the transition to distance learning in March 2020, The Accelerated School implemented actions to further mitigate learning loss. This included the implementation of our Summer School (extended school year program); the Pilot of our distance learning program for 2020-21 over the summer with select students; the design of our daily instructional day, strategically placing 2 teachers in classrooms; and Instructional Assistants to support the academic needs of our students.

In Elementary, TAS focused on building Strong Readers at K-2 to Support Success in 3-5

Students in grades K-2 were assessed using A2i (Reading Assessment) which resulted in the following:

- Kindergarten demonstrated the highest number of students on track to reading at grade level: 72%
- 37% of Grade 1 students were on track to reading at grade level
- 41% of Grade 2 students were on track to reading at grade level
- 75% of Kindergarten student were on track to achieving one year's growth
- 79% of Kindergarten ELs were on track
- 63% of Kindergarten SWD were on track

For all students, we are continuing to focus on differentiated instruction both in whole group and small group instruction. We have significantly increased our amount of small group instruction this year, with distance learning offering teachers the opportunity to engage with more students in a small group setting or on a one-on-one basis.   Specifically, we are engaging in more grade-span specific professional development. Beginning of May of last year, K-2 teachers began to receive professional development in developing their small group instruction, with a focus on phonics, phonemic awareness, guided reading, and small group reading. We will continue to focus on professional development that is unique to the needs of students at the K-2 level. We recognize the importance and significance of building a strong instructional program and strong readers at K-2 in order to support greater success in ELA at the 3-5 grade level.

For English Language Arts (ELA), K-1 instruction focused primarily on phonological awareness with added reading comprehension skills and writing skills. At the 2nd grade level, students are beginning to transition so that more of the ELA instruction is beginning to focus on comprehension skills and writing as students are working to become fluent readers. At the 3-5 level, students focus primarily on reading comprehension and analysis as well as developing longer pieces of writing, with students who are still struggling with phonics and decoding receiving intervention supports during small group time. Across K-5, there are several instructional features that are present in daily live interaction:

- Learning Outcome and Success Criteria: Teachers and students will know or be able to reference their learning outcomes and success criteria for the lesson. Teachers will have students reflect on these before, during, and after the lesson.
- Sentence Frames and Graphic Organizers – Many students who are ELs need support to participate in discussion so teachers are accustomed to providing sentence frames to students
- Student Dialogue - Teachers will focus on dialogue in their lessons. Last year's Professional Development and coaching centered on student-to-student dialogue. Students will often participate, discuss, and share out in groups as they are moving toward the day's success criteria. Teacher's utilize Zoom breakout rooms to place students in small groups to support dialogue.

Small Group Instruction

Continuing to build on evidenced-based practices and recognizing the varied needs of students in distance learning, in the 2020-2021 school year, we adjusted our schedules to reflect a greater focus on small group instruction. At the K-2 level, teachers utilized various assessments in phonics, phonemic awareness, guided reading, and other areas, to differentiate instruction. All students received at least 30 minutes of small group instruction in ELA, Math, or both weekly, with some students receiving multiple blocks of small group instruction weekly or daily depending on their needs. At the 3-5 level, students also engaged in small group instruction, focusing on individualized goal setting and instruction based on these goals. In addition, 3-5 small group instruction focused on closing achievement gaps in reading and writing.

Intervention

At the Elementary level, Reading Club is a pull-out and push-in program. A Credentialed teacher (interventionist), pulls small groups of students (4-6 kids) and provides targeted intervention in phonics, fluency, and comprehension. The Instructional Aide, pushes into classrooms and supports students in groups of 2-4 using materials and strategies prepared by the Interventionist All groups met at least 3 times a week for at least 30 minutes, other groups met 4-5 times a week.

Reading Club provided support to students that demonstrated gaps in phonics skills that were often taught in First and Second Grade. Since students in Reading Club are receiving support in these skills, their regular classroom teachers were able to provide small group instruction in grade-level standards. By building up our students' ability to decode text fluently, their cognitive energy was more focused on deriving meaning from the grade-level texts that they read with their teachers.

Curriculum Implementation

In order to improve overall student academic performance in ELA, TAS has implemented a rigorous, project-based learning curriculum in ELA, history, math and science called Summit Learning. The new curriculum we've adopted this school year is aligned with the Common Core State Standards. Summit Learning is a research–based approach to education designed to drive student engagement, meaningful learning, and build strong student–teacher relationships thus preparing students for life beyond the classroom. Created by educators with experience in diverse classrooms, Summit Learning is grounded in decades of research about how children learn. The Summit Learning platform provides a comprehensive curriculum that is made up of projects and focus areas. Courses are aligned to Common Core State Standards and other sets of standards relevant to specific disciplines. Embedded in this curriculum is a systematic approach to supporting students with development of literacy skills, specifically focusing research, inquiry and writing.

Collaboration and Calibration

Within this curriculum lies the cognitive skills rubric, a comprehensive, standards-based rubric that focuses on skill development and growth over time. This shared rubric allows teachers to collaborate and hold deeper, more meaningful conversations about students' growth. The projects within our curriculum are centered on complex texts, where students are able to develop their literacy skills in relevant ways. We have hired a secondary literacy instructional coach to support teachers in implementing literacy instruction, particularly close reading and written expression. This coach visits classes weekly, meets one-on-one with teachers every other week, and organizes ELA and history department meetings in order to support teacher development in planning and instruction. This year we have also launched a peer observation program, where teachers have the opportunity to visit each other's' classrooms and bring best practices back into their own classes. Additionally, we have focused on professional development that allows teachers to practice and grow their skills, such as how to internalize the curriculum, facilitate student dialogue (verbal and written), organize small groups effectively and balance the essential components of instruction and learning. For the next two years, we have committed to reading peer reviewed, research-based articles and books such as Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction to collaboratively identify strategies that will be implemented across grade levels to support and strengthen students' literacy and cognitive skill sets. Additionally, in preparation for next school year, the ELA and history departments are creating a 6th-12th grade vertical

alignment which will allow us to have a clear progression of cognitive skills and content across grade levels. This will allow students to focus on growth over time, as well as ensure that they have a balanced exposure to a variety of content and skills.

Mentoring

A 1:1 mentoring program, in which every student is assigned a teacher as a mentor was implemented during the 2020-2021. Students in grades 6-8 conduct individual meetings with their mentors on a bi-weekly basis to set goals, to monitor progress using success criteria, and to engage in metacognitive reflection. This mentoring program allows students to reflect on their successes and develop strategies for overcoming obstacles. The mentor supports students with study habits and habits of success.

The following are school-wide strategies implemented at TAS to strengthen our program.

- Evidence Based Practices: In the 2019-2020 school year, The Accelerated School's school-wide initiatives focused on building on the research of John Hattie and the belief that classroom dialogue is one of the highest leverage classroom practices to accelerate student learning beyond one year's growth in one year's time. In the 2020-2021 school year, we continued this focus on school-wide on classroom dialogue practices. We continued to build on the Open-Ended Questions, Academic Routines, and Student Outcomes (OAO) model to improve instruction. Teachers and administrators received professional development, coaching, modeling of lessons, and feedback all centered on classroom dialogue. Their professional goals were part of their year-long goal setting plan has a continued focus on enriching dialogue practices, even in the distance learning setting. Teachers utilized Cooperative Groups, Small-group dialogue, and think-pair-share.
- In the 2020-2021 school year, we continued to build on the evidenced-based practices as outlined in the research of John Hattie, and our focus has been on all educators setting Learning Outcomes, Success Criteria, Goal Setting, and Progress Monitoring. Teachers developed their lesson around students being able to answer Hattie's questions, "Where am I going? How am I going? Where to Next?" Teachers do this by establishing and sharing both Learning Outcomes and Success Criteria in their lessons. Students self-identify their current level of performance and use the success criteria to progress monitor and self-assess throughout the lesson. Student learning is connected to teacher and student generated learning goals, which teachers and students develop in their ongoing goal-setting conferences and conversations. Students work with their teachers or independently to self-monitor their progress on these goals.

- Goal Setting: During a recent Parent Conference session, our mentor teachers reviewed student SMART Goals with students and parents utilizing a goal setting toolkit. The toolkit helped students identify their status in areas of grades and assignment completion status, test scores for ICA, A2i/i-Ready/NWEA and CAASPP (if available) and help students set goals for improvement. The objectives were to help students identify actionable goal setting processes towards progress. This will ensure student progress towards meeting their personal academic goals and progress towards improvement in local, state and college board assessments.

- Assessments: We have established a systemic Cycle of Assessments that will continue in 2021-22: Interim Comprehensive Assessment (ICA) for grades 3-8, i-Ready for grades 3-5, A2i for grades K-2 and NWEA MAP Reading and Language for grades 6-8. The goal is to measure and monitor student progress and to identify areas of growth and needs in student learning.

- Co Teaching: TAS has four RSP teachers that co-teach and co-plan with general education teachers. In elementary school, an RSP teacher co-teaches with the two fourth grade teachers, a grade level with our highest percentage of students with disabilities. Another RSP teacher co-teaches in the 4/5 combo class. In middle school, the two RSP teachers co-teach in the 6th, 7th and 8th grade ELA and ELD classes that have high percentages of students with disabilities. This models ensures that scaffolds and supports are provided for all students, specifically the SWD. In the 2018-2019 CAASPP, we saw an increase in the performance of our SWD.

CHRONIC ABSENTEEISM

The Accelerated School (TAS) received an overall red performance level for Chronic absenteeism and for and for all numerically significant student groups.

With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case, it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning. The chronic absenteeism rate for the 2020-21 school year is 37%.

To improve attendance , TAS continued to build a strong school culture where students take pride in being a TAS student. Students returning from the pandemic needed socio-emotional support to effectively process their trauma. Our teachers were trained on how to lead students through mindfulness practices. In addition, our Dean of Culture, Counselors and Social Worker provided small group, one on one support. Staff, student and parent surveys indicated a desire for increased student supports and activities. The goal for 2021-2022 is to improve our family engagement through our family engagement coordinator. This position will provide parents with workshops, help them navigate community resources and help with school to home connection. We anticipate that will these strategies student attendance rates will increase (and chronic absenteeism will decrease)

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

- Mindfulness: students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.

- Culture Building Activity: teachers are utilizing community circles, virtual journaling, world check-ins, story building

LCAP Highlights

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

The Accelerated School (TAS) is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens and key areas of focus for The Accelerated School.

- Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

- Goal #2: Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

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

The Accelerated School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

The Accelerated School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

The Accelerated School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

The Accelerated School has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

The Accelerated School (TAS) engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. The Accelerated School (TAS) also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelins. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
6/3/20	Parents & Families	Incoming 6th Grade Meeting	Zoom
7/29 & 7/30	Parents & Families	Launching the New School Year	Parent Webinar
8/20/21	Stakeholders	ELAC	Zoom
9/19/21	Parents	PAC	Zoom
91 & 9/3	Parent/Families	Back to School Night	Zoom
10/8/21	Stakeholders	ELAC	Zoom
10/12/21	Parent/Families	PAC	Zoom
10/13-10/15	Families	Parent Conferences/Goal Setting	Zoom Meetings
11/2/21	Parent/Families	PAC	Zoom
12/1/21	Parent/Families	MS Summit Learning Parent Workshop	Zoom
12/7/21	Parent/Families	PAC	
1/23/21	Parent/Families	Special Education Town Hall	Zoom
1/27-1/29	Parent/Families/Students	Parent/Student/Teacher Goal Setting Meetings	Zoom Meetings
1/20/21	Parent/Families	PAC	Zoom
1/26/21	Parent/Families	Computer Literacy Parent Workshop	Zoom
2/9/21	Parent/Families	PAC	Zoom
2/10/	Parent/Families	Coping w/ Stress Parent Workshop	Zoom
2/24/21	Parent/Families	Helping your child with Math Parent Workshop	Zoom
2/17/21	Parent/Families	Growing a Better Reader Parent Workshop	Zoom
3/17, 4/1, 4/2	Parent/Families	Reentry Parent Workshops	Zoom
Ongoing (Monthly)	Staff	Data Analysis	Zoom

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

Administrators/Leadership Team: There is a need to continue to strengthen the Multi-tiered System of Supports to ensure the academic, social-emotional and behavioral needs of students are met to improve student outcomes.

Teachers: would like to create a detailed science curriculum, goal setting, with intentional observations on implementation.

Staff: There is a need to strengthen intervention programs to improve student academic outcomes. The dean of culture and participation with ARC will support in increasing students activities and ability for students to have a voice in school decisions.

Parents including PAC, ELAC/DELAC & EL-PAC: there is a need for the school to improve the rigor of the academic standards. Parents indicated the standards were low. Parents reiterated that they feel welcome on campus and school staff keep them abreast of school events, updates, attendance and discipline. Parents also indicated they would like additional academic interventions to be provided to further mitigate learning loss.

Students: would like opportunities for increased student activities on campus.

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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Initial implementation of a Multi-tiered System of Supports (MTSS with Rti)
- Continue to strengthen the delivery of academic intervention and supports: Intervention Teachers & Instructional Aides
- Continue to address the social-emotional and mental health needs of students.
- Continue to provide robust professional learning for all teachers including ongoing instructional coaching to improve the quality and delivery of instruction including the use of evidence-based effective pedagogical strategies to address the diverse learning needs of all students (EL, SPED, Socioeconomically Disadvantaged).
- Develop a systematic and evidence-based strategies to reduce chronic absenteeism.

- Continue to implement strategies to improve parent/family input and participation through community-building and communication.

Goals and Actions

Goal

Goal #	Description
1	**Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.**

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score – DFS	* Not administered % of students made 1-year growth: Gr 3-5: 35% (i-Ready) Gr 6-8: 45% (NWEA MAP)				+50 Scale Score gain annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP Scale Score - DFS	* Not administered % of students made 1-year growth: Gr 3-5: 27% (i-Ready) Gr 6-8: 40% (NWEA MAP)				+50 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+15 Scale Score gain annually
Gr 8: CA Science Test (CAST) Scale Score - DFS	** Not administered				+15 Scale Score gain annually
Attendance Rate	90.5%				95%
Chronic Absenteeism Rate	37%				10%
Middle School Dropout Rate	0%				<1%
Suspension Rate	0%				<1%
Expulsion Rate	0%				<1%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%
Gr 7 PFT: % students meeting all 6 HFZ	*** Not administered				40%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%

* **For the 2020-21 school year, A2i (K-2), i-Ready (3-5) and NWEA MAP Reading & Math Assessment (Gr 6-8) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.**

** **For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver**

*** **For the 2020-21 school year, PFT was not administered per SBE/CDE waiver**

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	The Accelerated School will employ a ***Principal and a total of 33 appropriately credentialed and assigned classroom teachers*** for students in grades TK-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. TAS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days. All teachers will participate in 5 days of intensive Summer Professional Development, an additional 5 days in the summer for "new" teachers to the profession, to prepare for the 2021-22 academic school year, and an additional 5 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the academic school year.	$3,477,314	Y

Action #	Title	Description	Total Funds	Contributing
		Therefore 10% of salaries are being funded with LCFF S&C.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: • **Illuminate Assessments** • **A2i Assessments**: K-2 (Title I funded) • **i-Ready Reading & Math Assessments** for K-5: (Title I Funded) • **NWEA MAP Reading & Math**: TK-6 (Title I Funded) • **State mandated assessments**: CAASPP ELA & Math, CAST, ELPAC, PFT TAS will adopt and implement ***Performance Matter data management system*** where all student data and assessments will be housed to develop student, grade level and schoolwide reports to measure and monitor student performance.	$56,106	Y
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss. Instructional Assistants will work directly with Intervention teachers to support the academic needs of our students. Based on A2i data from January 2020, 52% of grade 2 students were reading below grade level; 45% of grade 3 student were	$1,001,187	Y

Action #	Title	Description	Total Funds	Contributing
		reading >1 year below grade level; and 30% of grade 3-5 students are reading >2 years below grade level. Our school will employ to address learning loss: • **5 Instructional Assistants** • **Reading Intervention Teacher** (credentialed): (Title I funded) • **Math Intervention Teacher** (credentialed): (Title I Funded) Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: • **Spring Intersession**: (1-week) for grades 3-8, including SWD • **After-school tutoring** (1-2 times/week) • **Saturday School tutoring** (1 Saturday/month) • **Public School Science**: Gr K-2 to address Science gaps as a result of distance learning (ELO Funded) TAS will also provide: • **ARC After-school academic & social enrichment** (ASES Funded) • **ARC After-school outdoor experiences** (Additional 100 students) For incoming students in grades K-1 and 6-8, we will provide a ***Summer Bridge Program***, where students will be assessed (diagnostic), participate in community building activities and be introduced to the expectations at the school since most students have not been on our campus since March 2020. Students will also have access to:		

Action #	Title	Description	Total Funds	Contributing
		• **Leveled Classroom Libraries** • **Raz kids** • **Nearpod** • **Kami** • **Brain Pop** • **NewsELA**		
4	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	TAS is committed to providing social and emotional supports to support the mental health need of our students. The *Assistant Principal* will provide wraparound services, including referrals to community mental health services, and schoolwide implementation of PBIS. In addition, the AP will develop and implement a plan to improve overall attendance rates, strategies to prevent chronic absenteeism especially with students that have a history of chronic absences. The *Dean of Culture* will focus on the student behavioral issues, implementing strategies to support a positive school climate and culture. TAS will employ a *Social-emotional Specialist (Counselor*) and *Psychiatric Social Worker* to support students who have experienced trauma so they can focus on learning and instruction. TAS will also implement and embrace mindfulness schoolwide to curb discipline problems and employ a **Yoga teacher** (ELO Funded). The use of mindfulness-based interventions has been highly effective in schools to address misbehavior and disruptive students but also has been effective in fostering positive school environments to handle discipline.	$435,660	Y
5	**BROAD COURSE OF STUDY**	TAS will provide all students with a broad course of study beyond core subjects that include the following:	$204,193	Y

Action #	Title	Description	Total Funds	Contributing
		• **Spanish** (Gr 7-8) • **VAPA/Art** • 6th grade **Elective Wheel: Art, Speech/Debate, Coding, & Film Production** • **K-5: Art, Garden** (Enrich LA)		
6	**SERVICES TO SUPPORT SWD**	The Accelerated School's SPED team will provide instructional and social emotional support as outlined by the students IEP. LAUSD serves as the school's SELPA provider (Option 3). Members of the SPED team will participate in Option 3 committees and professional development. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure IEP timelines and related services will be addressed and communicated with parents. The SPED Team comprised of the **Director of Curriculum & Instruction** (SPED Administrator), **TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Student Services Coordinator, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist** will provide all required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.	$1,281,417	Y

Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	**Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.**

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS 2020-21 ELA 4 ELD 3 MATH 3 NGSS 2 HISTORY 2 HEALTH 2 PHYSICAL ED. 4 WORLD LANG. 4				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS 2023-24 ELA 4 ELD 4 MATH 4 NGSS 3 HISTORY 3 HEALTH 4 PHYSICAL ED. 4 WORLD LANG. 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers appropriately credentialed & assigned	100%				100%
% EL who progress in English Proficiency (ELPI)	2019 Dashboard ELPI 43.3% (Low)				50%
EL Reclassification Rate	2.2%				20%
% EL with access to CCSS & ELD Standards	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	The Accelerated School's (TAS) educators will participate in a robust evidence-based professional development for 1-week during the summer, (5 additional days for "new" teachers, weekly during the academic school year, and 5 non-instructional days during the academic year. To address the learning loss and findings from the initial student achievement data, professional development areas of focus organization wide include: • Goal Setting and Monitoring Using Success Criteria • Generating Learning through Student-to-Student Dialogue • Using Assessment Data to Drive Planning & Instruction • Providing Impactful Feedback on Student Work The critical areas of focus for TAS Schoolwide include: • **SEL Mindfulness Training**	$519,070	Y

Action #	Title	Description	Total Funds	Contributing
		• **Restorative Justice** (Title II Funded) • **Project-based Learning** (PBL Works) Gr 3-5 – (Title II funded) • **Reading/writing Nancy Fetzer** (Title II Funded) • **Math Pilot Training** (for 2 grade levels) • **Summit Learning Training** (Gr 6-8) • **NWEA MAP Training** • **Health Connected** • **ELD instruction** TAS will employ *(2) Assistant Principals* to provide instructional coaching, teacher evaluation and conduct classroom observations). In addition, a *STEM Instructional Coach* and *Literacy Coach* will also provide instructional coaching, and conduct classroom observations). Coaching will be based on Accelerated's C3 Coaching and Teacher Effectiveness Framework. The goal is to improve the quality and delivery of instruction schoolwide, accelerate student learning, engagement, motivation and further mitigate learning loss for all student groups. TAS will use **Whetstone's** classroom observation software that provides teachers with feedback, observation notes, action steps, rubrics in one place. To support teacher effectiveness and credential clearance, TAS will reimburse *teacher induction expenses. (Title II Funded)*		
2	**STRENGTHENING EL PROGRAM & SERVICES**	TAS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL	$131,348	Y

Action #	Title	Description	Total Funds	Contributing
		proficiency of the English Language. The **ELD Coach/Coordinator** will provide all teachers with training on integrated/designated ELD, standards, and strategies to address the language needs of ELs. TAS will provide teachers with **ELLevation**, an online ELD platform for teacher instruction. **Instructional Aide** (Title III Funded) will provide additional/supplemental academic support for students in grades 6-8 during designated ELD block.		
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • **Guided Reading** • **Core Curriculum- Math, Wonders ELD** • **Literature Novels** • **Classroom Supplies** • **Consumables & Math supplements**	$107,000	Y
4	**CLOSING THE DIGITAL DIVIDE**	TAS has implemented a 1:1 student to device ratio, schoolwide: tablets for K-1; laptops for Gr 2-8, and will acquire **Go Guardian** licenses for all student devices TAS will continue using **Zoom meetings,** purchase **hotspots** as needed, maintain **website**, and employ **technology assistants** to provide tech support and ensure sufficient bandwidth, and **uninterrupted power source** is provided schoolwide.	$90,897	Y

Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of "Good"	Good				Good
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	85% ES 81% MS				>85% ES & MS
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	75% ES 68% MS				85% ES & MS
Increase % of staff who feel supported and connected as measured in the annual staff survey.	90% ES 87% MS				90% ES & MS

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	The Accelerated School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs: • **Campus Aides for supervision** • **Security Guard** • **Raptor Security, RFIDs** • **Student incentives (Kickboard)** • **School Nurse** • **COVID-19 testing** *Field Trips* and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for **college field trips** to create a college & career going focus for students. For students in grades 5, 6 & 8, we will provide **learning experiences (Science Camp)** that encompasses the science and social studies standards. TAS will administer **Panorama SEL surveys** to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school's LCAP and local indicators report.	$635,752	Y

Action #	Title	Description	Total Funds	Contributing
2	**PARENT INPUT IN DECISION-MAKING**	At the Accelerated School (TAS), parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$0	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	The Accelerated School will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed. The **bilingual Family Engagement Coordinator** (FEC) will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English). Trainings, workshop and events include but are not limited to: • Coffee with the Principal • Training on accessing Parent Portal – **PowerSchool** so parents can view student grades, attendance, student progress and communicate with school staff. • Family Workshops – led by **PIQE & Abiriendo Puertas,** and others on understanding	$120,986	N

Action #	Title	Description	Total Funds	Contributing
		curriculum, college-going culture, interventions and supports, etc. • *Family Book Mobile* – a lending library for students and parents to increase literacy skills, and love for reading • **Remind App** – communicate with families and school staff		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	The Accelerated School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made.	$531,381	N

Goal Analysis

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.85%	$2,114,781

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

- Goal 1, Action 1: Longer school day and longer school year to provide additional time for intervention and support

- Goal 1, Action 2: In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support: Illuminate Assessments, A2i Assessments: K-2, i-Ready Reading & Math Assessments for K-5, NWEA MAP Reading & Math: TK-6 (Title I Funded)

- Goal 1, Action 3: Our school will employ Instructional Assistants to support UP with address learning loss. Based on findings from assessment data, students will be identified for additional supports that include but are not limited to: Spring Intersession: (1-week) for grades 3-8, including SWD; After-school tutoring (1-2 times/week); Saturday School tutoring (1 Saturday/month)

- Goal 1, Action 4: The Assistant Principal will provide wraparound services, including referrals to community mental health services, and schoolwide implementation of PBIS. In addition, the AP will develop and implement a plan to improve overall attendance rates, strategies to prevent chronic absenteeism especially with students that have a history of chronic absences. The Dean of Culture will focus on the student behavioral issues, implementing strategies to support a positive school climate and culture. TAS will employ a Social-emotional Specialist (Counselor) and Psychiatric Social Worker to support students who have experienced trauma so they can focus on learning and instruction.

- Goal 2, Action 1: TAS will employ (2) Assistant Principals to provide instructional coaching, teacher evaluation and conduct classroom observations). In addition, a STEM Instructional Coach and Literacy Coach will also provide instructional coaching, and conduct classroom observations). Coaching will be based on Accelerated's C3 Coaching and Teacher Effectiveness Framework. The goal is to improve the quality and delivery of instruction schoolwide, accelerate student learning, engagement, motivation and further mitigate learning loss for all student groups.

- Goal 2, Action 2: TAS will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The ELD Coach/Coordinator will provide all teachers with training on integrated/designated ELD, standards, and strategies to address the language needs of ELs. TAS will provide teachers with ELLevation, an online ELD platform for teacher instruction. Instructional Aide (Title III Funded) will provide additional/supplemental academic support for students in grades 6-8 during designated ELD block.

- Goal 3, Action 1: Field Trips and extended learning opportunities allow for students to learn standards through real world experiences. A large portion of the field trip budget will be for college field trips to create a college & career going focus for students. For students in grades 5, 6 & 8, we will provide learning experiences (Science Camp) that encompasses the science and social studies standards.

TAS will administer Panorama SEL surveys to students, staff and parents to assess school connectedness, safety, satisfaction and engagement which will be reported in the school's LCAP and local indicators report.

- Goal 3, Action 2: The Accelerated School will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed. The bilingual Family Engagement Coordinator (FEC) will communicate with families, facilitate parent workshops and outreach especially with families of unduplicated pupils and Students with Disabilities to increase parent engagement and provide translation services (Spanish/English): Family Workshops – led by PIQE & Abiriendo Puertas, and others on understanding curriculum, college-going culture, interventions and supports, etc. Family Book Mobile – a lending library for students and parents to increase literacy skills, and love for reading.

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

Many of the actions and services directed to Unduplicated Pupils have shown effectiveness on academics based on internal assessments and we will be implementing new evidence-based services, programs and actions to address the academic, social-emotional and mental health needs of our students as our school returns to full in-person instruction. The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.85% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

- There is a need to increase academic support and intervention for our Unduplicated Pupils especially with the preliminary academic achievement data as a result of distance learning. Our chronic absenteeism rate for the past year has been 37% most of whom were unduplicated pupils.

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

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

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,391,819	$ 1,028,185	$ -	$ 1,172,307	8,592,311	$ 7,004,717	$ 1,587,594

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 3,477,314	$ -	$ -	$ -	$ 3,477,314
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 17,596	$ -	$ -	$ 38,510	$ 56,106
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 116,810	$ 351,764	$ -	$ 532,613	$ 1,001,187
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 400,660	$ 35,000	$ -	$ -	$ 435,660
1	5	BROAD COURSE OF STUDY	All	$ 204,193	$ -	$ -	$ -	$ 204,193
1	6	SERVICES TO SUPPORT SWD	SPED	$ 583,774	$ 502,621	$ -	$ 195,022	$ 1,281,417
2	1	PROFESSIONAL DEVELOPMENT	All	$ 406,170	$ 76,400	$ -	$ 36,500	$ 519,070
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 97,500	$ -	$ -	$ 33,848	$ 131,348
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 107,000	$ -	$ -	$ -	$ 107,000
2	4	CLOSING THE DIGITAL DIVIDE	All	$ 86,607	$ -	$ -	$ 4,290	$ 90,897
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 486,052	$ -	$ -	$ 149,700	$ 635,752
3	2	PARENT INPUT IN DECISION-MAKING	All	$ -	$ -	$ -	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 120,986	$ -	$ -	$ -	$ 120,986
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 287,157	$ 62,400	$ -	$ 181,824	$ 531,381

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 5,399,902	$ 6,658,527
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 5,399,902	$ 6,658,527

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Schoolwide	EL, LI, FY	ALL	$ 3,477,314	$ 3,477,314
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	Schoolwide	EL, LI, FY	ALL	$ 17,596	$ 56,106
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Schoolwide	EL, LI, FY	ALL	$ 116,810	$ 1,001,187
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Schoolwide	EL, LI, FY	ALL	$ 400,660	$ 435,660
1	5	BROAD COURSE OF STUDY	Schoolwide	EL, LI, FY	ALL	$ 204,193	$ 204,193
1	6	SERVICES TO SUPPORT SWD	Schoolwide		ALL	$ 583,774	$ 1,281,417
2	1	PROFESSIONAL DEVELOPMENT	Schoolwide	EL, LI, FY	ALL	$ 406,170	$ 519,070
2	2	STRENGTHENING EL PROGRAM & SERVICES	Schoolwide	EL, LI	ALL	$ 97,500	$ 131,348
2	3	CORE CURRICULAR PROGRAM NEEDS	Schoolwide	EL, LI, FY	ALL	$ 107,000	$ 107,000
2	4	CLOSING THE DIGITAL DIVIDE	Schoolwide	EL, LI, FY	ALL	$ 86,607	$ 90,897
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Schoolwide	EL, LI, FY	ALL	$ 486,052	$ 635,752
3	2	PARENT INPUT IN DECISION-MAKING	Schoolwide		ALL	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Schoolwide		ALL	$ 120,986	$ 120,986
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Schoolwide		ALL	$ 287,157	$ 531,381

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o   Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.