

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
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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: 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/iReady/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.

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 State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

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

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 including 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 guidelines. 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.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
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
9/1 & 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:

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: XX% (i-Ready) Gr 6-8: XX% (NWEA MAP)				+50 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered % of students made 1-year growth: Gr 3-5: XX% (i-Ready) Gr 6-8: XX% (NWEA MAP)				+50 Scale Score gain annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	%				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 <i>Principal and a total of 33 appropriately credentialed and assigned classroom teachers</i> for students in grades TK-8, to provide instruction	\$3,477,314	Y

Action #	Title	Description	Total Funds	Contributing
		<p>in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p> <p>TAS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>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.</p> <p>Therefore 10% of salaries are being funded with LCFF S&C.</p>		
2	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>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:</p> <ul style="list-style-type: none"> ● 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) 	\$56,106	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • State mandated assessments: CAASPP ELA & Math, CAST, ELPAC, PFT <p>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.</p>		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>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 reading >1 year below grade level; and 30% of grade 3-5 students are reading >2 years below grade level.</p> <p>Our school will employ to address learning loss:</p> <ul style="list-style-type: none"> • 5 Instructional Assistants • Reading Intervention Teacher (credentialed): (Title I funded) • Math Intervention Teacher (credentialed): (Title I Funded) <p>Based on findings from assessment data, students will be identified for additional supports that include but are not limited to:</p> <ul style="list-style-type: none"> • Spring Intersession: (1-week) for grades 3-8, including SWD • After-school tutoring (1-2 times/week) 	\$1,001,187	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Saturday School tutoring (1 Saturday/month) • Public School Science: Gr K-2 to address Science gaps as a result of distance learning (ELO Funded) <p>TAS will also provide:</p> <ul style="list-style-type: none"> • ARC After-school academic & social enrichment (ASES Funded) • ARC After-school outdoor experiences (Additional 100 students) <p>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.</p> <p>Students will also have access to:</p> <ul style="list-style-type: none"> • Leveled Classroom Libraries • Raz kids • Nearpod • Kami • Brain Pop • NewsELA 		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>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</p>	\$435,660	Y

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p>		
5	BROAD COURSE OF STUDY	<p>TAS will provide all students with a broad course of study beyond core subjects that include the following:</p> <ul style="list-style-type: none"> • Spanish (Gr 7-8) • VAPA/Art • 6th grade Elective Wheel: Art, Speech/Debate, Coding, & Film Production • K-5: Art, Garden (Enrich LA) 	\$204,193	Y
6	SERVICES TO SUPPORT SWD	<p>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. The Director of Curriculum & Instruction will serve as the SPED Administrator (split between all 3 Accelerated Schools) will ensure required services for Student with Disabilities (SWD) will be provided per the student's IEP. The SPED Team comprised of the Director of Curriculum & Instruction (SPED Administrator), TOSA, RSPs, SPED Learning Specialist, Instructional Aides, Speech & Language Pathologist, Psychologist, and Social-emotional Specialist will provide all required services to SWD to ensure the academic, social-emotional and</p>	\$1,281,417	Y

Action #	Title	Description	Total Funds	Contributing
		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.		

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.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>3</td> </tr> <tr> <td>MATH</td> <td>3</td> </tr> <tr> <td>NGSS</td> <td>2</td> </tr> <tr> <td>HISTORY</td> <td>2</td> </tr> <tr> <td>HEALTH</td> <td>2</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	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				<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	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
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% of Teachers appropriately credentialed & assigned	100%				100%																																								

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% 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	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>The critical areas of focus for TAS Schoolwide include:</p> <ul style="list-style-type: none"> • SEL Mindfulness Training • 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) 	\$519,070	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • NWEA MAP Training • Health Connected • ELD instruction <p>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.</p> <p>To support teacher effectiveness and credential clearance, TAS will reimburse teacher induction expenses. (Title II Funded)</p>		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>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.</p>	\$131,348	Y

Action #	Title	Description	Total Funds	Contributing
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Guided Reading • Core Curriculum- Math, Wonders ELD • Literature Novels • Classroom Supplies • Consumables & Math supplements 	\$107,000	Y
4	CLOSING THE DIGITAL DIVIDE	<p>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</p> <p>TAS will continue using Zoom meetings and employ technology assistants to provide tech support and ensure sufficient bandwidth is provided schoolwide.</p>	\$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	<p>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.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Campus Aides for supervision • Security Guard • Raptor Security • Student incentives (Kickboard) • School Nurse • COVID-19 testing <p>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.</p> <p>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.</p>	\$635,752	Y
2	PARENT INPUT IN DECISION-MAKING	At the Accelerated School (TAS), parent input in decision-making will take place through the following:	\$0	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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) 		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 & Abirendo 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 	\$120,986	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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.

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

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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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:
 - 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)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- 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:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **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.