LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Accelerated School
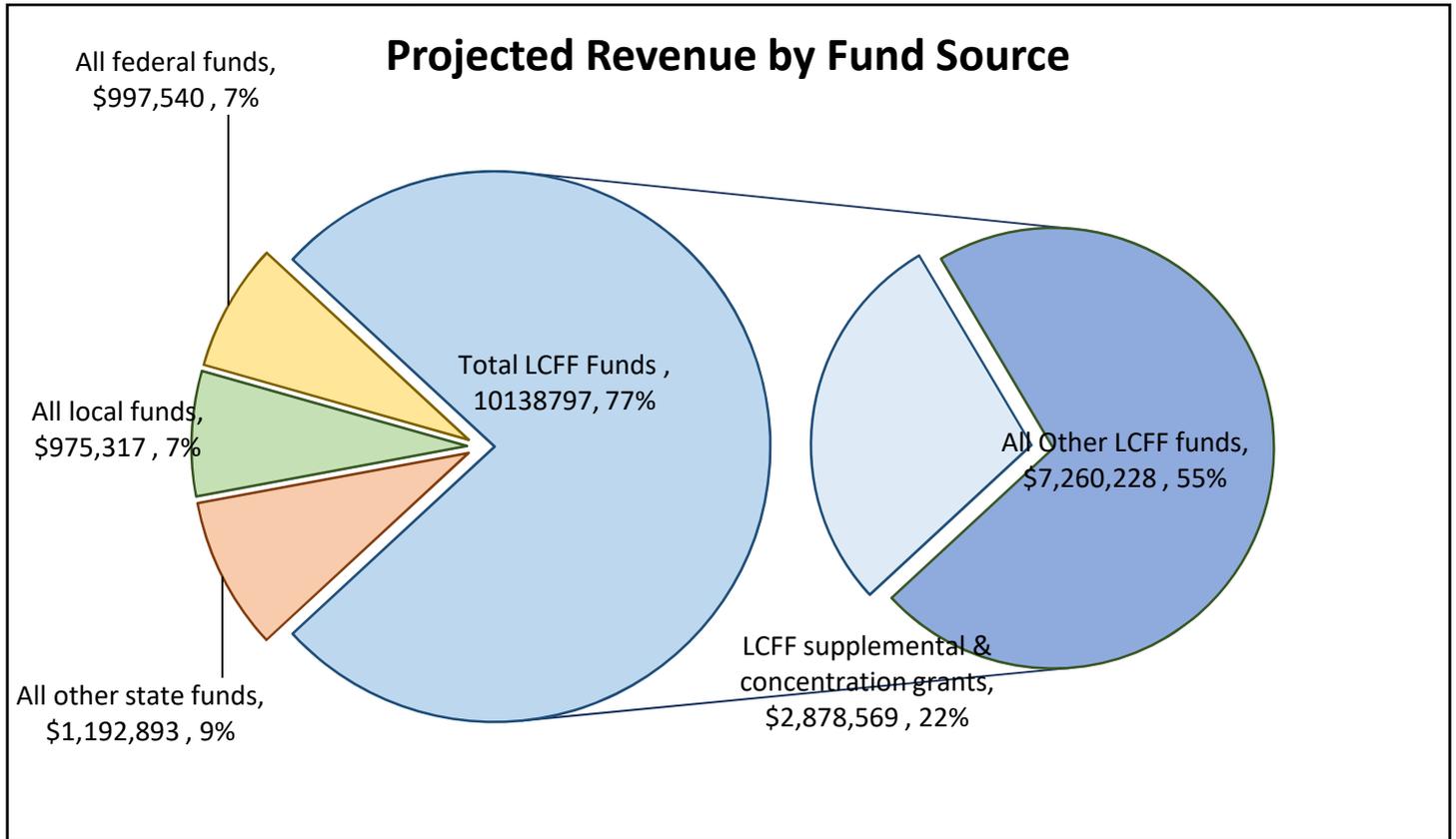
CDS Code: 19-64733-6112536

School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $997,540 , 7%

All local funds, $975,317 , 7%

All other state funds, $1,192,893 , 9%

Total LCFF Funds , 10138797, 77%

All Other LCFF funds, $7,260,228 , 55%

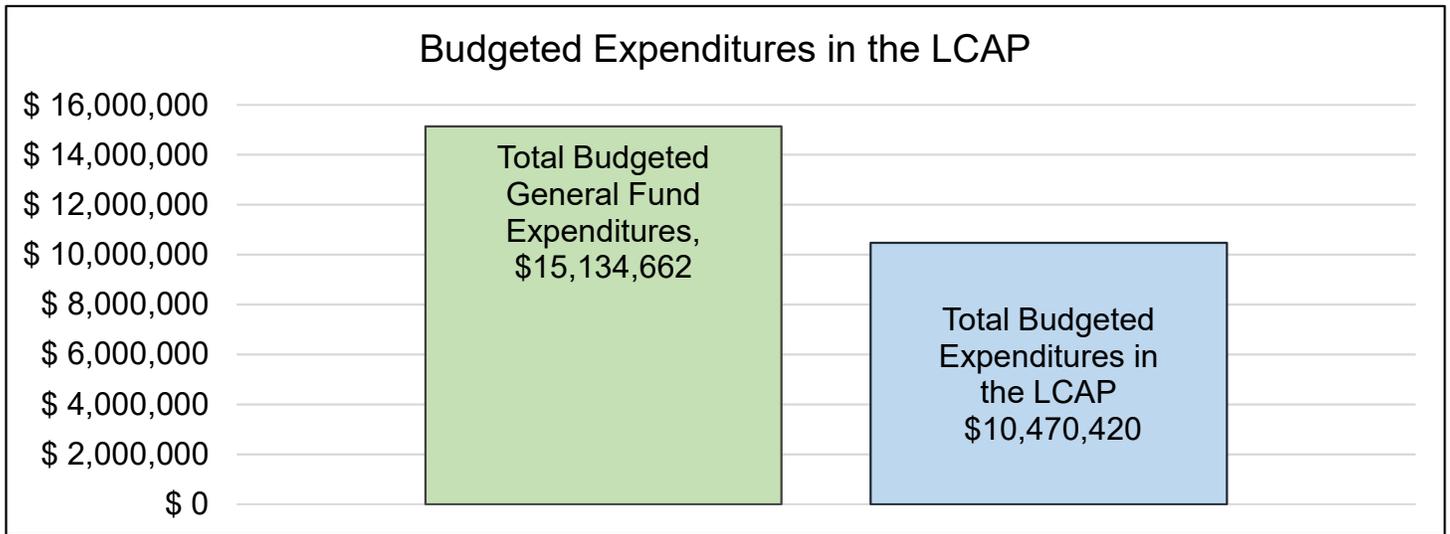LCFF supplemental & concentration grants, $2,878,569 , 22%

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

The text description for the above chart is as follows: The total revenue projected for The Accelerated School is $13,304,547.00, of which $10,138,797.00 is Local Control Funding Formula (LCFF), $1,192,893.00 is other state funds, $975,317.00 is local funds, and $997,540.00 is federal funds. Of the $10,138,797.00 in LCFF Funds, $2,878,569.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 16,000,000	
$ 14,000,000	**Total Budgeted General Fund Expenditures, $15,134,662**
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	**Total Budgeted Expenditures in the LCAP $10,470,420**
$ 6,000,000	
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much The Accelerated School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.
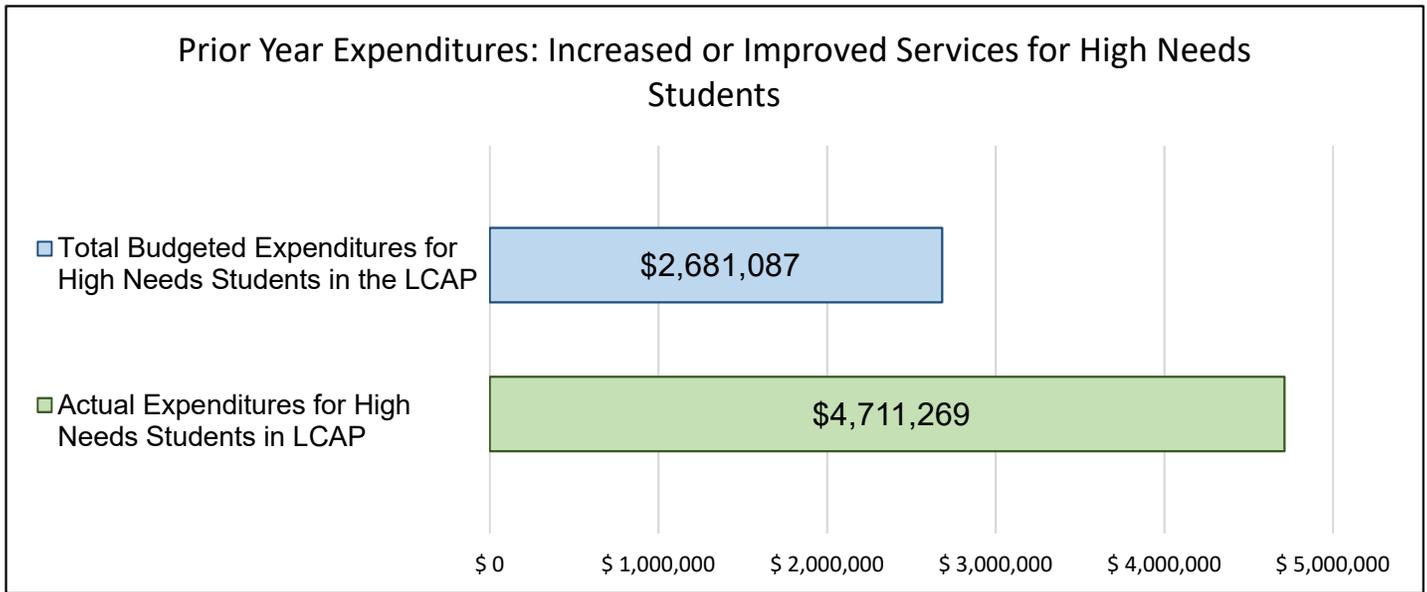
The text description of the above chart is as follows: The Accelerated School plans to spend $15,134,662.00 for the 2023-24 school year. Of that amount, $10,470,420.00 is tied to actions/services in the LCAP and $4,664,242.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, The Accelerated School is projecting it will receive $2,878,569.00 based on the enrollment of foster youth, English learner, and low-income students. The Accelerated School must describe how it intends to increase or improve services for high needs students in the LCAP. The Accelerated School plans to spend $3,116,069.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $2,681,087

Actual Expenditures for High Needs Students in LCAP — $4,711,269

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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

The text description of the above chart is as follows: In 2022-23, The Accelerated School's LCAP budgeted $2,681,087.00 for planned actions to increase or improve services for high needs students. The Accelerated School actually spent $4,711,269.00 for actions to increase or improve services for high needs students in 2022-23.

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 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 773 students in grades TK-8 that include the following demographics: 98% Hispanic, 1% African American, 1% White, 13% Students with Disabilities (SWD), 40% English Learners (EL), and 89% Socioeconomically Disadvantaged.

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.

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

- ***Learning outcomes and Success Criteria, Goal Setting & Progress Monitoring***: TAS continues to build on the evidenced-based practices as outlined in the research of John Hattie that demonstrate to accelerate learning. Our focus has been on all teachers engaging in work around setting Learning Outcomes, Success Criteria, Goals and Progress Monitoring. The decision to focus on Learning Outcomes, Success Criteria, Goals and Progress Monitoring is connected to Hattie's practice for teacher to use "Assessment as Feedback'' for students' day-to-day performance in lessons, participation, use of dialogue, and achievement on their assessments, as implications for their own instruction.

Teachers develop 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 is an ongoing process for students in each class K-8. Students work with their teachers to identify where they are and where they are going. They work on strategies for how they can accomplish these goals. Parents meet with teachers 3 times a year to review the goals set by students and the path needed to accomplish this goal.

- *Student Dialogue and Discussion rather than Teacher Monologue*: 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. This year, we have continued this focus, our school-wide on classroom dialogue practices. We continue to build on the open-ended questions, academic routines, and student outcomes to improve instruction. Teachers and administrators receive professional development, coaching, modeling of lessons, and feedback all centered on classroom dialogue. Their professional goals as part of their year-long goal setting plan have a continued focus on enriching dialogue practices. Teachers utilize cooperative groups, small-group dialogue, think-pair-share, Which One Doesn't Belong, number talks, and other student dialogue strategies to increase student engagement in cognitive learning

TAS supports teachers to deliver quality instruction through a schoolwide coaching model:

Beyond instructional strategies that support our best learning, Accelerated believes that supporting teachers to be their best enables students to learn their best and as such, we have shifted our practice to reflect a feedback-based model that supports all teachers through coaching, goal setting, and weekly observations. Our coaching model is founded in the belief that teachers and administrators are all learners growing together to support high-leverage, evidence-based strategies and practices that will accelerate student learning. The coaching model begins with administrators who are regularly coached and participate in monthly professional development delivered by the executive team and the Chief Executive Officer. Using this professional development and coaching, administrators then observe and support teachers, participating in co-planning of lessons, modeling, coaching, and goal setting on a regular basis. Progress is logged on our adopted platform, Whetstone, where teachers receive immediate feedback and are able to track their progress. To support school-wide ownership of learning across departments, Collaborative Learning Rounds (CLR) are a practice Accelerated continues to utilize, where teachers, administrators, directors, and executive level employees work collaboratively to observe teachers, find patterns across classrooms, and determine next steps for teachers at the classroom level, and the school site as a whole through professional development. Site and District Professional Development Days (Mondays and select Pupil Free Days) are generally used to provide professional development that is centered around data, CLR feedback, and teachers' growth areas identified.
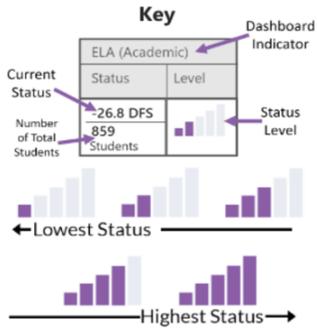
Reflections: Successes

The following chart reflects TAS 2022 Dashboard performance

Dashboard Student Group Report

Accelerated

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard

Key

← Lowest Status

Highest Status →

Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not availble for 2022)	N/A	N/A	N/A

Report designed by:

San Bernardino County Superintendent of Schools

Student Group	Pupil Achievment								School Climate		Pupil Engagement					
	ELPI		ELA (Academic)		Math (Academic)				Suspension Rate		Chronic Absenteeism		Graduation Rate			
	Status	Level	Status	Level	Status	Level			Status	Level	Status	Level	Status	Level		
All Students	46% n=250		-59.4 dfs n=546		-97.2 dfs n=547				0.4% n=783		15% n=775					
Student Program																
English Learner	46% n=250		-91.3 dfs n=243		-122.8 dfs n=244				0.3% n=321		15.1% n=318					
Foster Youth																
Homeless Youth																
Socioeconomically Disadvantaged			-59.3 dfs n=532		-96.4 dfs n=533				0.4% n=763		15.1% n=755					
Students with Disabilities **ATSI**			-104.1 dfs n=74		-119.1 dfs n=75				0.9% n=117		25.9% n=116					
Student Race/Ethnicity																
Black/African American			n=4		n=4				n=6		n=6					
American Indian or Alaska Native																
Asian																
Filipino									n=1		n=1					
Hispanic			-59.6 dfs n=539		-97.2 dfs n=540				0.4% n=769		15% n=761					
Pacific Islander																
White			n=3		n=3				n=6		n=6					
Multiple Races/Two or More									n=1		n=1					

TAS has identified the following successes:

- Suspension Rate of 0.4%

- All local indicators on the CA Schools Dashboard were "standard met."

SUSPENSION RATE INDICATOR: During the 2022-2023 school year TAS K-8 launched year 1 of Positive Behavior Intervention and Supports. A team of educational partners was composed of volunteers that expressed interest in improving the Behavior Support System on our campus. Our team consists of Administration, the Dean, the school counselor, a parent representative, supervision staff, a student, and our parent coordinator. The launch of PBIS included a GROWL Behavior Matrix throughout campus as well as a complex behavior plan when behavior arises.

The Dean facilitated restorative circles with students to address conflict or breaches to our school wide behavior expectations and student handbook. A bank of restorative justice projects was co-created by the PBIS team as an alternative to suspension based on the school climate and behavioral needs. Students were required to participate in restorative circles and/or complete restorative projects when involved in major behavior referrals. The Dean also hosted Saturday school for students with 3 or more behavior referrals as an additional intervention and alternative to suspension. We continued our mentorship program with efforts to support teacher/student relationships and provided professional development on best practices for addressing minor behaviors in the classroom and building relationships with students.

The Social Emotional Learning Specialist (SEL) supports behavioral counseling. Students were either referred by teachers or self-selected to participate in counseling. Together, the Dean and SEL Specialist were able to create targeted success plans with students in need of behavior intervention and tracking/ monitoring. In addition, the school focused on the development of social-emotional, self-regulating, goal setting and relationship skills. During the 2022-2023 school year, the SEL and Dean held assemblies for bullying, behavior expectations and school culture. In addition, they are providing lessons to teachers on topics such as kindness, coping strategies, and mental health.

In fall of 2021 during the first semester of the school year we received 593 behavior referrals or needs of support from parents, teachers, and students. In the Spring of 2022 during the second semester of the school year, after beginning to introduce PBIS we reduced our behavior referrals to 211. In Fall of 2022 the number dropped to 156. We attribute our very low suspension rate to the efforts of our PBIS team, as well as our teachers and staff who intentionally chose restorative practices/projects and alternatives to suspensions to address behavior.

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 identified the following needs from the 2022 CA Schools Dashboard:

- English Learner Progress Indicator earned a "Medium" 46% of English learners advanced a level on the 2022 Summative ELPAC assessment.

- ELA Academic indicator "low" status"

- Math Academic Indicator "very low" status

- Chronic Absenteeism Rate "low status"

- Eligible for ATSI – based on the Student with Disabilities (SWD) student group

ELPI: Based on TAS' 2022 English Learner Progress Indicator being 4% points lower than the State's, we have been able to isolate a few factors that we believe have contributed to a lower progress score than we anticipated.

TAS elementary teachers continue to use WONDERS ELD curriculum. Teachers have been given a level of freedom and flexibility to supplement their WONDERS ELD lessons and we believe this may have contributed to inconsistency in teaching all the ELD standards. In an effort to systemize the planning and delivering ELD instruction, teachers are expected to implement the designated ELD program with fidelity. While lessons will focus on building academic language through listening, speaking, reading, and writing tasks, teachers will use students' ELPAC data, Wonders curricular assessments and the i-Ready benchmark assessments to inform their lesson planning and delivery.

The data from the ES i-Ready and MS NWEA benchmarks show a pattern where a significant percentage of our Els fall short of meeting their growth goals in vocabulary development and comprehension. In response to this data, disciplinary literacy (Close Reading Strategies across all content areas) has become an important PD & workshop focus on an effort to develop teacher efficacy with teaching vocabulary and making text comprehensible and accessible across all content areas.

The data from ES i-Ready benchmarks show a pattern where a significant percentage of our ELs fall short of meeting their growth goals in vocabulary development. In response to this data, and the need to support our students to access complex text, disciplinary literacy (content level close reading strategies has become an important Professional Development (PD) & workshop focus to develop teacher efficacy with integrating vocabulary development, annotation, and multiple reads of a common text through a difference lens across all content areas.

In 2022-2023, Middle School teachers moved into year 3 of the Summit Learning curricular implementation for ELA. There was inconsistency, however, when utilizing the available EL resources and integrating EL strategies when planning and delivering lessons. Our MS Teacher Survey results identified teachers' professional development needs as they relate to their instructional effectiveness and growth and the value of creating a systematic and common structured approach for teachers across all disciplines, resulting in creation of Study Guides aligned with projects/units/Power Focused Assessments (PFAs) that address academic vocabulary, sentence frames, main concepts & notetaking opportunities. Teachers have increased their integrated supports for students in the classroom utilizing strategies such as study guides, graphic organizers, vocabulary walls.

In Summer 2022, the secondary team chose to adopt LANGUAGE! Live as our State approved ELD designated curriculum to create consistency teaching the 6-8th grade ELD standards. Our MS ELD teacher is a SDL teacher and mentor with her own 8th grade SDL class. She is a member of the 8th grade level team (GLT) and is also the 8th grade representative on our MS Teacher Leadership team. She has access to and uses the TAS MS Comprehensive Intervention Tracker and is therefore able to monitor and check the academic status of all her EL students which allows her

to maintain an ongoing dialogue regarding their progress and steps needed to meet their academic growth goals, movement towards grade level achievement, and performance on their pathway to meet the reclassification criteria.

TAS ES & MS Intervention Process to improve English Learner Progress: TAS ES trained K-3rd grade teachers, the 4th/5th combo teacher, both the Literacy and Math Interventionists, 2 Instructional Aides and the ES SPED RSTs in the Orton Gillingham (OG) approach to teaching phonics and literacy. Growl for GOLD is our Tier 2 literacy instruction block that occurs 4x/week in all K-5 classes. GOLD stands for Growing Ownership in Literacy Development. During this time, which is 60 minutes in K-3 classes and 45 minutes in 4-5 classes, students are receiving personalized instruction at their level. Here are the key processes of our small group differentiated model.

Parent Engagement:

TAS collaborates with parents to improve students' experiences on campus, including academic, social, and extracurricular experiences. This includes successfully teaching and connecting parents with school platforms such as PowerSchool, i-Ready, IXL, and Summit Learning. TAS incorporates school events, open houses, family conferences and parent advisory, and ELAC committee as opportunities where parents can stay connected with the school. Another important area of success is providing parent workshops that provide useful knowledge to help them support their students be successful. These workshops are important resources for parents to help students develop successful skills in academics and well-being.

<u>ELA:</u> Only 26% of students met or exceeded standards on the ELA SBAC

Students in grades 3-8 students struggling in informational text and overall comprehension as demonstrated in i-Ready and NWEA mid-year assessment.

At TAS, the following protocol is followed to determine what interventions students need and when those interventions should be provided. This monitoring process is designed to create greater equity by removing barriers to access and success, while utilizing this system to support ongoing growth and achievement for all students including our Els. In ES & MS, there are regular and ongoing data meetings that occur bi-weekly where grade level teams review curricular and internal district data performance to identify students that may be struggling and who are not likely to meet their growth goals as determined by their BOY, Mid-Year or EOY data. In addition, TAS has invested in Intervention certificated teachers as well as tutors. Intervention teachers and tutors provide students with small group instruction that fills the gaps in students' learning.

How Groups are Formed: In K-3, the data used to form these groups is based on a range of assessments in our Science of Reading adopted program, Impact, through The Institute of Multisensory Education (IMSE) in addition to i-Ready. IMSE Impact uses the Orton Gillingham approach, which is a highly structured approach to learning to read that breaks down reading and spelling into smaller skills involving letters and sounds and then builds these skills over time. This systematic approach to teaching reading also includes a multisensory component in which learning to read is taught through listening, speaking, reading, and a tactile or kinesthetic activity. In 4-5, the groups are formed based on i-Ready reading. For students performing below 3rd grade level in i-Ready reading phonics, they are also given the range of phonics and phonemic awareness assessments in our Impact program, to determine what holes need to be filled for them when it comes to reading.

Who Runs the Groups: At the K-3 level and, in the 4ᵗʰ/5ᵗʰ Combo Class, Growl for GOLD hour includes classroom teachers, special education teachers, our reading interventionist, and our reading intervention aides, all of whom have been trained in our teaching approach to phonics instruction. At the 4-5 level for select classes (based on data/need) our reading interventionist and aides may be present supporting instruction, in addition to the classroom teacher. In a typical classroom at this hour of the day, you will see students working in small groups. Every day in K-3 and the 4ᵗʰ/5ᵗʰ Combo Class, students will be seen by at least one adult (classroom teacher, sped teacher, interventionist, reading aide) in a small group. In 4-5, they might not be working directly with an adult daily, unless they are in our red or yellow groups and need intensive Tier 2 intervention with their teacher in addition to support from our Reading Interventionist outside of the classroom

·**Desired Outcomes**: Our goal in Growl for GOLD is to ensure students move from bands of proficiency if they are below grade level in red or yellow. Our yellows, ideally, will be at grade level by the end of the year. Primarily ELA focused but math skills are taught as well:

- Red Groups: Focus on Reading (Phonics/Phonemic Awareness) - OG Data

- Yellow Groups: Skills/Knowledge/Concepts - OG & i-Ready Data

- Green Groups: Skills/Knowledge/Concepts (Enrichment) - i-Ready Data

Specific to Middle School: The Accelerated School Middle School implements a robust system of personalized learning, which incorporates three central components: 1:1 Mentoring, Project-Based Learning, and Self-Direction.

Mentoring: Each middle school (MS) TAS student is assigned a faculty mentor to serve as a mentor for the duration of their time in high school. The student and the mentor meet regularly, both in 1:1 and in group settings. Together, they use a rigorous and customized set of tools to set goals, determine strategies, and reflect on successes/setbacks. Mentoring typically starts with ensuring that there is a connection between the mentor and mentee, as this connection becomes the foundation of trust upon which honest conversations can happen about progress and struggles. This connection allows mentors and mentees to build a weekly cadence for conversations, in which the mentee reflects on what worked and what didn't work from the previous week.

As a mentor, the educator becomes the point person for the student and the student's family. Mentors also become accountability partners with students. The mentor stays up to date with the student's progress across all classes and supports the student in building systems that allow for academic growth. The mentor is also a coach for the development of Habits of Success, as check-ins often highlight the impact of the student's habits on the student's progress toward goals. At TAS, students interact with their mentors in the following ways:

· 1:1 Check-Ins which occur at least once every two weeks. These check-ins typically last about 10 minutes, and provide an opportunity for personalized goal-monitoring, action planning, and reflection. Family meetings, which occur about once per quarter. These meetings provide an opportunity for the student and her/his family to collaboratively plan for the student's success. The mentor empowers the student to take the lead in these meetings and provides guidance to all meeting participants in the ways that they can support the success of the student. · Daily Self-Directed Learning sessions: Every day, each mentor community (the students who share the same mentor) meet with their mentor to engage in a variety of activities, including community building, daily goal setting, college and career readiness lessons, and self-directed work toward goals.

During the 2022-23 school year, we have seen an increase in consistency across the Self-Directed Learning (SDL) and Mentorship space and greater collaboration across teams to support student learning. After assessing student needs throughout the year and trying different models of

support during the SDL class, we developed a more cohesive structure for SDL class across the middle school to support students with goal setting and independent work. There were three major outcomes for this school year:

  - A dedicated team of teachers and leaders created a guidebook (included in Binder 3) for mentorship and supporting students during self-directed learning time. This model includes time for independent reading at a students' level, goal setting, mentorship, social and emotional learning, and structured independent and group work time on projects across classes.

  - The leadership team identified that in 2021-22, students struggled to engage with and show mastery on Power Focus Areas (PFAs), which are content assessments provided by Summit Learning that are presented as independent learning. Several teachers experimented with creating study guides for each PFA to help build students' skills, and in 2022-23, we made the study guides an expectation for each PFA. As a result, we have seen an increase in both student engagement and success on these content assessments this year.

  - We have also implemented a more consistent approach to tracking students' progress. Each SDL class is supporting students with tracking their progress on PFAs through a class incentive chart. These adjustments have led to greater consistency across SDL classes and the further development of shared expectations. Initiated last year and a process that we continue to improve, grade level teams are also consistently looking at student achievement through SDL data, in order to better support students with academic challenges.

In addition to growth in supporting students with independent learning, in 2021-22 our Literacy Coach began providing more coaching and curricular support for our English and History teachers. The literacy coach has worked with administrators to support individual teachers, plan professional development, and help streamline the work of the ELA and History teams. Since being hired, the coach has identified the need to support teachers and students with close reading and text annotation, two areas that have become a focus of professional development and coaching support in the 2022-23 school year. This school year we have begun meeting regularly as department teams to collaborate and build teacher capacity for close reading, annotation, and other key literacy skills. This work has also included developing a clear department vision and practices to create greater coherency and consistency across ELA classes. This has been a shift from the 2021-22 school year where department teams did not meet on a regular basis.

Last year we implemented additional assessments to inform instruction and help prepare students for the SBAC (the NWEA assessment three times a year and ICA assessment two times a year), while we found that the NWEA offered helpful feedback on student growth and next steps for teachers, the ICA provided less helpful data for our teachers and also took valuable instructional time. This year we have focused on utilizing just the NWEA assessment and devoting more professional development and capacity building for teachers to be able to understand and make use of the data. The NWEA was first administered during the 2020-2021 virtually, which did not yield particularly accurate results, and for the first time in-person during the 2021-22 school year. Because there were many assessments being given in 2021-22, there was not sufficient time dedicated to effective administration or analysis of student results, a shift that we have been able to make this year with our Data and Assessment Coordinator, a position that was added to the middle school for the 2022-2023 school year.

This school year we have made intentional decisions with staffing to help support the middle school learning experience. A new Assistant Principal who would focus primarily on academic instruction for the 2022-23 school year. We intentionally sought a leader who had middle school teaching and leadership experience. Additionally, anticipating that maternity leaves and transitions can be expected amongst staff, we

brought on five academic tutors to help provide instructional and small group support in the classroom. We have two tutors focusing on math and three focusing on ELA. The tutors push into classes to provide additional support to struggling students and offer small group support during work time. They have helped ensure that students have a consistent adult in the classroom even if there are shifts in other staff.

In 2021-2022, TAS ES and MS implemented systems and structures to support "equity of access" with a focus on the following collective commitments:

 - hiring highly qualified teachers,

 - teacher efficacy with curriculum implementation, and

 - lesson integration of evidence-based strategies.

In 2022-2023, as an organization, we continue to work on equity of access and building teacher capacity to teach skills and strategies that are aligned with our assessment data. TAS' primary focus in 2022-2023 was to improve:

 - Tier 1 instruction to be more in alignment with the demands of 21st-century standards including ○ Differentiated professional development opportunities that are supported by 1:1 coaching and feedback.

 - Tier 2 instruction that is designed to address students targeted academic needs in small-groups, including interventions, pull-outs, and daily/weekly tutoring opportunities.

Root Cause Analysis (ES): Our school continues to improve in equity of access around curriculum alignment, cohesive systems, and collective commitments. We provided autonomy to supplement the core curriculum and some supplanting instead, which led to some essential standards being covered but not mastered. This was addressed for the 2022-2023 school year through an examination and alignment of pacing, recommitment to our core curriculum, and targeted site and district professional development towards this.

In the 2021-22 school year, at the Tier 1 level, teachers in K-5 continued to use the Wonders curriculum in ELA to support students with access to grade level standards, however, teachers were provided the option to use the Wonders curriculum as a resource in addition to teacher created lessons and a teacher managed scope and sequence of the standards. This resulted in some standards not being strategically focused upon. Similarly, for English Language Development (ELD) in the 2021-2022 school year teachers were focusing on using mostly teacher created lessons.

The focus for 2022-23 school year was refining our systems and providing quality professional development and coaching to improve student outcomes focused on Tier 1 instruction and Tier 2 supports; with 21st Century standards-aligned differentiated instruction to address the diverse learning needs of our students.

MATH: Only 13% of our students met/exceeded Math Standards (Math SBAC)

The majority of our middle school students are far below grade level in math, in 2021-22, we initiated additional intervention opportunities for the middle school students. We have a Math Interventionist to offer additional support for students struggling with math. The Interventionist has also been working with teachers to develop strategies to support students in the classroom, as well as meeting with small groups to help build foundational skills in mathematics. In 2022-23, we continued our partnership with EnCorps STEM-X tutoring, a program that offers small group after school tutoring to middle school students from STEM professionals. We have also added student and teacher access to IXL Learning, an online program that supports skill development based on current student levels. Students are utilizing this program during the after school program, and SDL independent work time.

In 2022-23, we also developed ongoing bi-weekly Math Department meetings which have focused on creating a cohesive vision for math teaching and learning across the middle school classes and building teacher capacity to engage in high leverage math pedagogical practices. The math team has identified Math Language Routines as an area of focus and is engaging in a Lesson Study PLC to help strengthen planning, assessment/feedback, and collaboration skills. Summit Learning has also identified the need for more professional learning to effectively implement Illustrative Math, and in the 2023-2024 school year, TAS math teachers will be participating in a Summit-sponsored PLC to deepen their understanding and utilization of the curriculum. This year, we have also focused on relationship and team building with the Math Department to support retention. Our Math Instructional coach and Assistant Principal have specifically worked on building trust and collaboration skills within the department through teamwork and coaching.

<u>Root Cause Analysis</u> Our root cause analysis for our low performance in Math for all student groups in the 2021-22 school year is similar to ELA, and is connected, primarily to a lack of curricular consistency across grade levels resulting in some standards not being addressed with as much depth as needed. Additionally, another root cause is less support for math intervention to support students approaching grade level.

Teachers using two different math curriculums for Tier 1 instruction made cohesion and common understanding more challenging. In the 2021-22 school year, several grade levels were piloting Ready Math, the companion math program to our assessment system, i-Ready. Grade levels not piloting Ready Math continued to use MyMath from McGraw Hill. Although we had several evidence-based practices in place across classrooms in K-5 in 2021-22, including Number talks, Performance Tasks, and a focus on conceptual understanding and development, teachers using two different math curriculums for Tier 1 instruction made implementation of these practices challenging. .

Although our intervention program data demonstrated growth in students, we recognized that we needed the capacity to serve far more students than our intervention program staffing allowed. When looking at our intervention model for the 2021-22 school year, our intervention team at K-5 included 2 Teachers on Special Assignment focused on Math and Reading, as well as 1 Instructional Aide for ELA who worked under the Reading TOSA. Last year's intervention program focused on targeting our "red" students, or our students 2 or more grade levels below and was a "pull-out" model.

As in ELA, we recognized that to be successful in mathematics in the 2022-23 school year, we needed to recommit to a common curriculum. As such, across K-5 we adopted Ready Math. At the beginning of the 2022-23, all teachers, including those who had piloted the program, were

trained more formally in Ready Math through Curriculum Associates. In addition, there was space for those who had piloted the program to support new grade levels in implementation.

In the 2022-23 school year, we hired 2 additional Instructional Aides for Reading Intervention. We also partnered with Hey Tutor to add 2 math tutors, who work under the Math Intervention TOSA, as well 2 more reading tutors, who work under the Reading Intervention TOSA. Our math tutors focus on a "push in" model, and in general, our Math TOSA focuses on a pull out model. Adding additional tutors enables us to support more students in mathematics who are struggling.

In the 2021-22 school year, our PD focused largely on developing math instructional practices. We collectively studied the California math framework and Principles to Action, a text published by the National Council for Teachers of Mathematics that focuses on the Standards of Mathematical Practice. Although this math learning supported our development and understanding of good math teaching, we recognized that in the 2022-23 school year, our need was to focus regularly on math performance data through our grade level meetings and continue to ensure that teachers were building their understanding around complex, rigorous math tasks. A large part of our PD this year has centered around building rigor in mathematics.

In the 2021-22 school year, TAS Administrators focused on providing coaching and feedback to teachers regularly, in addition to regular Monday professional development. In the 2022-2023 school year, in order to build grade level cohesion and support regular dialogue around data as well as support teachers to have strategic conversation around instructional practices, TAS admin meet weekly, or bi-weekly, with each grade level, in addition to continuing coaching and PD. Meeting with grade levels regularly ensures that we are looking at assessment data more frequently and setting short-term goals for students based on this data. At our weekly meetings, we set goals for achievement, decide on common instructional practices grade levels will use, and make adjustments to assessments and instruction based on regular data collection.

In 2021-22, we allowed grade level teams to engage in the practice of lesson study 1x/year. In 2022-2023, we built it in 2x/year. Lesson study is an inquiry-based approach designed to help teachers refine their practice through a systematic analysis of the planning and execution of classroom lessons. Lesson study groups typically consist of 3-5 teachers. The general framework of the lesson study cycle consists of four steps:

1. Setting Goals: The group sets learning goals for the lesson (or group of lessons). These goals should be informed by state standards, diagnostic and formative assessment data, and analysis of student work.

2. Plan the Lesson: Working in collaboration, the group plans the lesson that will be the subject of the group's analysis. The lesson should include learning outcomes, success criteria and evidence based strategies. Prior to the lesson implementation, each group member should indicate a lens in which they want the observers to focus. For example, a teacher may want to further support in differentiating for ELs

during a whole group. They would ask the group members to observe the scaffolds provided during the lesson.

3. Teach, Observe, and Debrief: One member of the group teaches the lesson while other members of the group observe and gather evidence of student learning. This is repeated until all members of the grade level teach the lesson. After the lesson delivery, the group meets to reflect and discuss the lesson, the data gathered, and students' progress toward the goals of the lesson. The group also reflects on how the lesson could be refined. The debriefing conversation should happen on the same day the lesson was taught and observed.

4. Revise, Reflect, & Share Results: The group synthesizes new learning and new questions to be explored in future lesson study protocols. They share lesson outcomes with other colleagues from the class and reflect on student data.

Chronic Absenteeism Rate:

TAS Board of Trustees became aware of the chronic absenteeism that was pervasive nationwide and in Los Angeles County during pandemic shutdowns. They regularly reviewed attendance data during distance learning and also reviewed attendance data at every board meeting. TAS Board of Trustees also instituted an attendance incentive program in partnership with TAS Foundation for students. TAS Board of Trustees also funded attendance clerks at each of our schools to assist with attendance tracking and provide support to families so attendance does not become a barrier in their learning.

The executive team supports TAS and the attendance committee as they monitor and provide tiers of intervention to reduce chronic absences. All educational partners, including the newly funded TAS Attendance Clerk, are committed to every student's need for academic success, which starts with positive attendance. TAS is committed to universal strategies for every student to encourage and reward positive attendance. TAS also uses strategies aimed at early intervention designed to help students who need more support to avoid chronic absences. TAS offers more intensive support to students facing challenges attending school.

Through our comprehensive needs assessment, we identified that students facing chronic absenteeism require strategies that involve:

1. Engaging the students and parents

2. Recognizing good and improved attendance

3. Attendance data and practices/procedures.

4. Personalized early outreach and intervention.

5. Develop responses and plan for barriers to attendance.

6. Access to short-term and long-term independent study program.

PRIORITIZED NEEDS: As a result of the comprehensive needs assessment, consultation with our educational partners and the multiple initiatives implemented this school year, in combination with an analysis of our internal/local assessment findings we have identified the following prioritized needs:

 - Math Instruction and Conceptual Understanding will continue to be a critical area of focus.

 - The K-3 focus needs to continue to be getting all students to read so that students do not reach intermediate elementary and middle school grades struggling to decode.

 - Literacy instruction in 4-8.

 - Supporting students through intervention, tutoring and small group instruction

- Continue to implement and strengthen PBIS (year 2)

- Hiring (new position) Sped Inclusion Coach to provide support within the classroom

Upon consulting with our educational partners with the review of our LCAP goals, actions, school's budget, internal assessment data, surveys, and school performance on the 2022 Dashboard, and a review of the 10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student published by the Alliance of Resource Equity, we identified the following **_resource inequities_**:

- Teacher Turnover

- Expectations & Differentiated Instruction

- Instructional Practices

- Conscious & Unconscious Bias

To address these resource inequities, TAS will provide robust professional learning opportunities combined with Instructional Coaches and continue to strengthen this year's initiatives to further build teacher capacity, and continuity.

LCAP Highlights

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

The Accelerated School (TAS) was identified as eligible for ATSI based on the 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the CDE's ATSI Planning Summary, a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

Through our consultation with our educational partners, The Accelerated School will continue with the same LCAP goals since they are all critical to student success; and further strengthen academic supports, address mental health needs, will continue to provide staffwide professional development.

The Accelerated School (TAS) has implemented 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

Additional highlights of the 2023-24 LCAP include:

- Robust professional learning opportunities for our educators and support staff

- Strengthening Tier 1 and Tier 2 services for students to improve student academic achievement

- Strengthening and expanding Social-emotional support services. Year 2 of PBIS and launch of schoolwide incentives.

- Strengthening communication, outreach and partnering with families

- Addition of an inclusion support coach as a part of the instructional coaching team focused on supporting SWDs, ELLs and students with other barriers.

- Addition of a Social Emotional Specialist to support families and students.

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

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- 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 (TAS) was not eligible for CSI.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Accelerated School (TAS) engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principals/Administrators and leadership met onsite and online on (9/21/22, 10/5/22, 11/9/222, 1/4/23, 2/1/23, and 4/19) to consult, discuss the LCAP, development of the ATSI and 2023-24 LCAP.

- Teachers were consulted in-person during leadership team meetings held twice per month; weekly professional development and were also surveyed (Spring 2023).

- Other School Personnel were consulted during in-person staff development to discuss the LCAP, development of the ATSI and 2023-24 LCAP.

- Students were consulted during assemblies (12/12/22, 2/13/23/and 3/27/23 and via an online Spring survey to solicit input/feedback on the ATSI and 2023-24 LCAP.

- Parents were consulted during onsite Coffee with the Principal on 8/23/22 and 3/28/23 and were surveyed (online).

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities:

- ELAC/DELAC/EL-PAC: were consulted during in-person ELAC meetings (7/28, 9/19, 11/17)

- SELPA was consulted on 5/3/23 via email – Joshua Griffiths, Program Specialist with LAUSD, COP Division.

Dates of Public comment period: May 25 – June 1st.

LCAP Public Hearing; June 1st

LCAP Adoption; and approval of 2023-24 Budget took place on: 6/22/23.

Local Indicators were presented to the governing board on: 6/22/23

A summary of the feedback provided by specific educational partners.

The Accelerated School (TAS) consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators and Leadership Team feedback included the need to continue many of the academic interventions and supports that were implemented in the 2022-23 school year as part of the schoolwide MTSS initiative. These include Intervention teachers (reading and math), and tutoring services during the instructional day) and afterschool to further accelerate academic outcomes.

- Teacher feedback focused on the need to continue with Tutoring services during the instructional day and afterschool to provide additional academic support; and to continue to provide electives (extracurricular programs).

- Other School Personnel requested additional professional development (coaching/training) opportunities; and to continue to fund support staff to provide intervention for students in the classroom.

- Students requested sports programming, increase 1:1 student to device availability; and increase supervision.

- Parents would like a continuation of academic supports during the instructional day and after-school; workshops on how to support their child academically at home, and to continue with the extra-curricular program.

- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities are concerned with achievement/learning gaps and would like the school to continue to provide comprehensive academic intervention, after-school programming (ELOP); opportunities for extracurricular programs; the addition of an Inclusion Coach, and to provide more resources to support Students with Disabilities in the General Education setting.

- ELAC/DELAC/EL-PAC: were concerned with language acquisition needs of EL and would like the increased K-3 support to expand to grades 4-5.

- SELPA agreed with the school's LCAP Goal 1, Action 5 – Services to Support Students with Disabilities (SWD). They commented that the action was well thought out and comprehensive.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 3: Intervention Teachers: Math & reading

- Goal 1, Action 3: Instructional Aides

- Goal 1, Action 3: Hey Tutors (during the instructional day & afterschool)

- Goal 1, Action 3: Expanded Learning Opportunities Program (ELOP): Afterschool, intersession & summer programming (extra-curricular programming)

- Goal 1, Action 5: Electives & Enrichment during the instructional day: STEAM, VAPA, Music, Spanish, Coding, Dance, AVID

- Goal 2, Action 1: Instructional Coaches: ELA/ELD, Math, and SPED Inclusion Coach

- Goal 2, Action 2: ELD teacher

- Goal 3, Action 1: Campus Aides and Security Staff

- Goal 3, Action 3: Parent Education Workshops

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.

Our school was identified as eligible for ATSI for the following student group: Students with Disabilities (SWD) for chronic absenteeism.

Therefore, the chronic absenteeism metrics has been disaggregated to include all student groups including SWD.

There is a need to further 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
CAASPP ELA Source: CDE	2018-19: 43.95% met/exceeded 2020-21: not administered	2021-22: 26.05% met or exceeded standards	2022-23: results pending		45%
CAASPP Math Source: CDE	2018-19: 26.81% met/exceeded 2020-21: not administered	2021-22: 13.63% met or exceeded standards	2022-23: results pending		30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Test: Gr 5 Source: CDE	2018-19: 34.79% met/exceeded 2020-21: not administered	2021-22: 15.72% met or exceeded standards	2022-23: results pending		40%
CA Science Test: Gr 8 Source: CDE	2018-19: 13.74% met/exceeded 2020-21: not administered	2021-22: 13.8% met or exceeded standards	2022-23: results pending		16%
Attendance Rate Source: CALPADS	2019-20: 91%	2020-21: 90.5%	2021-22: 90.4%		95%
Chronic absenteeism Rate Source: Dataquest	(see table below)	(see table below)	(see table below)		10%
Middle School Dropout Rate: Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	(see table below)		<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%

Chronic absenteeism Rate — Baseline

2018-19 Chronic Absenteeism	Count	Rate
Schoolwide	143	18.6%
Hispanic	137	18.3%
EL	54	20.5%
SWD	24	30.0%
SED	137	18.4%

Chronic absenteeism Rate — Year 1 Outcome

2020-21 Chronic Absenteeism	Count	Rate
Schoolwide	235	31.0%
Hispanic	230	30.8%
EL	104	33.4%
SWD	42	43.8%
SED	226	30.5%

Chronic absenteeism Rate — Year 2 Outcome

2021-22 CHRONIC ABSENTEEISM	Number	Rate
Schoolwide	116	15.0%
Hispanic	114	15.0%
EL	48	15.1%
SWD	30	25.9%
SED	114	15.1%

Suspension Rate — Year 2 Outcome

2021-22 SUSPENSION	Number	Rate
Schoolwide	4	0.4%
Hispanic	4	0.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2021-22: 100%		100%

The Accelerated School serves grades TK-8: therefore, the following metrics do not apply:
- Priority 4: % Pupils completed A-G; CTE Pathway, A-G/CTE courses, pass AP courses, prepared as measured by EAP
- Priority 5: HS Dropout rates; and HS graduation rates
- Priority 8: Other Pupil Outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	The Accelerated School (TAS) will employ a principal and 32 appropriately credentialed teachers for students in grades TK-8 to provide instruction in ELA, math, Science, Social Studies, and Physical Education as part of the educational program. TAS will provide all students with an extended school year of 180 instructional days – that exceed the CA state 175 instructional day requirement. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on designated ELD, EL Strategies, SEL Support in the classroom, using data to inform instructional decision-making: and the new Math Framework. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning. New teachers to TAS participate in an additional 5 days of training during the summer.	$4,222,958	Y

		All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.		
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	In order to measure student academic performance, monitor student progress and identify learning and achievement gaps and as part of the MTSS Framework - all students will be administered the following assessments: • Illuminate Assessments • i-Ready Reading & math assessments (TK-5) 3 times/year • NWEA MAP Reading & Math: (Gr 6-8): 3 times/year • State mandated assessments Performance Matter data management system will be utilized to develop individual level, student group, grade level specific, and schoolwide reports to measure and monitor student performance on assessments.	$132,366	N
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	A review of our school's dashboard and student assessment data has identified learning and achievement gaps. Our educational partners have also expressed the need for increased academic intervention Our educational partners expressed the need for increased academic intervention in reading and math during the instructional day and expanding to after school. Intervention teachers for reading and Math will provide Tier 2 support for students reading below grade level. Academic tutors will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers). TAS will also provide the following academic intervention program and services: • Encore Math online tutoring (after-school/at-home) • Small group and individual after-school tutoring	$1,348,214	Y

		- Hey Tutors: During the instructional day and Afterschool academic support - Spring intercession: TK-8 academic & social enrichment - i-Ready supplemental Math intervention platform - ARC after school academic & social enrichment (ASES) - Summer Bridge Program for Gr 6-8, for new students, and welcome continuing students – that will focus on scheduling, academic expectations/program, and SEL - Access to Raz Kids, Brain Pop, Learning A-Z, supplemental programs. - Classroom Libraries		
4	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	The Dean of Culture will lead implementation and training of PBIS, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and culture. The Counselor (SEL Specialist) and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards. TAS will implement Project Wayfinder SEL curriculum for middle school students. As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline. TAS will host Challenge Day, SEL activities.	$427,755	Y
5	**BROAD COURSE OF STUDY**	The Accelerated School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: - TK-5: Science, Dance - Gr 3-6: STEAM/VAPA - Gr 6-8: Music, Spanish, Sports, Coding, & AVID	$333,155	Y

| 6 | **SERVICES TO SUPPORT SWD** | The special education administrator Program Specialists will meet weekly. During these meetings, we will review the implementation of our Instructional Program with a focus on supporting our students with disabilities. We will review, discuss, and analyze caseload data, including but not limited to student services/tracking of services, attendance, grades, and IEP goal progress. We also identify professional development opportunities and analyze student assessment data.

Moreover, at the beginning of each school year, all general education teachers will receive Student IEP Snapshots for each student with an Individualized Education Plan (IEP). Student Snapshots are a summary of each student's IEP, which includes a student's eligibility, services, accommodations, and goals. Student snapshots are updated and redistributed to the appropriate stakeholders after each IEP meeting held throughout the school year.

Consistent with the educational program monitoring practices for all students, the Special Education Administrator and the Program Specialist will participate in Collaborative Learning Rounds CLRs) for all staff. The CLRs are the systematic initiative through which the extent of implementation of pre-determined instructional strategies is determined through individual classroom observations, including the RSP program.

As a Special Education Department, we have also identified our year-long goals:

1. Ensure that students with disabilities are provided access to the general education curriculum as evidenced by their closing of the academic achievement gap with their general education peers by at least 15% on the i-Ready (elementary) and NWEA (secondary) data.

2. Ensure the participation of 95% or more of students with disabilities in state, internal, or alternative assessments with their appropriate accommodations/modifications per their active IEP.

3. Ensure that at any point in the school year that 100% of IEPs are no more than 20 days overdue and that 100% of overdue IEPs include | $1,667,464 | N |

appropriate documentation in Welligent that details the reason for the delay (i.e. parent request later meeting date) and the plan for resolution.

4. Ensure that at any point in the school year, no service record remains at less than 70% for longer than 30 days and that 1 month in advance of the LAUSD "less than 70%" benchmark dates, all records that are less than 70% have a documented resolution plan shared with the SPED Admin/Program Specialist.

5. Ensure that parent involvement and participation in the special education process is supported through the facilitation of quarterly parent workshops (at least 1 of which is devoted to the transition process/supports) and as measured by 90% or more of participating parents reporting their agreement that the workshops have effectively developed their understanding of how to support their child's special needs better.

6. Ensure clarity of roles, responsibilities, and caseloads among existing and evolving staff that comprise the special education team (both internally and via contractors) and share best practices through leveraging the monthly role-specific meetings as evidenced by 90% or more of SPED team members reporting that they strongly agree that they understand their roles, responsibilities, and caseloads and have access to support and professional development. Ensure that building the capacity of staff to meet the needs of students with IEPs is reflected as a priority in the professional development scope and sequence, as evidenced by no less than five sessions targeting this (i.e. universal design for learning; co-planning; co-teaching; accommodations and modifications; individualized behavior supports).

7. Ensure that Accelerated meets its child find responsibilities as required by IDEA through strict adherence to the following protocols:

   a. Within ten days of enrolling a new student, 100% of new students will be globally searched for IEP history on Welligent (or CALPADs for out of district students).

b. The Program Specialist will meet with the SSPT Coordinator to review the need for any initial special education evaluations on a bi-monthly basis.

Our year-long professional development plan will place an emphasis on providing professional development to all staff in order to truly support meeting the needs of all learners, including students with disabilities. Throughout the school year, professional development will be led by different educational partners, including our Instructional Coaches, School Site/District Administrators, Special Education Administrator, Program Specialist, and Teachers. Our PD workshops will focus on delivering strategies and tools our teachers need in order to make the core curriculum accessible to all students, with attention to the unique needs of students with disabilities. As a result of ongoing training and staff development, TAS teachers and support staff will have the knowledge and tools they need in order to respond effectively to the needs of students with disabilities. Some of the professional development topics for this school year are:

- Special Education 101

- Accommodations vs. Modifications

- Meeting the Needs of Students with Disabilities

- Effective Instructional Strategies

- Strategies to Enhance Access

- Data Analysis

- Co-Planning & Co-Teaching

- ELA and Math support

There will also be weekly collaborative meetings between RSTs and general education teachers to **support with implementing accommodations within ELA and Math lessons, to provide appropriate academic and behavioral accommodations and support in the classroom, to plan and prepare for effective co-teaching, and to analyze data**. For

SWD who are falling behind or off track, RSTs will work with general education teachers to develop a plan to bring them up to being on track. Teachers will set goals with students and monitor those goals weekly through check-ins with the students. These check-ins will be used as an opportunity for our general education and special education teachers to re-teach lessons, review assignments, provide academic strategies students can use to access the curriculum and to ensure incremental growth towards goals.

The collaborative meeting time between RSTs, general education teachers, program specialist, inclusion coach and Director of Access, Equity and Compliance will also serve as an opportunity for teachers to receive small group professional development, based on need and to ensure that they are amply prepared to support our students in ELA and Math using best instructional practices. RSTs and related service providers will also provide grade level/school level PD throughout the year to support the school staff with questions they might have concerning supporting SWDs in class.

An inclusion coach will be hired to support general education, special education teachers and the ELD Coach as well as SWDs and EL students inside and outside of the classroom by modeling ELA and Math lessons, planning with teachers, providing small group instruction to SWDs and EL students and having ongoing check-in meetings with general education and special education teachers, site administrators, Director of Access, Equity and Compliance, Program Specialist and the ELD Coach to review what is working and what is not. The Inclusion Coach will provide professional development to provide teachers with ELA and Math strategies that can be used in the classroom and at home.

TAS has also hired an attendance clerk and a parent engagement coordinator who will make calls, send letters, and work with parents on the importance of regular attendance. Site administrators will make home visits when necessary and utilize the SSPT process to engage all educational partners in plans of action to support SWD higher attendance rates throughout the school year.

The Director of Access, Equity and Compliance (DAEC) will oversee the SPED departments as the Special Education Administrator and will ensure accurate compliance as well as

effective instruction is implemented to support staff and students. The DAEC will work with the Site administrators and Program Specialists to set compliance and academic goals for the year and will schedule ongoing meetings with the RSTs, Program Specialist, Inclusion Coach, and related service providers to ensure forward movement towards goal achievement, accurate compliance, and plan professional development.

District resources such as bulletins, COP meetings, COP Directors, Coordinators and Tier I leads, Administrative Analysts, as well as the various training offered by the District and the training hub have been extremely useful and will continue to be used to support staff and students.

As an Option 3 school, our network of support through the COP will provide us with opportunities to consult with various District support personnel to assist us with handling challenging cases, changing the placement of students, connecting us with other charter schools, and gaining access to District support and services.

The Charter Operated Programs (COP) Coordinating Council Meetings will allow us to hear about and share best practices that are occurring across other schools, gain access to presentations that can be replicated for staff development, and data is reviewed that allows schools to see how other schools are supporting students with special needs, and mental health and behavioral supports are provided to assist us.

The LAUSD Division of Special Education bulletins serve as a great resource to our charter school and provide us with valuable information to ensure that we know and understand any important policy changes. In particular, this school year, we have reviewed bulletins related to 504s, Curriculum and Assessment for Students Participating on the Alternate Curriculum, and Guidelines for IEP Teams on the Reclassification Procedures for English Learners with Disabilities and we will continue to use thee bulletins to help guide our work.

In addition to the Division of Special Education Bulletins, the Charter Digest provided by the COP provides timely information to assist in

| | | various areas of special education such as Welligent, Calpads, and IEP pages. In addition, the outreach emails from the COP is another resource that assisted us with completing the Special Education Self-Review Checklist, and ensuring that we worked to accurately reflect our service minutes.

In efforts to monitor IEP compliance related to IEP timelines, services, accommodations and/or modifications, the Program Specialist, Student Services Coordinator and the Administrator of Special Education (Director of Access, Equity and Compliance) will hold weekly meetings with all Resource Teachers and site leadership. During these meetings, the 200 and 300 Welligent reports will be reviewed in order to provide support for remaining in compliance and identifying next steps for any non-compliance issues that may have surfaced. A "Key Caseload" calendar will also be created, updated throughout the year and shared with case managers, our Special Education Administrator, our Program Specialist, Site leadership and our Student Services Coordinator in order to ensure IEPs are scheduled and held in advance of the IEP due date. Having access to internal calendars is crucial to ensuring IEPs are held in a timely manner and include all necessary participants. | | |
|---|---|---|---|---|

Goal Analysis for 2022-23

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.

Action 2: implemented iXL supplemental intervention program for middle school students, used during intervention and afterschool (ELOP).

Action 3: Intervention teacher position remained vacant due to staffing shortages, despite numerous recruitment efforts. Academic Tutors were contracted to provide intervention for students performing one or more years below grade level.

i-Ready supplemental intervention program was expanded for reading for students in grades TK-5.

Action 5: Spanish and Music elective was offered to students in 6th grade.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures due to the actions noted above.

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

Academic tutors were hired and contracted to provide intensive high dosage evidence-based tutoring for students performing one or more years below grade level.

Growl for Gold – Tier 3 Literacy was added, an intervention block that met four times per week for K-5, to provide additional support.

All Unduplicated Pupils had access to our Expanded Learning Opportunities Program.

PBIS Initiative was launched to improve overall schoolwide culture, reduce suspension rates, and accelerated student performance. The Dean of Culture was instrumental in our PBIS initiative, improving school culture and the reduction in suspension rates.

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.

Services and programming for Students with Disabilities will increase and improve for the 2023-24 school year as detailed in goal 1, Action 6 – which was drafted and approved by the SELPA during the consultation process.

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

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 including the need to provide all teachers with Instructional Coaching on:

- Tier 1 instruction to be more in alignment with the demands of 21st-century standards including ○ Differentiated professional development opportunities that are supported by 1:1 coaching and feedback.

 - Tier 2 instruction that is designed to address students targeted academic needs in small-groups, including interventions, pull-outs, and daily/weekly tutoring opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students w/access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2 (Source)	**2020-21: Implementation** Academic Standards ELA 4 ELD 3 Math 3 NGSS 2 History 2 Health 2 PE 4 World Language 4	**2021-22: Implementation** Academic Standards ELA 4 ELD 4 Math 5 NGSS 3 History 3 Health 3 PE 4 World Language 4	**2022-23 Implementation** **Academic Standards** ELA 4 ELD 4 Math 4 NGSS 4 History 4 Health 3 PE 4 VAPA 3 World Language 3		**2023-24: Implementation** Academic Standards ELA 4 ELD 4 Math 4 NGSS 3 History 3 Health 4 PE 4 World Language 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 98%	2022-23: 93%		100%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 8.39% Proficient	2021-22: 10.2% Proficient	2022-23: results pending		
Reclassification Rate Source: Dataquest	2019-20: 7.4%	2020-21: 37.1%	2021-22: 29.5%		30%
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	Providing our educators and administrators with robust professional learning will reciprocate in positive student outcomes, higher staff retention rates and build capacity and knowledge base among our staff. To prepare for the upcoming school year, teachers will participate in 5 days of intensive summer professional development focusing on evidence-based strategies to improve student outcomes. New teachers to TAS participate in an additional 5 days of training during the summer. All educators will also participate in professional learning for an additional 5 non-instructional days during the academic school year, and weekly during the year.	$800,527	Y

2023-24 LCAP: The Accelerated School (TAS)

Action #	Title	Description	Total Funds	Contributing
		Organization-wide areas of focus for PD include: • Goal setting & feedback • Assessment as feedback • C3 Coaching; and Teacher Effectiveness Framework • Student dialogue & student feedback Areas of focus for schoolwide professional learning: • Conceptual mathematics • Math Standards & Domain Specific PD • Leveraging & Collaborative Culture • Assessment as feedback: analyzing student work and use of i-Ready • Providing differentiated supports in lessons for SWD & ELs • dELD supports • Academic Outcome: K-2 Continuation Science of Reading • Gr 3-8: Morphology training • Gr K-8 Reading Nonfiction texts • Backwards planning • PBIS) Teachers will receive ongoing coaching from the: • ELA/ELD Instructional Coach • Math Instructional Coach • SPED Inclusion Coach The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management. To support teacher effectiveness and credential clearance, TAS will reimburse teacher induction expenses.		

Action #	Title	Description	Total Funds	Contributing
2	**STRENGTHENING EL PROGRAM & SERVICES**	The Accelerated School 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 Instructional Coach (See Goal 2, Action 1) will provide all teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs. Teachers will receive training on GLAD strategies. In addition, a designated ELD teacher for middle school will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment. An Instructional Aide will provide tiered academic support for middle school students during the ELD course. ELs will also have access online tutoring program; and the after-school program that will provide additional support with language acquisition through targeted skill workshops.	$135,585	Y
3	**CORE CURRICULAR PROGRAM NEEDS**	The Accelerated School will purchase the following standards aligned curriculum and consumables: • Ready Math • IMSE (online license) • Vista – Spanish (online license) • Language Live (online license)	$52,320	N
4	**CLOSING THE DIGITAL DIVIDE**	The Accelerated School's IT Team will ensure all students are equipped with a technology device to access instructional & supplemental materials, testing; and will continue to utilize Zoom for virtual meetings.	$298,869	N

Goal Analysis for 2022-23

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.

> There were no substantive differences in planned actions and actual implementation of these actions.

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

> There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

> TAS elementary school trained K-3rd grade teachers, the 4/5 combo teacher, both the Literacy and Math Interventionists, 2 Instructional Aides and the elementary school SPED RSTs in the Orton Gillingham (OG) approach to teaching phonics and literacy. Growl for GOLD is our Tier 2 literacy instruction block that occurs 4x/week in all K-5 classes. GOLD stands for Growing Ownership in Literacy Development. During this time, which is 60 minutes in K-3 classes and 45 minutes in 4-5 classes, students are receiving personalized instruction at their level. Here are the key processes of our small group differentiated model

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.

> No significant changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.
>
> However, additional coaching and professional development will include the Science of Reding, Literacy, and middle school Math Initiative to further strengthen teacher capacity and instruction.

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

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 increase opportunities for parent involvement and volunteer opportunities; and provide parent education workshops on Math, and Literacy to partner with parents in their child's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT	2020-21: Good	2021-22: Good	2022-23: Good		Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 75% ES/68% MS - Sense of safety % School connectedness	2021-22: 43% Sense of safety 69% School connectedness	2022-23: 48%/51%% Sense of safety (ES/MS) 53%/59% School Connectedness (ES/MS)		>75%
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 85% ES/81%MS - School connectedness	2021-22: 71% Sense of safety 79% School connectedness	2022-23: 84% Sense of safety 55% School Connectedness		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: Not reported - Sense of safety 90% ES/87% MS - School connectedness	2021-22: 65% Sense of safety 70% School connectedness	2022-23: 86% Sense of safety 54% School Connectedness		>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4		Rating 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 3 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4		Rating 4+

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:	$627,249	Y

Action #	Title	Description	Total Funds	Contributing
		• Campus Aides for supervision • Security Guard • Raptor Security, RFIDs – visitor software monitoring • Panorama school climate surveys • School Nurse – health screenings (vision, hearing, etc.) • Host schoolwide events including dance • Spirit Day Fridays • Athletic Director and Students Services – to lead lunch time and after-school sports program. Field Trips and extended learning opportunities allow for students to learn standards through real world experiences. Students will have opportunities to participate in Outdoor Education programs; and field trips to colleges & universities. 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.		
2	**PARENT INPUT IN DECISION-MAKING**	Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per 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 all parents including those representing unduplicated students, and Students with Disabilities with multiple opportunities to engage as partners in their child education. The 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	$92,635	Y

Action #	Title	Description	Total Funds	Contributing
		engagement and provide interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child's attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, for communication. For families of middle school students, the Parent Institute for Quality Education (PIQE) and City of Angels will lead a workshop on Advocating for your child as they transition to HS/College Additional workshops that will be provided to families include: • Abriendo Puertas (early childhood classes) • Math • Reading • Understanding i-Ready reports • SEL • Attendance. The Leadership Team will continue to host: • Coffee with the Principal • Family Book Mobile • Family/Community classes To keep families up to date on school events, promote parent engagement and participation, the school's website will be designed to be parent friendly, and a monthly newsletter will be published (SMORES) and distributed.		
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.	$331,324	N

Action #	Title	Description	Total Funds	Contributing
		Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.		

Goal Analysis for 2022-23

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.

There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

TAS collaborates with parents to improve students' experiences on campus, including academic, social, and extracurricular experiences. This includes successfully teaching and connecting parents with school platforms such as PowerSchool, i-Ready, IXL, and Summit Learning. TAS incorporates school events, open houses, family conferences and parent advisory, and ELAC committee as opportunities where parents can stay connected with the school. Another important area of success is providing parent workshops that provide useful knowledge to help them support their students be successful. These workshops are important resources for parents to help students develop successful skills in academics and well-being.

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.

No significant changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,542,271	$336,298

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.65%	0%	$0	39.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 effects of the pandemic especially with remote learning has had a negative impact on academic and social-emotional growth of our students, resulting in learning loss, achievement gaps, behavioral challenges, high levels of anxiety and trauma. This has resulted in challenges not just on our educational program but also our instructional program including the increased need for instructional coaching for our teachers, increased academic interventions, during the instructional day and through expanded learning opportunities. In addition, to address the behavioral challenges additional counselors and support staff have been added to improve school culture, climate, student engagement and train our staff on strategies to address behavioral challenges in the classroom. Therefore, the following actions are being provided on a "schoolwide" basis to maximize their efficiency, effectiveness, and to streamline implementation so that targeted support can be provided to the identified Unduplicated Pupils (Low income, English Learners, Foster Youth), while also allowing other students to benefit as needed. We identified these needs based on the 2022 CA School Dashboard, our schoolwide needs assessment, an analysis of local data, and input/feedback provided by our educational partners with the development of the 2023-24 LCAP.

The Accelerated School anticipates that by providing these actions/services to meet the unique needs of our Unduplicated Pupils, our school will achieve the anticipated outcomes to meet each identified student group's stated need(s). The justification for how these serviced are increased or improved is contained in the actions described in the LCAP goals and actions.

- Goal 1, Action 1: Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.

- Goal 1, Action 3: Academic tutors & contracted tutoring services will provide struggling learners with high dosage evidence-based tutoring in reading and/or math (under the guidance of the Intervention teachers).

- Goal 1, Action 4: The Dean of Culture will lead implementation and training of PBIS, address student behavioral issues, and lead schoolwide initiatives to promote a positive school climate and culture. The Counselor (SEL Specialist) and the Social Worker will provide services for identified students who have experienced significant trauma to address those needs which impact student learning and classroom instruction. The PBIS team will participate in the LACOE PBIS Cohort Community of Practice (COP); and implement PBIS rewards. TAS will implement Project Wayfinder SEL curriculum for middle school students. As part of the schoolwide initiative to embrace mindfulness, and curb discipline issue, the Yoga teacher will implement mindfulness-based interventions to address behavioral issues, while also assisting in fostering a positive school environment to further address discipline. TAS will host Challenge Day, SEL activities

- Goal 1, Action 5: TAS will provide students with access to electives that include: Science & Dance (TK-5); STEAM/VAPA (Gr 3-6); and Music, Spanish, Sports, Coding & Avid for Grades 6-8.

- Goal 2, Action 1: Teachers will receive ongoing coaching from the: ELA/ELD Instructional Coach: Math Instructional Coach; SPED Inclusion Coach. The Director of Elementary Education will provide administrative coaching, support new teachers, and provide professional development for teachers on discipline and classroom management.

- Goal 3, Action 1: To maintain a safe school environment campus security and campus aides will be employed.

- Goal 3, Action 3: The 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 interpreter services (Spanish/English) and provide training on accessing PowerSchool Parent Portal – where parents can view their child's attendance, academic progress, grades, and communicate with staff, and how to use the Remind App, for communication.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: The Accelerated School 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 Instructional Coach (See Goal 2, Action 1) will provide all teachers with training on integrated/designated ELD, standards, and evidence-based pedagogical strategies to address the language needs of ELs. Teachers will receive training on GLAD strategies. In addition, a designated **ELD teacher** for middle school will be hired to improve EL student performance, address identified long-term EL language acquisition needs, improve EL proficiency to improve reclassification rates and EL performance on ELPAC Summative assessment. An **Instructional Aide** will provide tiered academic support for middle school students during the ELD course.

ELs will also have access online tutoring program; and the after-school program that will provide additional support with language acquisition through targeted skill workshops.

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

The additional concentration grant add-on funding will be used to increase the number of substitute teachers (Goal 1, Action 1) that provide direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

23-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 10,059,581	$ -	$ -	$ 410,839	10,470,420	$ 8,575,648	$ 1,894,773

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1a	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		$ 478,267	$ -	$ -	$ -	$ 478,267
1	1b	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		$ 3,744,691	$ -	$ -	$ -	$ 3,744,691
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS		$ 114,616	$ -	$ -	$ 17,750	$ 132,366
1	3a	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		$ 396,972	$ -	$ -	$ -	$ 396,972
1	3b	ADDRESSING ACADEMIC NEEDS TO		$ 597,970	$ -	$ -	$ 353,272	$ 951,242
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS		$ 427,755	$ -	$ -	$ -	$ 427,755
1	5	BROAD COURSE OF STUDY		$ 333,155	$ -	$ -	$ -	$ 333,155
1	6	SERVICES TO SUPPORT SWD		$ 1,667,464	$ -	$ -	$ -	$ 1,667,464
2	1a	PROFESSIONAL DEVELOPMENT		$ 725,401	$ -	$ -	$ -	$ 725,401
2	1b	PROFESSIONAL DEVELOPMENT		$ 35,309	$ -	$ -	$ 39,817	$ 75,126
2	2	STRENGTHENING EL PROGRAM & SERVICES		$ 135,585	$ -	$ -	$ -	$ 135,585
2	3	CORE CURRICULAR PROGRAM NEEDS		$ 52,320	$ -	$ -	$ -	$ 52,320
2	4	CLOSING THE DIGITAL DIVIDE		$ 298,869	$ -	$ -	$ -	$ 298,869
3	1a	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT &		$ 541,059	$ -	$ -	$ -	$ 541,059
3	1b	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT		$ 86,190	$ -	$ -	$ -	$ 86,190
3	2	PARENT INPUT IN DECISION-MAKING		$ -	$ -	$ -	$ -	$ -
3	3a	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION		$ 77,875	$ -	$ -	$ -	$ 77,875
3	3b	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION		$ 14,760	$ -	$ -	$ -	$ 14,760
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES		$ 331,324	$ -	$ -	$ -	$ 331,324

23-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 7,260,228	$ 2,878,569	39.65%	0.00%	39.65%	$ 3,116,069	0.00%	42.92%	**Total:**	$ 3,116,069
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 3,116,069

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1a	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	TAS	$ 478,267	0.00%
1	1b	ADMIN & EDUCATORS THAT SUPPORT	No	Schoolwide		TAS	$ -	0.00%
1	2	MEASURING STUDENT PROGRESS – AS	No	Schoolwide		TAS	$ -	0.00%
1	3a	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	All	TAS	$ 396,972	0.00%
1	3b	ADDRESSING ACADEMIC NEEDS TO AC	No	Schoolwide		TAS	$ -	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	TAS	$ 427,755	0.00%
1	5	BROAD COURSE OF STUDY	Yes	Schoolwide	All	TAS	$ 333,155	0.00%
1	6	SERVICES TO SUPPORT SWD	No	Schoolwide		TAS	$ -	0.00%
2	1a	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	All	TAS	$ 725,401	0.00%
2	1b	PROFESSIONAL DEVELOPMENT	No	Schoolwide		TAS	$ -	0.00%
2	2	STRENGTHENING EL PROGRAM & SER	Yes	Schoolwide	English Learners	TAS	$ 135,585	0.00%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	Schoolwide		TAS	$ -	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	No	Schoolwide		TAS	$ -	0.00%
3	1a	PROMOTING POSITIVE SCHOOL CLIMA	Yes	Schoolwide	All	TAS	$ 541,059	0.00%
3	1b	PROMOTING POSITIVE SCHOOL CLIMA	No	Schoolwide		TAS	$ -	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	No	Schoolwide		TAS	$ -	0.00%
3	3a	OPPORTUNITIES PROVIDED TO SUPPO	Yes	Schoolwide	All	TAS	$ 77,875	0.00%
3	3b	OPPORTUNITIES PROVIDED TO SUPPO	No	Schoolwide		TAS	$ -	0.00%
3	4	MAINTAINING SAFE & CLEAN SCHOOL	No	Schoolwide		TAS	$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,598,983.00	$ 10,424,552.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,898,188	$ 3,107,701
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 517,713	$ 1,595,580
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 43,607	$ 136,210
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 983,999	$ 1,349,433
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 390,157	$ 267,192
1	5	BROAD COURSE OF STUDY	Yes	$ 338,936	$ 260,264
1	6	SERVICES TO SUPPORT SWD	No	$ 1,222,082	$ 1,195,556
2	1	PROFESSIONAL DEVELOPMENT	No	$ 182,088	$ 195,096
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 544,448	$ 682,889
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 160,692	$ 166,669
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 93,000	$ 34,020
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 218,511	$ 403,855
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 297,153	$ 574,832
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 26,926	$ 41,838
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 61,676	$ 81,602
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 619,807	$ 331,815

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,697,420	$ 2,681,087	$ 4,711,269	$ (2,030,182)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ -	$ -	0.00%	0.00%
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 517,713	$ 1,595,580.00	0.00%	0.00%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ -	$ -	0.00%	0.00%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 806,440	$ 1,349,433.00	0.00%	0.00%
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ -	$ -	0.00%	0.00%
1	5	BROAD COURSE OF STUDY	Yes	$ 338,936	$ 260,264.00	0.00%	0.00%
1	6	SERVICES TO SUPPORT SWD	No	$ -	$ -	0.00%	0.00%
2	1	PROFESSIONAL DEVELOPMENT	No	$ -	$ -	0.00%	0.00%
2	1	PROFESSIONAL DEVELOPMENT	Yes	$ 544,448	$ 682,889.00	0.00%	0.00%
2	2	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 122,388	$ 166,669.00	0.00%	0.00%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ -	$ -	0.00%	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	No	$ -	$ -	0.00%	0.00%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 289,486	$ 574,832.00	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ -	$ -	0.00%	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 61,676	$ 81,602.00	0.00%	0.00%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ -	$ -	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 6,784,169	$ 2,697,420	0.00%	39.76%	$ 4,711,269	0.00%	69.45%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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

Local Control and Accountability Plan Instructions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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.

Local Control and Accountability Plan Instructions

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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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.

Local Control and Accountability Plan Instructions

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** or when adding a new metric.

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 action 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 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.

Local Control and Accountability Plan Instructions

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

Local Control and Accountability Plan Instructions

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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

Local Control and Accountability Plan Instructions

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

Local Control and Accountability Plan Instructions

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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