

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Ridge Public School

CDS Code: 10621660140806

School Year: 2021-22

LEA contact information:

Joshua Hodges

Site Director

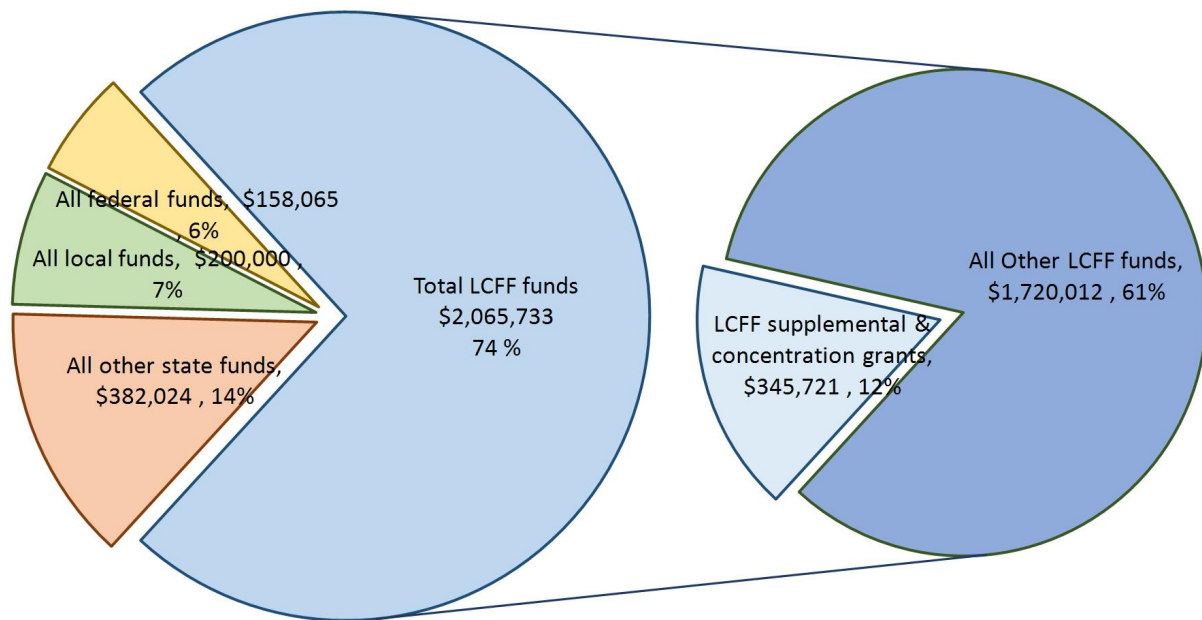
joshua.hodges@aspenps.org

559-374-0080

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



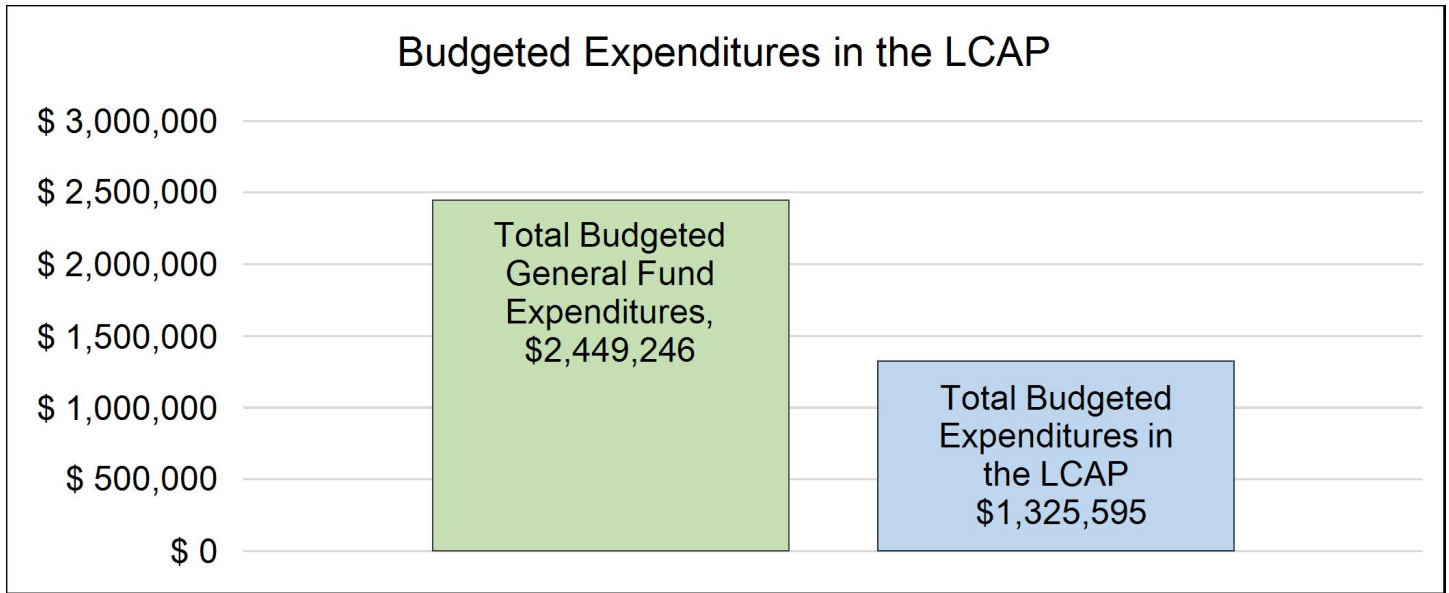
This chart shows the total general purpose revenue Aspen Ridge Public School expects to receive in the coming year from all sources.

The total revenue projected for Aspen Ridge Public School is \$2,805,822, of which \$2,065,733 is Local Control Funding Formula (LCFF), \$382,024 is other state funds, \$200,000 is local funds, and \$158,065 is

federal funds. Of the \$2,065,733 in LCFF Funds, \$345,721 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.



This chart provides a quick summary of how much Aspen Ridge Public School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspen Ridge Public School plans to spend \$2,449,246 for the 2021-22 school year. Of that amount, \$1,325,595 is tied to actions/services in the LCAP and \$1,123,651 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

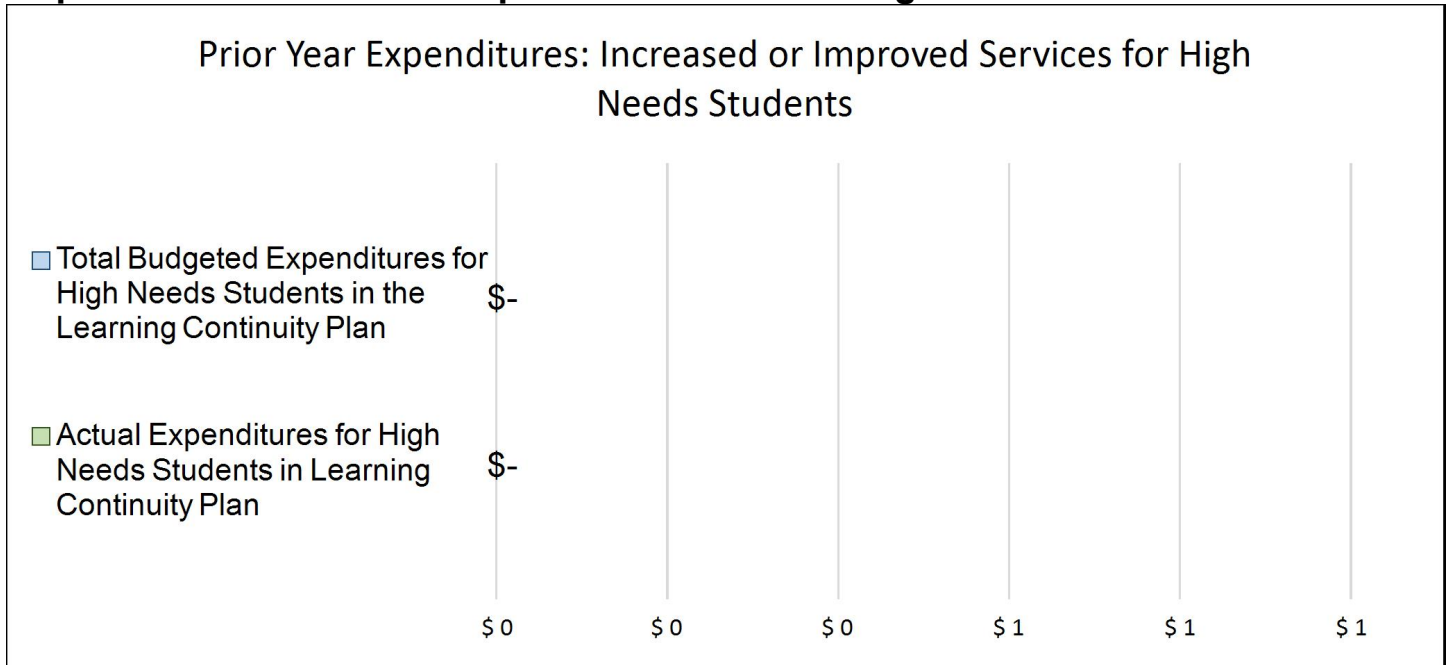
Budgeted General Fund Expenditures not included in the 2021-22 plan include classroom teacher salaries and benefits, student meal services, and administrative and operating expenses.

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

In 2021-22, Aspen Ridge Public School is projecting it will receive \$345,721 based on the enrollment of foster youth, English learner, and low-income students. Aspen Ridge Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Ridge Public School plans to spend \$386,635 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Aspen Ridge Public School's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Aspen Ridge Public School actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

Local Control 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
Aspen Ridge Public School	Joshua Hodges Site Director	joshua.hodges@aspenps.prg 559-374-0080

Plan Summary [2021-22]

General Information

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

Welcome to Aspen Ridge Public School's First LCAP!

The development of Aspen Ridge Public School perfectly aligns with our mission and vision to develop leaders in Fresno. The high school is a key piece that has been missing from our program that we now have the capacity to implement with our in-house leadership pipelines, fiscal stability, facility options, organizational structures, proven academic success, and Summit Learning expertise.

Educational Philosophy

Our chief concern and primary driving question is “What is best for students?” This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

1. We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level and we are committed to ensuring that students are notably prepared for acceptance into a four-year college, but truly prepared for success in college, career and life, based on their preferred vision for their future.
2. We hire high-performing, qualified teachers. We engage them as leaders and provide extensive professional development every year.
3. We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
4. We believe change is a good thing. We embody a culture of innovation to drive continued success.

5. We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world and deepens both academic and social learning.

Students to be Served

Aspen Ridge Public School 7-12 will serve students in grades 7 through 12, beginning with grades 7-10 in August of the 2021-2022 school year adding one grade per year until grade twelve, in Fall 2023.

Aspen Public Schools was built on a foundation that celebrates each individual's strengths and background.

As a full-time, tuition-free, public charter school our blended personalized high school and college curriculum prepares your student for their preferred future! We welcome students from all areas, cultures, and backgrounds.

Reflections: Successes

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

This plan was developed before the school opened and during the COVID-19 pandemic We are proud of how we were able to translate our model in this LCAP.

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.

New School to Open Fall of 2021

LCAP Highlights

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

It should be emphasized that Fresno is one of the fastest growing cities in the United States, with the region having a growth of over 20% since 2000. Fresno is the largest city in the Central Valley and while it is metropolitan, Fresno is still largely agricultural. Fresno Unified School District is the 4th largest school district in California with 76 different languages represented over the last five years. FUSD serves over 74,000 students in preschool through 12th grade. ARPS will reflect the range of Fresno's cultural diversity and backgrounds. It will serve as an educational option for all students, particularly inclusive of those who are "at-promise" or who present unique learning challenges, including homeless and foster children, the academically accelerated, students who have struggled in a traditional school setting, or need special learning accommodations (e.g. learning disabilities). We will intentionally seek to enroll those students who are most underserved: socio-economically disadvantaged (including those in extreme poverty), foster youth, and children who are homeless or experiencing housing instability. With our strong and continuing partnership with Rescue the Children, and other community connections, ARPS will seek out the students who have the highest need for a stable, successful environment and serve them with the same high quality that we have demonstrated at our other schools for the last 15 years. Our student body will be intentionally diverse, with a population that reflects the district the school is located in. ARPS will be open to all students who wish to attend, though we will focus our recruitment efforts (see Element G: Racial and Ethnic Balance) in Central Fresno. Below is a summary of the academic performance, academic engagement, and school climate and conditions of surrounding high schools in Central Fresno. ARPS will build on the academic and social emotional successes of Aspen Valley (K-8) and Aspen Meadow (TK-6), currently outperforming surrounding schools serving near identical demographics.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Aspen Ridge Public school met with parents and students starting early in the fall of 2019 with a “Future Aspen Ridge Parent Survey”. This survey was to inform families that we were planning to open a third school, and survey them to find out what areas of town they’d be willing to travel to. In the fall of 2020, ARPS met with parents and students in a town hall. The news was that Aspen Ridge would be opening in the fall of 2021 as a 7-12 school, and provided them with details about the school.

During March and April of 2021, we made our way to the doors of homes surrounding Aspen Ridge to spread the word and connect families to our school of choice opening up right in their community. Our Administrative team and teachers connected with students in the local middle schools with powerpoints and Q&A meetings, including Kepler, Tioga MS, and Aspen Valley Prep.

We invited our currently enrolled families and their friends to a Virtual Community Information Night on May 11th, where we were able to provide more information to families in preparation for the start of the school year and answer any questions they may have. We had a booth at the Old Town Clovis Vintage Market on May 23rd where we were able to connect with families and individuals who could further spread the word about what Aspen Ridge is offering students this Fall. Most recently, a parent helped to organize a school sponsored Family Fun Night on June 2nd where our families were brought together to build community and enjoy delicious food and treats from a taco truck and a snow cone truck. Lastly, the ARPS students will have the opportunity to decide the school mascot.

A summary of the feedback provided by specific stakeholder groups.

Since Aspen Public School's WASC visit in 2012, and for years before, parents continually gave feedback to school leadership, compelling them to work towards a new high school. More recently (2017), the school developers sent surveys to current parents, asking if they would enroll their students in Aspen Ridge when it opens in the fall of 2021.

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

Stakeholder input for the development of a high quality charter high school in Fresno County. For many years parents in our community have advocated for a new charter school with small classroom sizes and a personalized learning curriculum. The development of this new school is a result of listening to our stakeholders, including our students.

Goals and Actions

Goal

Goal #	Description
1	Aspen Ridge Public School will prepare a diverse 7-12 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self-motivated, competent, lifelong learner.

An explanation of why the LEA has developed this goal.

In determining the need for increased services for Unduplicated Pupils (low-income students, English Learners, Foster Youth), the school will examine available data for objective indicators of academic risk.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers fully credentialed and appropriately assigned, including EL teachers					100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home					100%
% standards-aligned benchmarks, lesson plans, curriculum maps, including ELD standards					100%
% of students meeting or exceeding standards on SBAC					7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math and ELA assessments for all students and numerically significant subgroups					
EL Reclassification Rate					40%
% of EL's making progress					55%
NWEA MAP: % of students meeting annual growth target in Reading % of students meeting annual growth target in Math					Math: 80% ELA: 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core aligned course materials Summit Learning	<p>ARPS will provide all students Summit standards-aligned curriculum resources and instructional materials to ensure students have access to rigorous content that will support accelerated reading/math improvement.</p> <ul style="list-style-type: none"> Online learning platforms Nearpod online curriculum platform for classroom and self-paced learning Summit learning platform -1-to-1 devices to support curriculum 	\$180,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> - provide hot spots for students who do not have accessibility to the internet at home 		
2	English Language Development	<p>ARPS Will:</p> <ul style="list-style-type: none"> Provide a coach and mentor for classroom teachers and test students on the initial and summative ELPAC Provide professional development to all teachers of English Learners and RFEP students will receive ongoing professional development in SDAIE and ELD instructional strategies, best practices in providing Integrated and Designated ELD, as well as using personalized learning data to inform instructional decisions, especially for our highest need students. Provide small group instruction with the teacher for Designated ELD Instructional Aides provide support to other students so that the teacher can work with the highest need students. <p>Instructional aides captured in Goal 1/Action 5</p>	\$148,185.00	Yes
3	Progress Monitoring	<p>ARPS will regularly administer assessments to monitor student progress in Math, Reading, Language Usage, and Science so that students can be provided instruction that meets their specific needs based on data.</p> <ul style="list-style-type: none"> NWEA MAP (Math, Reading, Language Usage, & Science) testing 2x a year Math local assessments (Summit) 		No

Action #	Title	Description	Total Funds	Contributing
		Costs captured in Goal 1/Action 1		
4	Intervention	<p>Our SPED team will: support whole group instruction/independent work time while the certificated teacher works with the highest-need students Support students with disabilities Logging and documenting services provided & using MAP scores to drive instruction After school program coordinator trains teachers in Summit</p>	\$139,686.00	No
5	Intervention and Instruction	<ul style="list-style-type: none"> • Paraprofessionals in each classroom will be provided too; i) Support whole group instruction/independent work time while the certificated teacher works with the highest-need students ii) Support students with disabilities iii) Logging and documenting services provided & using MAP scores to drive instruction iv) After school program coordinator trains teachers in Summit 	\$199,663.00	Yes
6	Professional Development and Coaching	<ul style="list-style-type: none"> • Summer PD Summit Learning PD for all teachers on the implementation of CCSS and NGSS i) SEL Training for all classroom teachers and aides 		No

Action #	Title	Description	Total Funds	Contributing
		ii) Summit training for new Upper Grade (5-8) teachers in Fall (3-day training) <ul style="list-style-type: none"> • Teacher coaching: biweekly walkthroughs by administrators or lead teachers, teacher mentors, Observe for Success for teachers to set professional goals Costs captured in Goal 1/Action 2		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Goals and Actions

Goal

Goal #	Description
2	Aspen Ridge Public School will support the development of the "whole person" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child.

An explanation of why the LEA has developed this goal.

While educating the whole person has always been a strength of Aspen Ridge Public School, it is such an important piece of our mission that we must ensure that we continue to provide programs and content that support the social, emotional, and physical needs of the child. We must ensure that we provide a connection between the school and the families we serve to maintain our solid attendance rate and level of parent engagement. We must provide courses that support the development of a well- rounded child.

By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students and numerically significant subgroups	New School				All students SED:2% SWD: .5% Hispanic/Latino: 2% White: 2%
Attendance Rate	New School				92%
Middle School dropout rate	New School				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of return for parent surveys	New School				75%
% of students with access to and enrolled in Math, English, Social Science, Science, Health, Physical Education	New School				100%
% parent surveys with positive responses regarding opportunities for participation in programs and input in decision-making	New School				60%
% of parents attending school activities	New School				50%
% parent Surveys with positive responses about school connectedness	New School				60%
% student surveys with positive responses around school connectedness	New School				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Monitoring by our school	Social-economic students have a higher chronic absenteeism rate than all students combined. ARPS will utilize a systematic process to proactively prevent absences, monitor student attendance, and provide outreach using our tiered Re-engagement system.	\$38,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Attendance clerk (time increased) • Monitoring chronic absenteeism & communicating the importance of attendance to families • Planning for pre-arranged absences (distance learning) • Tiered Re-engagement System 		
2	Enrichment for our students	<p>ARPS will provide all students access to a broad course of study that includes arts, health, physical education, career education, after-school sports, and field trips to support the child's development.</p> <ul style="list-style-type: none"> • Art teacher from the Art Council to provide monthly art class for all students • Health curriculum (that educates students about the negative effects of drug use) • Imago SEL • Field Trips – educational <p>Additional costs captured in Goal 1/Action 1</p>	\$15,000.00	No
3	Emergency Support for our families	<p>Based on data from stakeholder survey results. ARPS will provide emergency support to our families in need that includes Socioeconomically Disadvantaged, Homeless, and/or Foster Youth.</p> <ul style="list-style-type: none"> • Case Management • Individualized Supports <p>Costs captured in Goal 1/Action 5</p>		Yes
4	Communication with Stakeholders	<p>ARPS will provide and support a robust system of stakeholder communication processes and tools to foster strong relationships between family and the school.</p> <ul style="list-style-type: none"> • parents track academic performance in real time 	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		ParentSquareapp to build school community, teacher classrooms – translates to home language (ie. Punjab & Spanish)		
5	Parent Engagement, with priority to families with exceptional needs.	<p>Parent Engagement</p> <ul style="list-style-type: none"> • Parent Advisory Council • Annual parent survey • Additional surveys for parents targeting current needs and initiatives • Parent volunteer hours tracked towards goals • Taco Truck(Open House) • Campus beautification & garden greenhouse • Parent Night (with Summit Learning), new parent orientation, Bloomz page for communication/questions • Training for teachers on how to engage parents <p>Costs captured in Goal 1</p>		No
6	Our Security Teams Support Students	<p>Security at Aspen Public Schools is important for stakeholders to feel safe on campus. Our security teams build relationships with students that have exceptional needs. Including the following:</p> <p>Security Staff is always outside to greet and say goodbye to students</p> <ul style="list-style-type: none"> • Build relationships with families • Have mentored troubled students • Gone on brain breaks/ outdoor walks with students • Have gone to classrooms to talk about safety • Have brought the police force to talk about stranger danger and saying no to drugs • Are always on campus and visible when students are present • Have supported with lockdowns when things are going down in the neighborhood • Attend all evening student events 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> They are CPI trained, even though they are the last resort call 		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Goals and Actions

Goal

Goal #	Description
3	Aspen Ridge Public School will ensure a safe learning environment that promotes a positive school culture that will improve student outcomes and close performance gaps. Aspen Ridge Public School will provide integrated student support services that will increase parental engagement, school attendance, and address Social Emotional Learning (SEL) that supports student engagement -- including whether students attend school or are chronically absent -- and highlights school climate and connectedness.

An explanation of why the LEA has developed this goal.

While our most recent data on suspensions and parent engagement is positive, we know that maintaining a positive school culture requires consistent attention, and we believe there is still room for improvement. A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent surveys with positive responses regarding school safety					80%
Student surveys with positive responses regarding school safety					80%
Teacher surveys with positive responses regarding school					90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
safety and connectedness					
School facilities in good repair and in compliance with school safety plan					Facilities in overall Good Repair
Suspension Rate for all students and all numerically significant subgroups					All Students: <1.5% Hispanic/Latino: <1.5% White <1.5%
Expulsion Rate for all students and all numerically significant subgroups					0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	ARPS will maintain according to public health protocols for sanitizing and janitorial services and regularly repair facilities to ensure a clean safe campus for students.	\$596,274.00	No
2	School Culture	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, ARPS will create school environments that welcome and support all our student populations. Provide staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.		No

Action #	Title	Description	Total Funds	Contributing
		ARPS will promote a positive school culture by implementing PBIS and restorative justice processes and provide regular school events such as Costs captured in Goal 1		
3	Social Emotional Learning	Imago (Fresno, CA) human development platform that combines content training and technology to improve human happiness, per Aspen's SEL Plan (developed summer 2020). To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, Aspen will increase student's social-emotional development through teaching, modeling and practicing social-emotional skills that support a safe and positive climate for learning. ARPS will provide a curriculum and programs that foster Social-Emotional Learning. Including, self-management and conflict resolution skills Costs captured in Goal 1		No
4	Mental & Physical Health of Our Students	Aspen will retain/hire intervention and support staff to provide behavior intervention and support, principally directed to unduplicated students in grades 7-12, staff, and parents. ARPS will monitor the physical and mental well-being of all students and staff to ensure a safe, healthy campus, and provide referrals to appropriate health care providers as needed. <ul style="list-style-type: none"> • Screenings • Wellness checks incorporated into class routines • Protocols and routines schoolwide per public health guidelines Imago partnership-see #3		No

Action #	Title	Description	Total Funds	Contributing
		Costs captured in Goal 1		
5	School Security Staff/Positive Supports for Students	<p>Security at Aspen Public Schools is important for stakeholders to feel safe on campus. Our security teams build relationships with students that have exceptional needs. Including the following:</p> <p>Security Staff is always outside to greet and say goodbye to students</p> <ul style="list-style-type: none"> • Build relationships with families • Have mentored troubled students • Gone on brain breaks/ outdoor walks with students • Have gone to classrooms to talk about safety • Have brought the police force to talk about stranger danger and saying no to drugs • Are always on campus and visible when students are present • Have supported with lockdowns when things are going down in the neighborhood • Attend all evening student events • They are CPI trained, even though they are the last resort call 		

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Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.10%	\$345,721

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

Required Descriptions

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

New School Opening Fall 2021

The needs of Aspen Ridge unduplicated students will be considered first:

Students will have priority in summer school programs. Students are provided with a computer and supplies. Our school counselor and Homeless Liaison make home visits to students with exceptional needs. The actions included in the LCAP and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis. They are consistent with 5 CCR Section 15496(b).

We will hire an intervention/enrichment teacher to help support our Social Economic Disadvantaged, foster, homeless and EL students. They will provide small group instruction for students with the highest academic needs to close the achievement gaps. We will also use our Title 1 grant to help cover the cost of an intervention teacher, which will work with small groups of students to help bridge learning gaps.

We will hire half day paraprofessionals to help support our Social Economic Disadvantaged students and unduplicated students. This allows the certificated teacher to provide small group or individual instruction with the students who need the most support while the paraprofessionals support the whole group.

Each of the actions is a high-leverage use of funds to ensure student instruction is targeted to the needs of the individual students.

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

New School to Open 2021

Aspen Ridge Public School will ensure that we provide a connection between the school and the families we serve to maintain our solid attendance rate and level of parent engagement.

Our office manager/registrar will track attendance and reach out to families when students are regularly absent. -Teachers/Mentors will reach out to families. School leadership will continue to reach out to families and provide supports where they identify a need.

We provide emergency support to families in need to ensure continuity of schooling for the children. (Family Outreach and Homeless Liaison, working with school leadership and community stakeholders.)

We will hold special events, and award students for academic and citizenship growth and achievement. Presentations and meetings will also take place to promote restorative justice practices and overall positive school culture.

We will purchase a social-emotional learning curriculum, Imago, to be implemented in all grade levels to support students in developed self-management and conflict resolution skills. -

Teacher leaders will coordinate school events and initiatives contributing to positive school culture. -

Each of these actions will be shown in the number of suspensions, expulsions, and overall negative behaviors in schools with a large the population of socioeconomically disadvantaged students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$878,318.00	\$373,999.00		\$73,278.00	\$1,325,595.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$599,080.00	\$726,515.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Common Core aligned course materials Summit Learning	\$76,259.00	\$37,412.00		\$66,329.00	\$180,000.00
1	2	English Learners	English Language Development	\$141,236.00			\$6,949.00	\$148,185.00
1	3	All	Progress Monitoring					
1	4	All	Intervention	\$8,000.00	\$131,686.00			\$139,686.00
1	5	English Learners Foster Youth Low Income	Intervention and Instruction	\$199,663.00				\$199,663.00
1	6	All	Professional Development and Coaching					
2	1	Low Income	Attendance Monitoring by our school	\$38,787.00				\$38,787.00
2	2	All	Enrichment for our students	\$15,000.00				\$15,000.00
2	3	Foster Youth Low Income	Emergency Support for our families					
2	4	All	Communication with Stakeholders	\$8,000.00				\$8,000.00
2	5	All	Parent Engagement, with priority to families with exceptional needs.					
2	6		Our Security Teams Support Students					
3	1	All	Facilities	\$391,373.00	\$204,901.00			\$596,274.00
3	2	All	School Culture					
3	3	All	Social Emotional Learning					
3	4	All	Mental & Physical Health of Our Students					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5		School Security Staff/Positive Supports for Students					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$379,686.00	\$386,635.00
LEA-wide Total:	\$379,686.00	\$386,635.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	English Language Development	LEA-wide	English Learners	All Schools	\$141,236.00	\$148,185.00
1	5	Intervention and Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$199,663.00	\$199,663.00
2	1	Attendance Monitoring by our school	LEA-wide	Low Income		\$38,787.00	\$38,787.00
2	3	Emergency Support for our families	LEA-wide	Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.