LCFF Budget Overview for Parents

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

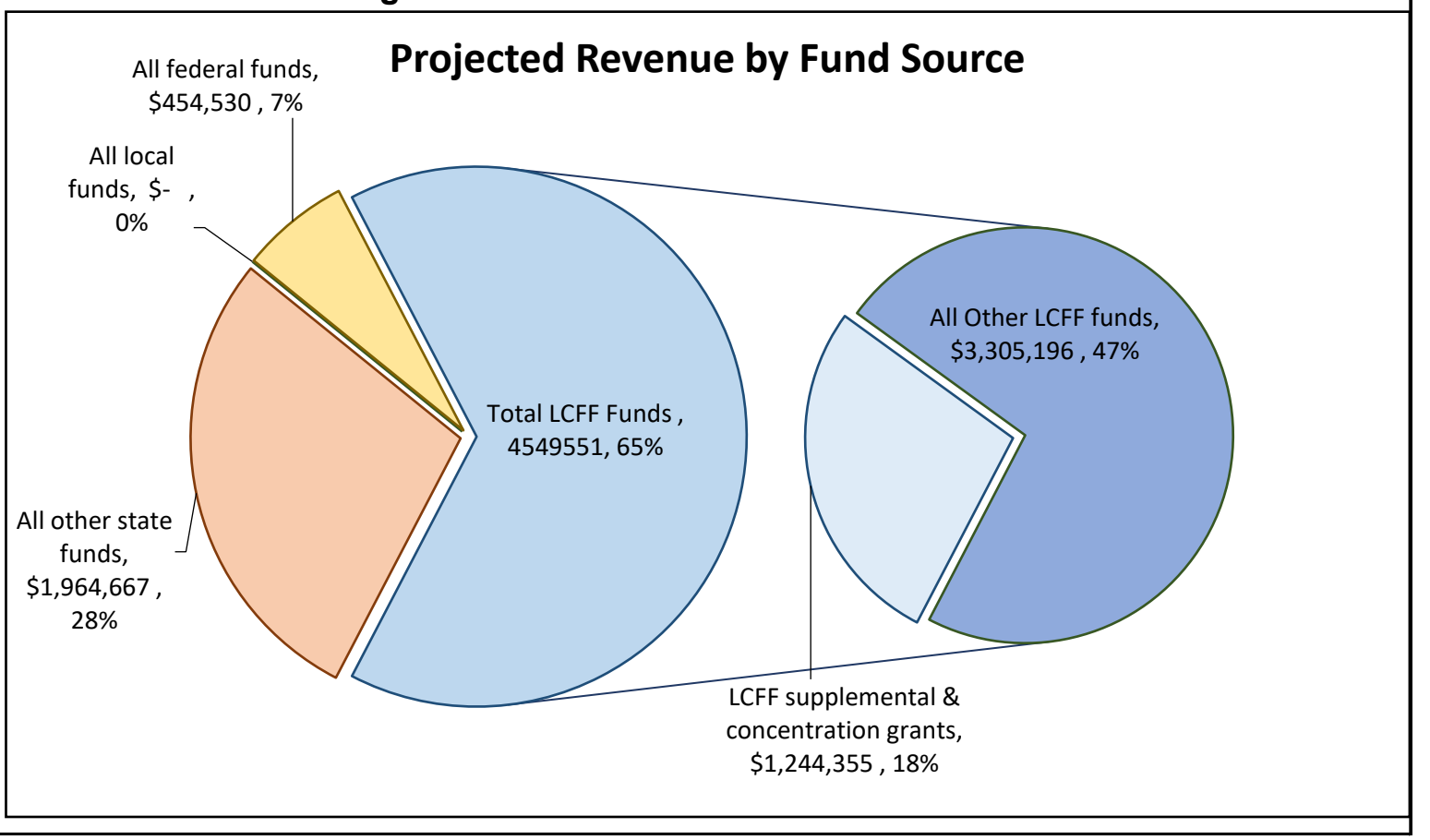
CDS Code: 10 62166 0133942

School Year: 2026 - 27

LEA contact information: Lisa Taylor, Site Director lisa.taylor@aspenps.org

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

Budget Overview for the 2026 - 27 School Year

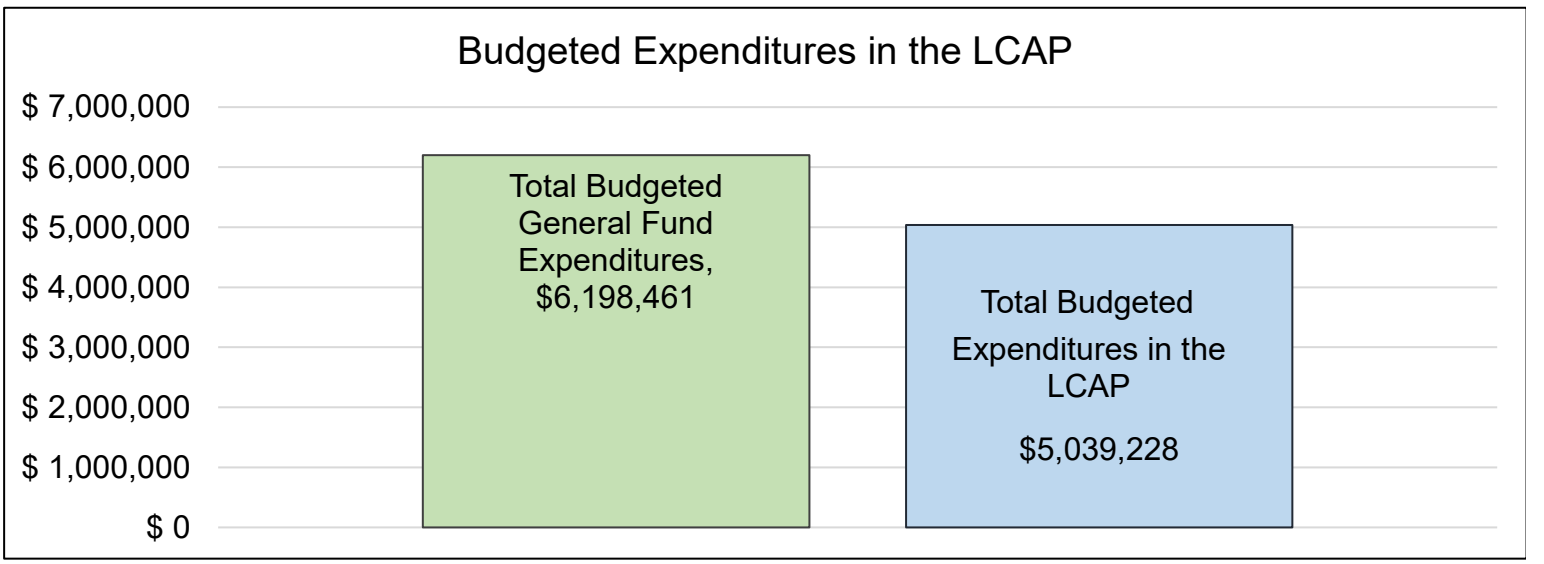


This chart shows the total general purpose revenue Aspen Meadow Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Meadow Public School is $6,968,748.00, of which $4,549,551.00 is Local Control Funding Formula (LCFF), $1,964,667.00 is other state funds, $0.00 is local funds, and $454,530.00 is federal funds. Of the $4,549,551.00 in LCFF Funds, $1,244,355.00 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.



This chart provides a quick summary of how much Aspen Meadow Public School plans to spend for 2026 - 27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Meadow Public School plans to spend $6,198,461.00 for the 2026 - 27 school year. Of that amount, $5,039,228.00 is tied to actions/services in the LCAP and $1,159,233.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

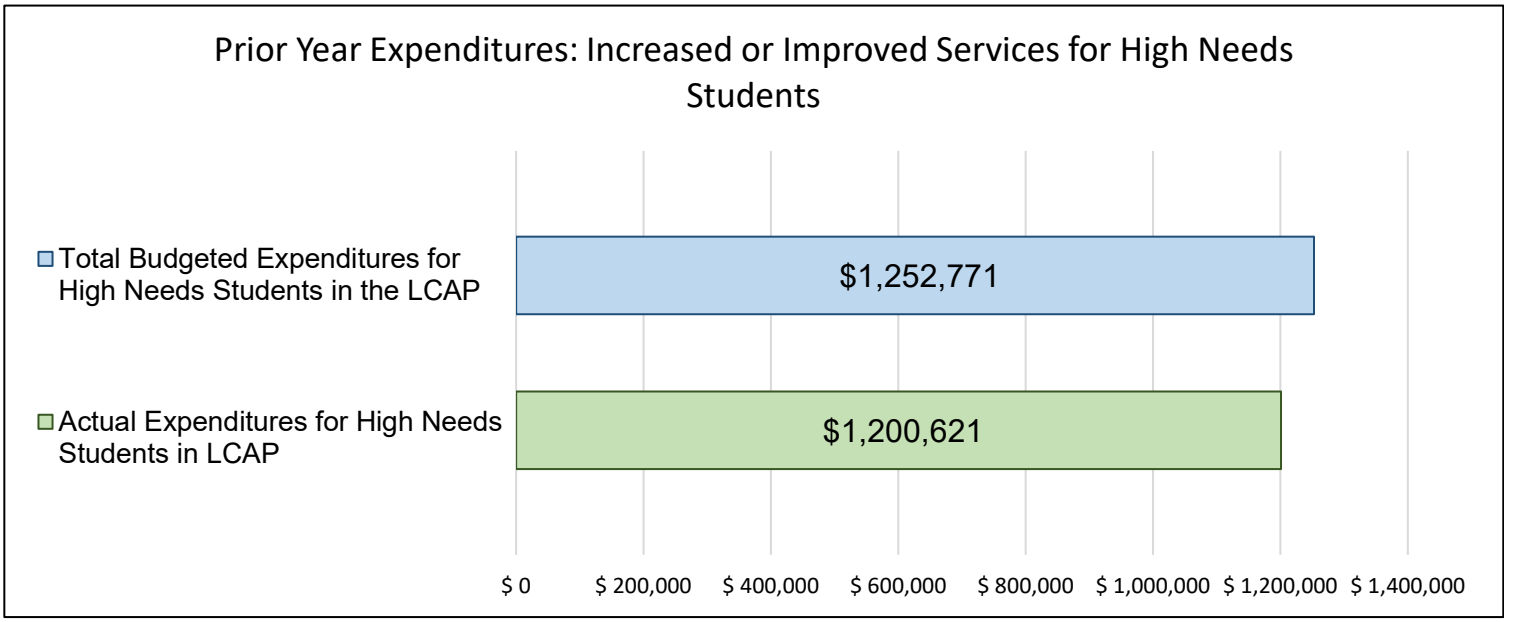
Budgeted General Fund Expenditures not included in the 2026-27 plan include meals program, operating and administrative expenses.

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

In 2026 - 27, Aspen Meadow Public School is projecting it will receive $1,244,355.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Meadow Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Meadow Public School plans to spend $1,244,355.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025 - 26



This chart compares what Aspen Meadow Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspen Meadow 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.

The text description of the above chart is as follows: In 2025 - 26, Aspen Meadow Public School's LCAP budgeted $1,252,771.00 for planned actions to increase or improve services for high needs students. Aspen Meadow Public School actually spent $1,200,621.00 for actions to increase or improve services for high needs students in 2025 - 26. The difference between the budgeted and actual expenditures of $52,150.00 had the following impact on Aspen Meadow Public School's ability to increase or improve services for high needs students:

Due to reduced enrollment, Aspen Meadow received reduced supplemental and concentration funding for high need students. Aspen Meadow's expenditures met their allocation and % to increase services.

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
Aspen Meadow Public School	Lisa Taylor, Site Director	lisa.taylor@aspenps.org 559-369-2456

Plan Summary 2026-27

General Information

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

Aspen Meadow Public School (AMPS) currently serves 305 students in grades TK through 6. The student population comprises 71% Hispanic, 11% African American, 7% White, 7% Asian, and 4% Two or More Races. The school community includes 82% Socioeconomically Disadvantaged students, 23% English Learners, 15% Students with Disabilities, 15% students experiencing homelessness, 1% Foster Youth, and 0.3% Migrant students. AMPS's was granted a five-year charter renewal term from its authorizer, Fresno Unified School District (FUSD).

Growth and Community Initiatives: Aspen Meadow Public School continues to experience strong enrollment demand, evidenced by a current waitlist for Transitional Kindergarten.

Mission and Vision: The mission of Aspen Meadow Public School is to transform the community by developing exceptional leaders. The school's vision is a greater quality of life for all people in Fresno, regardless of race or economic status. To deliver on this mission and vision, AMPS is focused on the promise of equal educational opportunity for every child.

Core Values: AMPS is grounded in five core values that shape daily teaching, learning, and community life.

- Leadership. At Aspen, every student is a leader. Leadership means stepping up, taking responsibility, and using one's unique strengths to inspire and help others.
- Community. At Aspen, we are stronger together. Community means working as a team, respecting differences, and helping each other succeed.
- Accountability. At Aspen, we challenge ourselves to do our best every day. Accountability means owning one's actions, following through on commitments, and working hard to meet goals.

- Belonging. At Aspen, everyone belongs. Belonging means feeling that one's ideas, emotions, and unique qualities are accepted and appreciated, and helping others feel the same.
- Resilience. At Aspen, challenges are opportunities to grow. Resilience means staying strong, bouncing back, and keeping a positive mindset when things get tough.

Student Life: Aspen Meadow provides students with a well-rounded school experience that blends academics, creative expression, and community involvement.

Educational Approach: Aspen Meadow's approach to teaching and learning is designed to enable every student to succeed at the highest levels through three key strategies:

1. Excellence in Teaching and Leadership. AMPS recruits and develops effective teachers and school leaders who use student data strategically to drive both classroom instruction and student leadership development.
2. Joyful School Culture. AMPS cultivates a school culture in which joy and belonging characterize the student experience, with an emphasis on developing the leadership skills that prepare students for college and their futures.
3. Rigorous Curriculum with Support**.** AMPS provides students with grade-level curriculum, designs learning environments that increase student cognitive engagement, and implements targeted interventions when students struggle, ensuring every child has a path to success.

Community Context: AMPS envisions a Fresno in which all families have access to opportunity and actively contribute to their communities. The school community has been significantly affected by the pandemic, with continuing effects that include increased homelessness among youth, elevated levels of childhood trauma and anxiety, and persistent challenges with emotional regulation. For the youngest learners, social distancing affected early development, with some students experiencing increased separation anxiety.

Over the past year, AMPS has seen a continued decline in chronic absenteeism rates, although rates remain higher than pre-pandemic levels. This improvement is the result of a comprehensive attendance initiative that includes regular family communication about the impact of daily attendance on academic outcomes, socialization, and school culture, along with schoolwide events that recognize students for consistent attendance and positive behavior.

Curriculum and Programs

Sixth grade students at AMPS use the Summit (Gradient) Learning Platform as their primary academic curriculum. This nationally recognized program guides students in becoming their best selves, supports teachers in delivering their strongest instruction, and helps the school community realize its educational vision.

Grants and Eligibility

AMPS is the recipient of two state grants: the California Community Schools Partnership Program (CCSPP) Implementation Grant and the Mental Health ADA Allocation Grant. The LCAP aligns with both the California Community Schools Framework and the Multi-Tiered System of Support (MTSS) Framework.

Aspen Meadow Public School is eligible for Differentiated Assistance, as described in the "technical assistance" section of this document. AMPS is not eligible to receive Equity Multiplier Funds.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Aspen Meadow Public School has $33,210 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be used, including a comprehensive needs assessment, is provided in the Reflections: Annual Performance section of this LCAP.

LCAP Development and Compliance

Aspen Meadow Public School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). The plan meets the educational partner engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements of EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) per EC 52062(a)(5)
- Input from the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Input from the English Learner Parent Advisory Committee per EC 52062(a)(2)
- Providing written responses to comments received from each committee

Reflections: Annual Performance

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

The following table reflects Aspen Meadow Public School's performance on the **2025 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations. The CA State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	Blue	Red	Red	N/A	Yellow	Orange	Green
English Learners	Blue	Red	Yellow	N/A	Orange	Yellow	--
Long-Term English Learners	--	--	--	N/A	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	Red	Red	N/A	Yellow	Orange	--
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Yellow	Yellow	Yellow
Students with Disabilities	N/A	Red	Red	N/A	Red	Red	--
Black or African American	N/A	Red	Red	N/A	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--	--
Hispanic or Latino	N/A	Red	Yellow	N/A	Yellow	Yellow	--
White	N/A	--	--	N/A	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	--

English Learner Progress Indicator: On the 2025 California School Dashboard, Aspen Meadow Public School (AMPS) received a Blue performance level on the English Learner Progress Indicator (ELPI), the highest performance level on the Dashboard. On the 2025 Dashboard, 61.7% of English Learners made progress toward English language proficiency as measured by the Summative ELPAC. This result reflects a significant recovery and advancement over the three most recent reporting cycles: 43.1% of English Learners made progress on the 2023 Dashboard, 26% made progress on the 2024 Dashboard, and 61.7% made progress on the 2025 Dashboard. The 2025 result not only reverses the decline observed in 2024 but also exceeds the 2023 baseline by 18.6 percentage points, representing both a return to and meaningful advancement beyond pre-2024 performance. In addition, 9.8% of English Learners scored proficient on the 2024-25 ELPAC Summative Assessment, resulting in a 9.8% reclassification rate for the 2024-25 school year.

This outcome reflects the combined impact of AMPS's sustained partnership with the Fresno County Superintendent of Schools (FCSS) English Language Development (ELD) Coach, schoolwide ELD practices including sentence starters and sentence frames during writing instruction, bilingual classroom environments, in-classroom designated ELD delivery, and targeted after-school Tier 2 Reading Intervention for English Learners. AMPS will continue these practices during the 2026-27 school year to sustain Blue performance and to continue advancing English Learners toward reclassification.

Science Indicator: On the 2025 California School Dashboard, AMPS received a Green performance level on the Science Indicator for the 'All Students' group, which reflects fifth grade student performance on the California Science Test (CAST). The 'All Students' group earned 47.6 Science Points, an increase from 44.3 Science Points in the prior year. The Socioeconomically Disadvantaged student group received a Yellow performance level with 46.5 Science Points, an increase from 45.1 Science Points in the prior year.

This outcome reflects the school leader's sustained intellectual preparation work with the fifth grade team throughout the year, which strengthened instructional planning routines across content areas. AMPS will continue this practice during the 2026-27 school year, with expanded attention to CAST-aligned science instruction and integration of literacy support that allow all students, particularly Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities, to access the language of grade-level science content.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Aspen Meadow Public School conducted a comprehensive needs assessment to evaluate schoolwide and student performance, address RED performance levels on the 2025 CA School Dashboard, measure program effectiveness, and review state and local data, including performance on the California School Dashboard; and eligibility for Differentiated Assistance (DA). The findings from the needs assessment guides the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Expanded Learning Opportunities Program (ELOP), and California Community Schools Partnership Program (CCSPP) Grant funding; while also measuring program effectiveness to improve student outcomes.

This process also aligns with Aspen Meadow Public School's ongoing work with Fresno County following the school's eligibility for Differentiated Assistance based on Dashboard performance. The findings from the needs assessment served to inform the development of the 2026-27 Local Control and Accountability Plan (LCAP) goals and actions. The following sections present the needs assessments for the English Language Arts (ELA), Mathematics, Chronic Absenteeism, and Suspension Rate indicators.

ELA Academic Indicator (2025 CA School Dashboard)

This needs assessment documents schoolwide and student group performance on the 2025 California School Dashboard and the 2025-26 i-Ready Reading Diagnostic, identifies strengths and demonstrated growth, examines the greatest areas of need, surfaces resource inequities, and outlines the evidence-based plan of action that will guide ELA instructional improvement during the 2026-27 school year.

Performance on the 2025 California School Dashboard: On the 2025 California School Dashboard, AMPS received the following performance levels and Distance from Standard (DFS) results on the ELA Academic Indicator:

- All Students: 41.9 points below standard (Yellow)
- English Learners: 79.9 points below standard (Orange)
- Homeless Youth: 47.3 points below standard (Yellow)
- Socioeconomically Disadvantaged: 46.4 points below standard (Yellow)
- Students with Disabilities: 101.1 points below standard (Red)
- Hispanic: 48.4 points below standard (Yellow)

2023-24 ELA CAASPP	
	DFS
All Students	-55.3
EL	-106.9
SED	-60.6
Hispanic	-65.4

2024-25 ELA CAASPP	
	DFS
All Students	-41.9
EL	-79.9
Homeless	-47.3
SED	-46.4
SWD	-101.1
Hispanic	-48.4

The Students with Disabilities (SWD) group is the only numerically significant student group that received a Red Performance level on the ELA Academic Indicator, with a Distance from Standard gap that exceeds the schoolwide DFS by more than 59 points. The English Learner student group, while still 79.9 points below standard, demonstrated meaningful improvement from the prior reporting cycle, moving from Red (negative 106.9 DFS) to Orange (negative 79.9 DFS), however the gap is 38 points from 'all students' as evidenced on the 2025 Dashboard.

Data Analyzed: AMPS reviewed multiple sources of quantitative and qualitative evidence to develop a contextualized understanding of ELA performance and instructional practice.

The 2025-26 i-Ready Reading Diagnostic data for grades 3 through 6 reflects the following spring results: Across grades 3 through 6, 8.9% of all students are mid or above grade level, 19.1% are early on grade level, 38.2% are one grade level below, 15.9% are two grade levels below, and 17.8% are three or more grade levels below. Subgroup performance on grade level is as follows: English Learners 12.8%, Homeless Youth 7.7%, Socioeconomically Disadvantaged 22.3%, and Students with Disabilities 10.7%. Students in grades K-2 I-Ready Reading Diagnostic spring results are as follows: 59% of all students are mid or above grade level, 38% are one grade level below, and 3% are two or more grade levels below. Student group performance on grade level is as follows: English Learners 28%, Socioeconomically Disadvantaged 53%, and Students with Disabilities 40%.

Several contextual factors shaped these results. The education specialist serving third and fourth grade was on maternity leave during the 2024-25 state testing window. The proportion of SWD in grades 3 through 6 grew from 24.1% in 2024-25 to 29.6% in 2025-26. A significant portion of SWD also face dual or triple barriers, including being identified as both an English Learner and a student with a disability.

To address student need within the school day, AMPS implemented an intervention block four times per week called Empower Hour. Grade-level teams reviewed i-Ready data to identify students performing below grade level and then deployed students to teachers for targeted ELA or Math intervention. Teachers collaboratively determined which core subject would be addressed during each intervention cycle. Teacher feedback indicated that the Empower Hour structure has worked well this year, with evidence of student growth across grade levels.

Educational Partners Engaged: The analysis and ongoing reflection on ELA performance were informed by a broad cross-section of educational partners. Parent and family partners included the Parent Leadership Team, the Parent Advisory Committee (PAC), the English Learner Parent Advisory Committee (EL-PAC), Parent Nest Connection meetings, Community Schools meetings, and parent volunteers. Staff partners included teachers, instructional aides, administrators, the instructional coach, i-Ready facilitators, grade-level lead teachers in kindergarten through fourth grade, the Staff Lighthouse Team, and the Parent Lighthouse Team. External and program partners included the Fresno County Superintendent of Schools (FCSS) English Language Development (ELD) Coach, AMPACT, the After School Education and Safety (ASES) program, and Gradient Learning (Transcend). Student voice was incorporated through ongoing engagement with students themselves.

The school leader met monthly with each grade-level team, including specialist teachers in Art, Music, and Physical Education, during Monthly Intervention Meetings (MIMs), using a Multi-Tiered System of Supports (MTSS) template to guide conversations about academic and behavioral concerns and to determine next steps such as Student Study Team (SST) referrals and specific interventions.

The school leader also met monthly with the Community Schools Coordinator and the Family Engagement Coordinator to plan family engagement events and align resources that strengthen the home-school connection. Family-facing engagement opportunities included Harvest Fest, the Winter Program, the Native American Heritage Month Assembly, the Black History Month Assembly, the Masquerade Ball, Touch-a-Truck (a career day for TK through grade 2), math tutoring, bus transportation for field trips for first, second, fourth, fifth, and sixth grades, and Pastries with Parents. Paloma Learning, a digital reading program, was provided for first grade students and families, engaging families who may not have been involved in their child's learning previously.

The school leader shared 2025 California School Dashboard and i-Ready Diagnostic data with families during PAC, EL-PAC, Parent Nest Connection, and English Learner Advisory Committee (ELAC) meetings. Parents asked questions and provided input during these meetings. Several EL parents requested that

AMPS offer English classes for parents who would like to learn the language so they can better support their students.

Strengths and Demonstrated Growth: Despite the significant performance gaps identified on the 2025 Dashboard, AMPS demonstrated meaningful within-year growth on the i-Ready Reading Diagnostic from fall to spring across several priority student groups.

English Learner growth was strong across grades 3 through 6:

- 3rd grade: 80% of EL students showed growth, with an average 51.25-point increase
- 4th grade: 85.7% of EL students showed growth, with an average 31.17-point increase
- 5th grade: 81.8% of EL students showed growth, with an average 31.22-point increase
- 6th grade: 62.5% of EL students showed growth, with an average 33.6-point increase
- Grades 3-6 Students with Disabilities (SWD), a total of 30 students showed growth, with an average 15-point increase

Targeted after-school Tier 2 Reading intervention also produced strong outcomes for English Learners. Sixteen EL students in grades 4 through 6 received Tier 2 Reading Intervention after school, four times per week for 45 minutes. The average i-Ready Reading growth for these students from fall to spring was 26.9%.

Programmatic strengths supporting these outcomes included sustained partnership with the FCSS ELD Coach, who provided professional development with school leaders and teachers, conducted ELPAC practice test demonstrations for each grade level, and observed classrooms in late spring to provide feedback on EL instructional practices. AMPS implemented schoolwide ELD practices that included the use of sentence starters and sentence frames during writing instruction. All classrooms also displayed at least 20 bilingual signs labeling specific and commonly used items. This year, teachers delivered designated ELD by pulling EL students to a table within the classroom rather than using a pull-out model, integrating language development within the regular classroom environment.

Greatest Needs: The data indicates that the greatest ELA needs at AMPS are concentrated among Students with Disabilities and English Learners, with reading comprehension representing the most pressing instructional need across student groups.

1. The most critical need is among Students with Disabilities, who are 101.1 points below standard on the 2025 Dashboard and represent the only numerically significant student group rated Red on the ELA Academic Indicator. Annual i-Ready Reading growth for SWD in grades 3 through 6 in 2025-26 reached 62%, indicating that students are making progress, though substantial gaps remain.
2. Another critical need is among English Learners, who moved from Red (negative 106.9 DFS) to Orange (negative 79.9 DFS) on the 2025 Dashboard, showing measurable improvement but still performing nearly 80 points below standard. Reading comprehension deficits among EL students are affecting access to grade-level content across all subject areas.
3. The greatest instructional need across the school appears to be in reading comprehension, which creates barriers to accessing grade-level content in mathematics, science, and social studies; particularly impacts EL and SWD students who are reading significantly below grade level; and affects students' ability to demonstrate content knowledge on assessments. These cross-content impacts suggest a compounding effect, where students struggle to access content in non-ELA subjects, language and reading barriers prevent demonstration of conceptual understanding, and assessment results may not accurately reflect content knowledge due to reading challenges.

Based on this analysis, AMPS will prioritize targeted reading comprehension interventions for SWD as the most significant gap, specific instructional strategies for EL students with persistent language development needs, and enhanced ELD instruction to address reading comprehension specifically.

To begin addressing literacy engagement and access this year, the school hosted a literacy event with guest readers in classrooms and two Scholastic Book Fairs to promote a love of reading. An AMPACT tutor worked with students in grades K through 3 on Reading from January through April. Most third graders showed significant growth on the spring i-Ready Diagnostic, and the kindergarten through second grade i-Ready spring diagnostic is currently in progress. During the after-school program, two Teaching Fellow staff consistently tutored students in grades 5 and 6 for 45 minutes, four times per week, in small groups of 15 students per grade level. English Learner students were prioritized for these services.

Issues Identified This Year: The 2025-26 Annual Update reflects that AMPS partially implemented its academic intervention and expanded learning supports. Six specific implementation issues surfaced during the year, each of which informs the 2026-27 Plan of Action.

1. **Reduced Tier 2 Reading Intervention Capacity:** Tier 2 targeted Reading intervention was provided after school by two Teaching Fellows tutors, with one tutor serving grade 5 and one tutor serving grade 6, under the supervision of the Chief Academic Officer. Students were referred based on i-Ready Reading scores indicating performance two or more grade levels below standard. Each tutor monitored student growth by tracking i-Ready lesson topics and scores on a spreadsheet shared with administration. The AIMS Reading Intervention Program is no longer in use because AMPS did not employ a Reading Interventionist this year due to budgetary constraints resulting from declining student enrollment. As a result, this action was only partially implemented, and after-school Tier 2 Reading intervention capacity did not extend to students in grades K through 4
2. **Gap in Phonics and Phonemic Awareness Professional Development:** Teachers did not receive professional development this year on phonics and phonemic awareness. Instead, professional development focused on English Language Development skills and strategies, with two of three planned ELD sessions completed to date. AMPS contracted with the Fresno County Superintendent of Schools (FCSS) to provide coaching through demonstration lessons for grade-level teams, in addition to professional development sessions held on Friday minimum days. The absence of phonics and phonemic awareness professional development represents a gap in foundational literacy support, particularly for students in transitional kindergarten through second grade and for Students with Disabilities who require explicit decoding instruction to access grade-level text.
3. **Scheduling and Resource Constraints Across Subject Areas:** Scheduling and resource limitations prevented students with overlapping academic needs from receiving both Math and Reading intervention. Some students were able to attend only one subject's intervention due to space and scheduling limitations. This constraint disproportionately affected students with the deepest gaps across content areas, including many SWD and English Learner students who present with simultaneous need in literacy and mathematics.
4. **Student Engagement and Attendance in Small Group Intervention:** Some students demonstrated poor attendance or reluctance to participate in small group intervention. Teachers and administrators met individually with these students to identify the underlying reasons and develop solutions, and contacted families to enlist their support. Qualitative data gathered from these conversations, together with parent and student input, indicates that bullying behaviors contribute to absences and to disengagement during intervention. The 2025 Dashboard places the 'All Students' group and every student group for AMPS in Red for the Chronic Absenteeism Indicator at 26.5%. Chronic absenteeism intersects directly with ELA growth, as students cannot benefit from intervention or core instruction they do not attend.
5. **Empower Hour Implementation Variation;** Empower Hour was implemented as a dedicated daily block across all grade levels where students received personalized support to meet their academic and leadership goals. To support implementation, AMPS offered optional early-morning mini professional development sessions focused on creating smooth transitions, so students are working within three minutes, designing tight and targeted ten-minute focus lessons that address one skill or standard with clarity and precision, and building self-running centers that foster student independence and ownership. The optional sessions were very well attended, reflecting strong staff buy-in; however, because attendance at the mini sessions was optional, the consistency of Empower Hour implementation varied by classroom. Standardizing Empower Hour structures across all grade levels remains an opportunity for the coming year.
6. **Differentiated Assistance for Chronic Absenteeism:** AMPS is currently in Differentiated Assistance and working with Fresno County Superintendent of Schools (FCSS) to address chronic absenteeism schoolwide, with closely targeted monitoring of all student groups including EL, Homeless, SED, SWD,

African American, and Hispanic. AMPS team has been participating in a Community of Practice during the Spring 2026 semester led by Fresno County. Because chronic absenteeism is a primary driver of academic performance gaps for the school's highest-need student groups, the Differentiated Assistance work will be integrated with the 2026-27 mathematics action plan rather than treated as a separate workstream.

Root Cause Analysis: Several factors contribute to the ELA performance gaps observed at AMPS, drawn from staffing patterns, instructional implementation, and the structural relationship between language acquisition and content mastery.

1. Inconsistent implementation of evidence-based literacy practices across classrooms and grade levels. While the school has implemented schoolwide ELD practices and the Empower Hour intervention block, there is variation in how consistently accommodations for SWD and language scaffolds for EL students are applied during core instruction.
2. Insufficient explicit instruction in reading comprehension strategies needed to access academic content across subject areas. Students, particularly SWD and EL students, have limited opportunities to engage with complex, grade-level texts with appropriate scaffolding through a Universal Design for Learning (UDL) framework.
3. Limited frequency of collaboration between education specialists and general education teachers around the academic and behavioral growth of shared students. For SWD specifically, the absence of the third and fourth grade education specialist during the 2024-25 testing window also contributed to the most recent Dashboard outcomes.
4. Gap between language acquisition and content mastery for English Learners. While EL students are demonstrating Blue (highest level) progress on the English Learner Progress Indicator, their actual performance in ELA content remains in the Orange range. This suggests that students are acquiring English proficiency at a rate that exceeds their ability to apply that language proficiency to grade-level academic content, indicating a need for stronger integration of language development with content instruction.
5. Absence of foundational literacy professional development this year, specifically in phonics and phonemic awareness, which limits teacher capacity to deliver explicit decoding instruction to early-grade readers and to SWD.
6. Elimination of the Reading Interventionist position due to budgetary constraints, which reduced the school's overall Tier 2 Reading intervention capacity for the 2025-26 school year and limited after-school Reading intervention to grades 5-6.

Resource Inequities: Aspen Meadow Public School (AMPS) conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

The data shows that Students with Disabilities at AMPS face a compounded set of barriers: they are furthest from grade-level ELA standards, have the highest chronic absenteeism rate, and are among the most frequently suspended student groups. These outcomes are rarely the result of the disability itself. Rather, they often stem from systemic inequities and environmental barriers within the school structure, including inconsistent implementation of accommodations across general education classrooms, insufficient frequency of collaboration between special education and general education staff, and limited capacity to ensure that IEP-aligned instructional supports are delivered with fidelity during Tier 1 instruction.

For English Learners, the gap between high ELPI progress (Blue) and Orange/Yellow performance on ELA and Math content indicates a resource inequity in the integration of language development with content instruction. EL students are learning the language at a strong rate, but the school's instructional design has not yet ensured that this language proficiency translates into mastery of grade-level academic content.

A further resource inequity surfaced during the 2025-26 school year is the loss of the Reading Interventionist position due to declining enrollment-driven budget constraints. The reduction in dedicated reading intervention staffing disproportionately affects students who depend on Tier 2 supports during the

school day, particularly SWD, Homeless, and English Learner students whose families may have limited access to outside academic support.

2026-27 Action Plan: Based on the root cause analysis, the identified greatest needs, and the implementation issues surfaced during our midyear analysis/update, AMPS will implement the following evidence-based practices during the 2026-27 school year. The plan prioritizes Students with Disabilities, English Learners, Homeless Youth, and African American students while strengthening Tier 1 ELA instruction for all students. Each action responds directly to a 2025-26 implementation issue.

Action 1: Restore and Expand Tier 2 Reading Intervention Capacity: In response to the reduced Tier 2 Reading intervention capacity in 2025-26, AMPS will rebuild Reading intervention infrastructure for the 2026-27 school year. This includes maintaining the after-school Teaching Fellows model that produced 26.9% average i-Ready Reading growth for 16 EL students in grades 4 through 6 this year, while exploring funding pathways to extend Tier 2 Reading intervention to students in grades K through 4. AMPS will also explore partnership with an outside vendor for academic intervention; specific organizational partners are to be determined.

Action 2: Implement High-Leverage Practices in Literacy through Reciprocal Teaching: To address the inconsistent implementation of literacy practices across classrooms, AMPS will implement Reciprocal Teaching during ELA and content-area instruction. Students will be taught four strategies: predicting, questioning, clarifying, and summarizing, taking turns leading small group discussions about a text. This practice builds reading comprehension strategies directly into the academic content areas where SWD often struggle most with complex texts, including science and social studies.

Action 3: Universal Design for Learning and Co-Teaching: To address the ELA performance gap among Students with Disabilities, AMPS will move from a pull-out support model toward high-quality Inclusive Co-Teaching. General education and special education teachers will plan lessons together using UDL principles, providing multiple means of representation, engagement, and expression so that SWD can engage with grade-level ELA content with appropriate scaffolds rather than receiving simplified curriculum. This approach is designed to keep students in Tier 1 instruction while providing the supports needed to access the curriculum.

Action 4: Foundational Literacy Professional Development: To close the gap in foundational literacy professional development identified during 2025-26, AMPS will add explicit phonics and phonemic awareness training to the 2026-27 professional development calendar, alongside continued ELD professional development. Training will prioritize teachers in transitional kindergarten through second grade and education specialists serving SWD. Coaching cycles delivered by FCSS, including in-classroom demonstration lessons for grade-level teams, will continue.

Action 5: Standardize Empower Hour Implementation: To address variation in Empower Hour implementation, AMPS will move from optional to required professional development on Empower Hour structures, including smooth transitions within three minutes, ten-minute focus lessons, and self-running centers. A walkthrough rubric will be used by the school leader and instructional coach to monitor implementation fidelity across grade levels.

Action 6: Integrate Chronic Absenteeism Strategy with ELA Improvement: Because chronic absenteeism directly limits the impact of ELA intervention, AMPS will integrate its Differentiated Assistance work with the 2026-27 ELA action plan. The Community of Practice meeting in May 2026 with FCSS will determine the specific elements of the chronic absenteeism Action Plan. The integrated approach will include the following components:

- Anti-Bullying Campaign. All staff and students will participate in a schoolwide anti-bullying campaign. A group of fourth through sixth grade students will participate in Anti-Bullying training and will learn how to be an Upstander at AMPS. These students will receive a t-shirt designating them as part of the Upstander team and will participate in biweekly meetings led by a qualified staff member. Restorative practices will be embedded in the training.
- Attendance Team and Community of Practice. An Attendance Team and Community of Practice will work alongside FCSS to plan and execute the chronic absenteeism initiative. Regular progress monitoring meetings will be held among administrators, the registrar, the front office receptionist, the Chief of Operations, and the Resource Counselor who supports homeless students.
- Weekly Data Sharing. Weekly attendance and behavior referral data will be shared with the school community to celebrate progress toward goals.

- Family Celebrations. Quarterly celebrations will be held for families of students who have achieved attendance goals set by the Attendance Team.
- Targeted Monitoring. SWD, Homeless, and African American student groups will be closely monitored for chronic absenteeism, and academic intervention scheduling will be coordinated with absenteeism case management to ensure students do not miss their Tier 2 supports.

Action 7: Check and Connect: To strengthen the consistency of student engagement and the personal connection that supports both attendance and academic progress, AMPS will implement Check and Connect, an evidence-based intervention rated highly by the What Works Clearinghouse for students at risk of disengagement. Each identified student will be paired with a trained mentor, such as a teacher, counselor, or aide, who will check the student's attendance, grades, and behavior data weekly and connect with the student to problem-solve. The intervention will prioritize students in the SWD, Homeless, and African American student groups. Professional development for all instructional staff will be implemented throughout the 2026-27 school year to build teacher capacity in these evidence-based practices.

Math Academic Indicator (2025 CA School Dashboard)

This needs assessment documents schoolwide and student group performance on the 2025 California School Dashboard and the 2025-26 i-Ready Math Diagnostic, identifies strengths and demonstrated growth, examines the greatest areas of need, surfaces resource inequities, and outlines the evidence-based plan of action that will guide mathematics instructional improvement during the 2026-27 school year.

2023-24 Math CAASPP	
	DFS
All Students	-60
EL	-99.4
SED	-68.7
Hispanic	-73

2024-25 Math CAASPP	
	DFS
All Students	-58.8
EL	-78.6
Homeless	-65.4
SED	-65.1
SWD	-132.1
Hispanic	-63.6

Performance on the 2025 California School Dashboard

On the 2025 California School Dashboard, AMPS received the following performance levels and Distance from Standard (DFS) results on the Mathematics Academic Indicator:

- All Students: 58.8 points below standard (Orange)
- English Learners: 78.6 points below standard (Yellow)
- Homeless Youth: 65.4 points below standard (Orange)
- Socioeconomically Disadvantaged: 65.1 points below standard (Yellow)
- Students with Disabilities: 132.1 points below standard (Red)
- Hispanic: 63.6 points below standard (Yellow)

The Students with Disabilities (SWD) group is the only numerically significant student group rated Red on the Mathematics Academic Indicator. The SWD Distance from Standard gap exceeds the schoolwide DFS by more than 73 points and exceeds the SWD ELA gap by approximately 31 points, identifying mathematics as the deepest area of academic need for this student group. Mathematics performance for all student groups is below standard, with no student group at or above the standard.

Data Analyzed: AMPS reviewed multiple sources of quantitative and qualitative evidence to develop a contextualized understanding of mathematics performance and instructional practice.

The 2025-26 i-Ready Math Diagnostic data for grades 3 through 6 reflects spring results: Across grades 3 through 6, 4.4% of all students are mid or above grade level, 22.2% are early on grade level, 39.9% are one grade level below, 16.5% are two grade levels below, and 17.1% are three or more grade levels

below. Subgroup performance on grade level is as follows: English Learners 15.4%, Homeless Youth 15.4%, Socioeconomically Disadvantaged 24.6%, and Students with Disabilities 17.9%. Students in grades K-2 I-Ready Math Diagnostic spring results are as follows: 39% of all students are mid or above grade level, 60% are one grade level below, and 1% are two or more grade levels below. Subgroup performance on grade level is as follows: English Learners 10%, Socioeconomically Disadvantaged 26%, and Students with Disabilities 10%.

AMPS uses i-Ready Diagnostic Data in kindergarten through grade 6 and mClass data to progress monitor student academic achievement. This information also informs instructional and intervention practices. The transitional kindergarten teacher uses the Creative Curriculum, which includes ongoing progress monitoring of learning standards.

Several contextual factors shaped these results. The proportion of SWD in grades 3 through 6 grew from 24.1% in 2024-25 to 29.6% in 2025-26. Approximately 28.3% of SWD (15 of 53 students) are also identified as English Learners, presenting dual barriers to mathematics access and demonstration of learning.

Educational Partners Engaged: The analysis and ongoing reflection on mathematics performance were informed by a broad cross-section of educational partners. Parent and family partners included the Parent Leadership Teams, the Parent Advisory Committee (PAC), the English Learner Parent Advisory Committee (EL-PAC), Parent Nest Connection meetings, and Community Schools meetings. Staff partners included teachers, instructional aides, administrators, the instructional coach, i-Ready facilitators, and the Staff and Parent Lighthouse Teams. External and program partners included the Fresno County Superintendent of Schools (FCSS) English Language Development (ELD) Coach, AMPACT, the After School Education and Safety (ASES) program, the Eurgubian Academic Center, and Gradient Learning (Transcend). Student voice was incorporated through ongoing engagement with students themselves.

The school leader met monthly with each grade-level team, including specialist teachers in Art, Music, and Physical Education, during Monthly Intervention Meetings (MIMs). An MTSS template guided these conversations and determined next steps for individual students, including Student Study Team (SST) referrals and specific interventions.

To engage families in mathematics learning, the school hosted a Math-Mania event for families to raise awareness of the importance of learning math. Each grade level created an interactive math station where families and students could engage with grade-appropriate mathematics content, and a lunch on the lawn was included so that families could stay and share picnic lunches with their students.

Strengths and Demonstrated Growth: Despite the significant performance gaps identified on the 2025 Dashboard, AMPS demonstrated meaningful within-year growth on the i-Ready Math Diagnostic from fall to spring across several priority student groups.

English Learner growth on the i-Ready Math Diagnostic was strong across grades 3 through 6:

- 3rd grade: 100% of EL students grew, with an average 31.4-point increase
- 4th grade: 100% of EL students grew, with an average 22.9-point increase
- 5th grade: 81.8% of EL students grew, with an average 26.89-point increase
- 6th grade: 75% of EL students grew, with an average 19.8-point increase

Tier 2 mathematics intervention produced strong results for students performing two or more grade levels below standard. The 38 students in grades 4 through 6 who received this intervention showed an average increase of 19.8 points on their i-Ready Math Diagnostic scores from fall to spring. Of the 38 students who received Tier 2 math intervention, 15 students are also English Learners, demonstrating that the intervention is reaching students with overlapping academic and language acquisition needs.

Growth for Students with Disabilities on the i-Ready Math Diagnostic also accelerated year over year. During the 2024-25 school year, SWD on or above grade level in math grew from 3% in fall to 6% in spring. During the 2025-26 school year, SWD on or above grade level grew from 4% in fall to 12% in spring, indicating a doubling of the within-year growth rate for this student group and a projected possible gain on the Smarter Balanced Assessment Consortium (SBAC) Math assessment.

Programmatic strengths supporting these outcomes included sustained coaching for newer teachers by the instructional coach, weekly check-ins between the instructional coach and the school leader, monthly grade-level team meetings, structured family engagement through Math-Mania, and consistent use of Reflex and Frax to build math fact fluency. Reflex class competitions proved engaging for students and have fostered motivation. The optional mini professional development sessions on Empower Hour structures were also very well attended by teachers, reflecting strong staff buy-in.

Greatest Needs: The data indicates that the greatest mathematics needs at AMPS are concentrated among Students with Disabilities, with English Learners and Homeless Youth also requiring targeted support. Mathematics is the weakest academic indicator schoolwide, with all students in the Orange performance level and only 4.4% of students in grades 3 through 6 performing at or above grade level on the i-Ready Math Diagnostic.

The most critical need is among Students with Disabilities, who are 132.1 points below standard on the 2025 Dashboard and represent the only numerically significant student group rated Red on the Mathematics Academic Indicator. This is the furthest from standard performance of any student group on any academic indicator at AMPS. Although within-year growth has accelerated for this group, the gap remains the deepest in the school.

A pattern of "bubble" students has been identified through within-year i-Ready Math Diagnostic data. Students in grades 3- 6 grew 8% in on or mid grade-level status from fall to spring on the i-Ready Math Diagnostic, while their general education peers grew 23% in the same metric. This indicates that students receiving intervention are learning and moving forward, but they are not yet moving fast enough to close the gap with their grade-level peers. These students require an adjustment in instructional strategy to shift their growth trajectory from a slow climb to an accelerated one.

To address this pattern in the coming year, AMPS will look beyond mathematics scores to consider external factors that may be limiting accelerated growth, including attendance, social-emotional regulation following school breaks, and potential testing fatigue. The school will re-evaluate intervention placement for individual students to ensure that the intervention environment matches each student's current needs.

Primary areas of need for Students with Disabilities and English Learners include academic language development focused on discipline-specific mathematics vocabulary and the language structures required for grade-level content comprehension, and access to grade-level mathematics content with appropriate scaffolds rather than a simplified curriculum that limits academic growth.

Shared needs for both groups include high-quality core instruction that maintains rigorous content while providing strategic linguistic supports, culturally responsive teaching practices that connect academic content to students' background knowledge and experiences, family engagement strategies that support home language development while building English literacy skills, and teacher capacity building in evidence-based practices for language acquisition and literacy development as it applies to mathematics. Addressing these needs will require both targeted interventions for individual students and systemic changes to instructional delivery and resource allocation, with professional learning embedded throughout the year for all instructional staff.

Issues Identified This Year: The 2025-26 Annual Update reflects that AMPS partially implemented its academic intervention and expanded learning supports. Six specific implementation issues surfaced during the year, each of which informs the 2026-27 Plan of Action.

1. **Pace of Growth for Tier 2 Math Intervention Students:** Reflex and Frax are being used by students in grades 2 through 6 to support math fluency, and the Eurgubian Academic Center provided tutoring four times per week to students in grades 4 through 6 who were performing two or more grade levels below on the i-Ready Math Diagnostic, serving approximately 15 students per grade level. The 38 students in grades 4 through 6 who received Tier 2 math intervention through the Eurgubian Center showed an average increase of 19.8 points on their i-Ready Math Diagnostic from fall to spring. While this growth is meaningful and Reflex class competitions have proven engaging and motivating for students, students in Tier 2 math intervention grew only 8%

in on or mid-grade-level status while their general education peers grew 23%. Tier 2 students are progressing, but not yet at a pace sufficient to close the gap.

2. **Scheduling and Resource Constraints Across Subject Areas:** Scheduling and resource limitations prevented students with overlapping academic needs from receiving both mathematics and reading intervention. Some students were able to attend only one subject's intervention due to space and scheduling limitations. This constraint disproportionately affected students with the deepest gaps across content areas, including many SWD and English Learner students who present with simultaneous need in mathematics and literacy.
3. **Student Engagement and Attendance in Small Group Intervention:** Some students demonstrated poor attendance or reluctance to participate in small group intervention. Teachers and administrators met individually with these students to identify the underlying reasons and develop solutions, and contacted families to enlist their support. Qualitative data gathered from these conversations, together with parent and student input, indicates that bullying behaviors contribute to absences and to disengagement during intervention. The 2025 Dashboard places the 'All Students' group in Red on the Chronic Absenteeism Indicator at 26.5%, with SWD, Homeless, and African American student groups also in Red. Chronic absenteeism intersects directly with mathematics growth, as students cannot benefit from intervention or core instruction they do not attend.
4. **Empower Hour Implementation Variation:** Empower Hour was implemented as a dedicated daily block across all grade levels where students received personalized support to meet their academic and leadership goals, including mathematics-focused intervention cycles. To support implementation, AMPS offered optional early-morning mini professional development sessions focused on creating smooth transitions so students are working within three minutes, designing tight and targeted ten-minute focus lessons that address one skill or standard with clarity and precision, and building self-running centers that foster student independence and ownership. The optional sessions were very well attended, reflecting strong staff buy-in; however, because attendance at the mini sessions was optional, the consistency of Empower Hour implementation varied by classroom. Standardizing Empower Hour structures across all grade levels remains an opportunity for the coming year.
5. **Lack of Schoolwide Mathematics Coaching Capacity:** Mathematics instructional coaching during the 2025-26 school year was provided primarily through one instructional coach observing teachers for best practices in classroom management and math implementation, and through the school leader meeting with the fifth grade team to intellectually prepare math lessons and with sixth grade teachers around Gradient Learning data and observations. While these structures supported individual teachers, AMPS did not have schoolwide, dedicated mathematics coaching capacity that systematically built teacher content knowledge in mathematics or supported grade-level teams through structured planning, intellectual preparation of lessons, and student work analysis cycles in mathematics.
6. **Differentiated Assistance for Chronic Absenteeism:** AMPS is currently eligible for Differentiated Assistance and is working with Fresno County Superintendent of Schools (FCSS) to address chronic absenteeism schoolwide, with closely targeted monitoring of all student groups including EL, Homeless, SED, SWD, African American, and Hispanic. AMPS team has been participating in a Community of Practice during the Spring 2026 semester led by Fresno County. Because chronic absenteeism is a primary driver of academic performance gaps for the school's highest-need student groups, the Differentiated Assistance work will be integrated with the 2026-27 mathematics action plan rather than treated as a separate workstream.

Root Cause Analysis: Several factors contribute to the mathematics performance gaps observed at AMPS, drawn from instructional implementation, assessment alignment, and structural barriers to grade-level content access.

1. Misalignment between instruction and assessment. Teaching practices are not consistently preparing students for the rigor of standardized mathematics assessments, particularly the multi-step problem solving and applied reasoning required on the SBAC Math assessment and on i-Ready performance tasks.
2. Inconsistent implementation of evidence-based mathematics practices across classrooms and grade levels. While the school has implemented schoolwide intervention structures and the Empower Hour block, there is variation in how consistently accommodations for SWD and language scaffolds for EL students are applied during core mathematics instruction.

3. Insufficient explicit instruction in the academic language and reading comprehension strategies needed to access mathematics content. Mathematics performance is closely linked to language access, and students who struggle with reading comprehension struggle disproportionately with multi-step word problems, mathematical reasoning, and the language of testing.
4. Limited opportunities for students to engage with complex, grade-level mathematics tasks with appropriate scaffolding through a Universal Design for Learning (UDL) framework. SWD have historically been offered simplified curriculum rather than scaffolded access to grade-level content, which limits long-term mathematics growth.
5. Lack of consistent progress monitoring practices that use data to track and address student mathematics growth on a weekly basis. AMPS administers the i-Ready Math Diagnostic three times annually but does not yet have a consistent weekly progress monitoring tool that allows teachers to adjust instruction within two to three weeks of identifying that an intervention is not producing sufficient growth.
6. Need for more interactive and engaging mathematics activities and materials that allow students to connect abstract concepts to concrete experiences, particularly for SWD, EL, and Homeless students who benefit from multiple modes of representation.

Resource Inequities: Aspen Meadow Public School (AMPS) conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

- The data shows that Students with Disabilities at AMPS face a compounded set of barriers: they are furthest from grade-level mathematics standards, have the highest chronic absenteeism rate, and are among the most frequently suspended student groups. These outcomes are rarely the result of the disability itself. Rather, they often stem from systemic inequities and environmental barriers within the school structure. Chronic absenteeism in particular has remained a barrier for SWD, preventing them from receiving their support services and classroom instruction. In some cases, lack of home support and trauma have also impacted these students.
- A second resource inequity is the limited dedicated mathematics coaching capacity available to support teacher development in mathematics content knowledge, intellectual preparation of math lessons, and structured planning around math student work. While the instructional coach supports classroom management and math implementation observation, schoolwide mathematics coaching infrastructure has not been built out at the same level as ELD coaching infrastructure, which is supported through FCSS.
- A third resource inequity is uneven access to outside academic support. SWD, Homeless, and English Learner students whose families may have limited access to private tutoring or external mathematics enrichment depend on school-provided Tier 2 intervention. When scheduling or capacity limitations restrict access to that intervention, the students with the deepest need are disproportionately affected.

2026-27 Action Plan: Based on the root cause analysis, the identified greatest needs, and the implementation issues surfaced during the 2025-26 Annual Update, AMPS will implement the following evidence-based practices during the 2026-27 school year. The plan prioritizes Students with Disabilities, English Learners, Homeless Youth, and African American students while strengthening Tier 1 mathematics instruction for all students. Each action responds directly to a 2025-26 implementation issue.

Action 1: Continue and Expand Tier 2 Math Intervention through an Outside Vendor: AMPS will partner with a service provider to provide mathematics tutoring/intervention. The intervention will continue to prioritize students performing two or more grade levels below standard on the i-Ready Math Diagnostic, with English Learner students prioritized for access. Where feasible, AMPS will explore extending Tier 2 math intervention to additional grade levels and increasing the pace of growth for "bubble" students who are progressing but not yet closing the gap with grade-level peers.

Action 2: Explicit Instruction with Collaborative Grapple: To address misalignment between instruction and assessment, AMPS will implement explicit mathematics instruction that incorporates structured peer interaction to force students to own the cognitive work of mathematical reasoning. Teachers will use

Predictive Turn and Talks after modeling the first step of a complex math problem, asking students to predict the next logical step and justify their reasoning using academic language. Teachers will use Public Records of Thinking, having students record their thinking on mini whiteboards or chart paper and selecting two different approaches for the class to compare for efficiency and reasoning. Teachers will act as facilitators of doubt, asking probing questions rather than providing answers, moving the cognitive work from the teacher to the students.

Action 3: Universal Design for Learning and Scaffolding for Mathematics: To address the engagement gap with complex, grade-level mathematics content, AMPS will implement Universal Design for Learning principles in mathematics instruction. Teachers will provide Multiple Means of Representation by pairing complex mathematics text with digital versions that include text-to-speech, graphic organizers to map out the structure of word problems, and vocabulary banks of academic mathematics terms. Rather than offering simplified mathematics tasks to SWD, which widens the achievement gap over time, UDL keeps students engaged with grade-level mathematics content while providing the scaffolds needed to dismantle the cognitive and linguistic complexity.

Action 4: Data-Informed Progress Monitoring with Curriculum-Based Measurement: To address the lack of consistent weekly progress monitoring, AMPS will move beyond quarterly benchmarks to weekly pulse checks using Curriculum-Based Measurement (CBM). CBM probes are short, one to three minute assessments in mathematics computation conducted weekly. This approach allows teachers to see within two to three weeks whether an intervention is working. If the slope of improvement is not steep enough to meet the grade-level goal, instruction can be adjusted immediately rather than waiting for the next benchmark report. Spiral review will be embedded across grade levels to ensure that high-stakes, rigorous mathematics standards are revisited regularly, addressing the rapid forgetting pattern that often follows massed practice for SWD.

Action 5: Scaffolding for Rigor through Specially Designed Instruction: To address the misalignment between instruction and the rigor of grade-level mathematics assessments, AMPS will implement Specially Designed Instruction (SDI) focused on Question-Answer Relationship (QAR) techniques. Students will be taught to identify the type of question being asked, including "Right There," "Think and Search," and "Author and Me" question types, applied to mathematics word problems and applied tasks. Many SWD struggle with the language of testing as much as with the underlying mathematics. Teaching students to deconstruct the rigor of the question allows them to apply their knowledge effectively during high-stakes assessments.

Action 6: Foundational Mathematics Professional Development and Coaching: To address the limited dedicated mathematics coaching capacity at AMPS, the 2026-27 professional development calendar will include explicit mathematics-focused training for all instructional staff, with priority for teachers in transitional kindergarten through second grade and education specialists serving SWD. The school will continue to leverage Gradient Learning coaching for sixth grade and explore additional coaching pathways for kindergarten through fifth grade. The school leader's intellectual preparation work with the fifth-grade team and observation cycles with the instructional coach will continue and be formalized as structured coaching cycles tied to specific math instructional priorities.

Action 7: Standardize Empower Hour Implementation: To address variation in Empower Hour implementation, AMPS will move from optional to required professional development on Empower Hour structures, including smooth transitions within three minutes, ten-minute focus lessons, and self-running centers. A walkthrough rubric will be used by the school leader and instructional coach to monitor implementation fidelity across grade levels. Empower Hour will continue to be deployed for grade-level teams to provide targeted mathematics intervention based on i-Ready Math Diagnostic data.

Action 8: Integrate Chronic Absenteeism Strategy with Mathematics Improvement: Because chronic absenteeism directly limits the impact of mathematics intervention, AMPS will integrate its Differentiated Assistance work with the 2026-27 mathematics action plan. The Community of Practice meeting in May 2026 with FCSS will determine the specific elements of the chronic absenteeism Action Plan. The integrated approach will include the following components:

- Anti-Bullying Campaign. All staff and students will participate in a schoolwide anti-bullying campaign. A group of fourth through sixth grade students will participate in Anti-Bullying training and will learn how to be an Upstander at AMPS. These students will receive a t-shirt designating them as part of the Upstander team and will participate in biweekly meetings led by a qualified staff member. Restorative practices will be embedded in the training.

- Attendance Team and Community of Practice. An Attendance Team and Community of Practice will work alongside FCSS to plan and execute the chronic absenteeism initiative. Regular progress monitoring meetings will be held among administrators, the registrar, the front office receptionist, the Chief of Operations, and the Resource Counselor who supports homeless students.
- Weekly Data Sharing. Weekly attendance and behavior referral data will be shared with the school community to celebrate progress toward goals.
- Family Celebrations. Quarterly celebrations will be held for families of students who have achieved attendance goals set by the Attendance Team.
- Targeted Monitoring. SWD, Homeless, and African American student groups will be closely monitored for chronic absenteeism, and mathematics intervention scheduling will be coordinated with absenteeism case management to ensure students do not miss their Tier 2 supports.

Professional development for all instructional staff will be implemented throughout the 2026-27 school year to build teacher capacity in these evidence-based practices.

Chronic Absenteeism Indicator (2025 Dashboard)

This needs assessment documents focused on the Chronic Absenteeism Indicator to inform its 2026-27 Local Control and Accountability Plan (LCAP). On the 2025 California School Dashboard, AMPS received a Red performance level on the Chronic Absenteeism Indicator for All Students and for every numerically significant student group. Chronic absenteeism has been identified as the primary focus of Aspen Meadow's current Differentiated Assistance work for the 2026-27 school year, in partnership with the Fresno County Superintendent of Schools (FCSS). This reflection documents schoolwide and student group performance, identifies strengths and demonstrated growth, examines the greatest areas of need, surfaces resource inequities, and outlines the evidence-based plan of action that will guide chronic absenteeism improvement during the 2026-27 school year.

2023-24: Chronic Absenteeism		
	Total #	Rate
All Students	66	22.0%
EL	8	11.9%
Homeless	16	18.8%
SED	63	24.0%
SWD	10	18.2%
Hispanic	48	22.1%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	80	26.5%
EL	16	23.9%
Homeless	24	28.9%
SED	79	27.8%
SWD	13	24.1%
African American	14	46.7%
Hispanic	55	24.9%

Performance on the 2025 California School Dashboard

On the 2025 California School Dashboard, AMPS received the following performance levels on the Chronic Absenteeism Indicator. All Students and every numerically significant student group received a Red performance level.

- All Students: 26.5% chronic absenteeism rate (Red)
- English Learners: 23.9% (Red)
- Homeless Youth: 28.9% (Red)
- Socioeconomically Disadvantaged: 27.8% (Red)
- Students with Disabilities: 24.1% (Red)
- African American: 46.7% (Red)
- Hispanic: 24.9% (Red)

The African American student group has the highest chronic absenteeism rate at 46.7%, exceeding the schoolwide rate by more than 20 percentage points. Homeless Youth and Socioeconomically Disadvantaged students also experience rates above the schoolwide average. Because all numerically significant student groups are in Red, chronic absenteeism is a systemic schoolwide priority rather than a single-subgroup concern.

Data Analyzed: AMPS reviewed multiple sources of quantitative and qualitative evidence to develop a contextualized understanding of chronic absenteeism patterns and the barriers driving them. Last year's data reveals that chronic absenteeism was rarely tied to a single issue. Rather, it was driven by a high degree of student demographic overlap and systemic barriers.

- **Compounded Vulnerabilities Among SWD and Homeless Students:** A significant portion of Students with Disabilities (SWD) faced dual or triple barriers. Approximately 38% of SWD were also identified as English Learners, and 25% experienced homelessness. Among homeless students, nearly 43% were navigating the additional complexities of Special Education services. SWD have had high behavior and mental health needs that have resulted in more time out of the classroom to receive services, and their absences have directly impacted academic performance.
- **External Barriers Among African American Students:** For the African American student group, attendance was primarily hindered by life-interruption factors. These included chronic health conditions, foster care transitions and trauma, and a lack of reliable transportation.
- **School Climate, Bullying, and Staffing Patterns:** Behavioral struggles for SWD students in general education settings frequently resulted in suspensions or school avoidance. This was exacerbated by a 47% turnover and novice rate among general education staff, with 7 of 15 teachers being new or in induction status during 2025-26, which impacted the consistency of classroom management and relationship-building. SWD have also been chronically absent due to out-of-school suspensions and some bullying that has occurred toward other SWD students.
- **Family-Reported Reasons for Absences:** Reasons that parents have shared for student absences include not wanting to come to school due to anxiety or not liking school, transportation issues, and parents' work schedules including night shifts. Regular truancy and Student Attendance Review Team (SART) meetings were scheduled throughout the year to address attendance barriers, attendance contracts were established, and attendance was monitored on an ongoing basis.
- **Student Voice through the Kelvin Survey:** The Kelvin Survey, administered to staff, families, and students three times annually, indicates that students in grades 4 through 6 have not enjoyed coming to school and do not feel connected to the adults at school. In response, the principal met with 18 students in grades 4 through 6 (6 students per grade level) to share the overall student survey data and to discuss the question, "How connected do you feel to the adults at your school?" Students shared their thoughts and indicated that they would like to meet again. Students also expressed interest in starting an anti-bullying club for the 2026-27 school year called "The Upstanders" Club.

Educational Partners Engaged: The analysis and ongoing reflection on chronic absenteeism were informed by a broad cross-section of educational partners. Internal staff partners included the AMPS Resource Counselor, the APS Chief of Operations, the AMPS Office Manager and Registrar, the AMPS Office Receptionist, the Vice Principal, and the School Counselor. External partners included the Fresno County Differentiated Assistance Team, which is the primary partner for the 2026-27 school year because chronic absenteeism is the focus of Aspen Meadow's Differentiated Assistance work. All numerically significant student groups have been impacted by chronic absenteeism, with particular concern for SWD.

Family and student voice was incorporated through the Kelvin Survey results from staff, families, and students administered three times per year, and through a focus group of 18 students in grades 4 through 6 (6 per grade level) who participated in a listening session with the principal. The focus group will continue to meet, at the students' request, to discuss possible solutions and to launch The Upstanders Club, an anti-bullying initiative led by students.

Truancy and SART meetings throughout the 2025-26 school year engaged families directly in identifying barriers to attendance, establishing attendance contracts, and monitoring progress. The Resource Counselor served as the Homeless Liaison and coordinated services for homeless students and their families. The Chief of Operations supported transportation and logistical coordination. The Community Schools Coordinator and Family Engagement Coordinator collaborated with the school leader on family-facing engagement events designed to strengthen the home-school connection and address attendance barriers.

Strengths and Demonstrated Growth: Despite the Red performance level across all student groups, AMPS implemented several systems during the 2025-26 school year that establish a foundation for the 2026-27 chronic absenteeism action plan.

The office team has been more consistent this year in making phone calls home and in sending truancy and SART letters. Parent and administrator meetings have been set up quickly to work with families to address the underlying barriers to attendance.

Since October 2025, the school leader has consistently delivered Weekly Shout-outs on the schoolwide intercom system to recognize a chosen student in each class who is demonstrating the weekly habit drawn from the 7 Habits of Happy Kids and Leader in Me, classroom attendance data for the prior week, no behavioral referrals for the prior week, and i-Ready and Reflex Math student usage goals. Classes that reach goals are celebrated with special activities, which has reinforced positive attendance and behavior at the classroom level.

Student voice has also been activated as a strength. The 18-student focus group in grades 4 through 6 generated student-led solutions, including the proposed Upstanders Club, that will be incorporated directly into the 2026-27 plan. The students have asked to continue meeting, signaling readiness to participate in the design of school climate improvements rather than only being subjects of them.

Greatest Needs: The data indicates that the greatest chronic absenteeism needs at AMPS span the entire school community, with particular intensity for three priority student groups.

- The most critical need is among African American students, who at 46.7% have the highest chronic absenteeism rate of any student group. External barriers for this student group include chronic health conditions, foster care transitions and trauma, and a lack of reliable transportation. Compounding these factors, 44% of African American students who were suspended this year are also Students with Disabilities, indicating significant overlap between absenteeism, suspension, and disability that requires coordinated support.
- Students with Disabilities represent a second priority group. SWD have been chronically absent due to out-of-school suspensions, time out of the classroom to receive services, and incidents of bullying directed toward SWD students. Approximately 38% of SWD are also English Learners and 25% experience homelessness, creating compounded vulnerabilities that limit attendance.
- Homeless Youth, at 28.9% chronic absenteeism, represent a third priority group. Approximately 43% of homeless students at AMPS also receive Special Education services, layering housing instability with the need for IEP-aligned supports. Lack of reliable transportation is a persistent barrier for this student group.

Across all student groups, two underlying needs surfaced through the Kelvin Survey and the student focus group. The first is the need for stronger adult-student connectedness, particularly in grades 4 through 6 where students reported that they do not feel connected to the adults at school and do not enjoy coming to school. The second is the need to address bullying behaviors, which parent and student qualitative input identified as a driver of absences and disengagement during the school day.

Issues Identified This Year: Six specific issues surfaced during the 2025-26 school year that inform the 2026-27 Plan of Action.

1. **Bullying as a Driver of Absences:** Qualitative input from parents and students consistently identified bullying as a contributing factor to chronic absences and to student reluctance to participate in school. Bullying incidents have included instances of SWD students bullying other SWD students. The student focus group also surfaced concerns about staff perceived as unfair or as favoring certain students, with students connecting these inconsistencies to potential racial concerns. The Upstanders Club proposed by students in grades 4 through 6 represents a student-led response to this issue that will be operationalized in 2026-27.
2. **Adult-Student Connectedness Gap:** The 2025-26 Kelvin Survey indicates that students in grades 4 through 6 do not feel connected to the adults at school. In the student focus group conducted by the principal, 28% of students in grades 4 through 6 indicated that they do not feel connected to a staff member,

37% indicated that they like school, and 35% indicated that they are eager to participate in class. These numbers reflect dissatisfaction with school and a measurable gap in adult-student relationships that contributes to chronic absenteeism.

3. **Transportation, Health, and Family Logistics Barriers:** Family-reported reasons for absences include transportation difficulties, chronic health conditions, foster care transitions, and parent work schedules including night shifts that affect the family's capacity to support consistent morning attendance. These external barriers disproportionately affect African American students, Homeless Youth, and SWD.
4. **Teacher Turnover and Novice Staff Concentration:** A 47% turnover and novice rate among general education staff during 2025-26, with 7 of 15 teachers new or in induction status, affected the consistency of classroom management and relationship-building. New and induction-level teachers require dedicated coaching and time to build the strong adult-student relationships that support consistent attendance. The Empower Hour implementation also varied in part because optional professional development sessions, while well attended, did not reach every classroom.
5. **Student Engagement in Small Group Intervention:** Some students demonstrated poor attendance or reluctance to participate in small group intervention during the 2025-26 school year. Teachers and administrators met individually with these students to identify the underlying reasons and develop solutions, and contacted families to enlist their support. Scheduling and resource constraints also prevented students with overlapping academic needs from receiving both math and reading intervention; some students were able to attend only one subject's intervention due to space and scheduling limitations. Students disengaged from intervention or unable to attend intervention are at elevated risk for academic disengagement that compounds attendance concerns.
6. **Differentiated Assistance for Chronic Absenteeism:** AMPS is currently eligible for Differentiated Assistance and has been participating in a Community of Practice during the Spring 2026 semester led by Fresno County Superintendent of Schools (FCSS) to address chronic absenteeism with closely targeted monitoring of all student groups including EL, Homeless, SED, SWD, African American, and Hispanic. The Differentiated Assistance partnership is the central organizing framework for the 2026-27 chronic absenteeism response.

Root Cause Analysis: Several factors contribute to the chronic absenteeism patterns observed at AMPS, drawn from staffing, school climate, external barriers, and the relationship between behavior, attendance, and academic engagement.

1. Deficit in adult-student connectedness. The Kelvin Survey and student focus group data demonstrate that a significant share of students in grades 4 through 6 do not feel connected to a trusted adult at school. Sense of belonging is a primary driver of attendance, and the absence of consistent adult relationships allows other barriers to attendance to dominate the student's daily decision-making.
2. Impact of bullying on school climate. Parent and student qualitative input identifies bullying as a contributor to absences, and the student focus group raised concerns about perceived staff inconsistency in addressing student behavior. Bullying both directly causes absences (students avoid school) and erodes the school climate conditions that support attendance for all students.
3. Concentration of new and induction-level teachers in general education classrooms during 2025-26. With 7 of 15 general education teachers being new or in induction status, classroom management consistency and relationship-building capacity were uneven across grade levels. Strong adult-student relationships and consistent classroom routines are protective factors for attendance; uneven implementation of these structures across classrooms creates uneven attendance outcomes.
4. Structural overlap among the school's highest-need student groups. SWD, Homeless Youth, English Learners, and African American students experience compounded vulnerabilities, with a high proportion of students belonging to multiple groups simultaneously. Single-issue interventions cannot resolve compounded need, and the school has not yet built fully coordinated case management for students at the intersection of these groups.

5. External barriers outside the school's direct control but within its sphere of influence, including transportation gaps, chronic health conditions, foster care transitions, and parent work schedules. The school's response to these barriers has been reactive (truancy letters, SART meetings) rather than proactive (early warning, coordinated case management, partnered family support).
6. Absence of an Early Warning System (EWS) that identifies students at the first signs of attendance risk and triggers intervention. The current system tends to engage families after attendance has already declined significantly, rather than at the first one or two absences when intervention is most effective.

Resource Inequities: Aspen Meadow Public School (AMPS) conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

- Students with Disabilities at AMPS face a compounded set of barriers: they are furthest from grade-level standards in ELA and Mathematics, have one of the highest chronic absenteeism rates, and are among the most frequently suspended student groups. These outcomes are rarely the result of the disability itself. Rather, they often stem from systemic inequities and environmental barriers within the school structure, including inconsistent implementation of accommodations across general education classrooms, insufficient frequency of collaboration between special education and general education staff, and limited capacity to ensure that IEP-aligned instructional and behavioral supports are delivered with fidelity during the school day.
- Families of chronically absent students often face capacity barriers that schools have historically expected them to overcome on their own, including time management for students, focus on personal responsibility and future goals, and consistent morning routines. Parent support and partnership are often needed, as noted in SART meeting discussions, and the school's current model relies more on individual family follow-up than on coordinated, proactive family partnership.
- AMPS serves a student community that includes students from low-income backgrounds, English Learners, students with disabilities, and students experiencing foster care, homelessness, or interaction with the juvenile justice system. Approximately 44% of African American students who were suspended this year are also SWD, illustrating the inequity that emerges when a single student belongs to multiple historically underserved groups and faces the cumulative impact of every barrier each group encounters.

2026-27 Action Plan: Based on the root cause analysis, the identified greatest needs, and the issues surfaced during the 2025-26 school year, AMPS will implement the following evidence-based practices during the 2026-27 school year. The plan integrates the Differentiated Assistance work with FCSS and prioritizes Students with Disabilities, Homeless Youth, and African American students while strengthening schoolwide attendance climate for all students.

- **Action 1: Differentiated Assistance Community of Practice with Fresno County Superintendent of Schools (FCSS):** AMPS will work alongside the FCSS Differentiated Assistance Team and a schoolwide Community of Practice to plan and execute the chronic absenteeism initiative. The Community of Practice will meet in May 2026 to determine the specific details of the Action Plan. Regular progress monitoring meetings will be held among the principal, the vice principal, the school counselor, the registrar, the front office receptionist, the Chief of Operations, and the Resource Counselor who serves as the Homeless Liaison. Targeted monitoring will be applied to SWD, Homeless, and African American student groups, with academic intervention scheduling coordinated with absenteeism case management so students do not miss their Tier 2 supports.
- **Action 2: Monthly Adult-Student Mentoring for Grades 5 and 6:** To address the adult-student connectedness gap identified in the 2025-26 Kelvin Survey and student focus group, AMPS will implement a monthly adult-student mentoring structure for students in grades 5 and 6 during the 2026-27 school year. Each student will participate in a 10-minute, face-to-face monthly mentoring conversation with a designated staff member. The conversation will provide an opportunity for the staff member to hear how the student is doing and to discuss the student's current academic and social-emotional goals. The mentoring time will take place during intervention and will be differentiated according to student need, so that students with the greatest engagement or attendance concerns receive the most frequent or focused mentoring support. This action directly addresses the survey finding that 28% of students in

grades 4 through 6 do not feel connected to a staff member, and is designed to build the trusting adult relationships that research identifies as a primary driver of school attendance.

- **Action 3: Anti-Bullying Campaign and Upstander Team:** All staff and students will participate in a schoolwide anti-bullying campaign in 2026-27. A group of students in grades 4 through 6 will participate in Anti-Bullying training and will learn how to be an Upstander at AMPS. These students will receive a t-shirt designating them as part of the Upstander team and will participate in biweekly meetings led by a qualified staff member. Restorative practices will be embedded in the training. The Upstanders Club originates directly from the student focus group's recommendation and represents student leadership in addressing a bullying climate that contributes to chronic absences for SWD and other student groups.
- **Action 4: Early Warning System:** AMPS will implement an Early Warning System that uses data to trigger intervention at the first signs of attendance risk rather than waiting for chronic absenteeism to develop. A Data Team will review students who miss two days of school in the first month or who receive their first behavior referral. For SWD, this review will include a check of IEP accommodations to ensure they are being implemented with fidelity. This system is designed to prevent the cascading failure where a few absences lead to falling behind academically, which leads to frustration, which leads to behavioral incidents and further absences.
- **Action 5: Check and Connect for Highest-Need Students:** AMPS will implement Check and Connect for students at highest risk of chronic absenteeism. Identified by the What Works Clearinghouse as one of the most highly rated evidence-based interventions for students at risk of disengagement, Check and Connect pairs each identified student with a trained monitor, such as a teacher, counselor, or aide, who checks the student's attendance, grades, and behavior data weekly and connects with the student to problem-solve. The intervention will prioritize students in the SWD, Homeless, and African American student groups, and will complement the monthly mentoring structure for grades 5 and 6 by providing more intensive support for students who require it.
- **Action 6: Attendance Team and Weekly Progress Monitoring:** An Attendance Team will conduct weekly progress monitoring meetings to review schoolwide attendance, identify students who are emerging as at-risk, coordinate family outreach, and adjust supports. The team will include the principal, vice principal, school counselor, office manager and registrar, front office receptionist, Chief of Operations, and Resource Counselor who supports homeless students. Weekly attendance and behavior referral data will be shared with the school community to celebrate progress toward goals and to reinforce a schoolwide focus on consistent attendance.
- **Action 7: Family Engagement and Quarterly Celebrations:** AMPS will hold quarterly celebrations for families of students who have achieved attendance goals established by the Attendance Team. Truancy and SART meetings will continue throughout the year with a more proactive structure that prioritizes early family partnership, attendance contracts, and coordinated case management with the Resource Counselor and the Community Schools Coordinator. The school will also continue family engagement events that strengthen the home-school connection, including events identified through the Community Schools work and family-facing learning events such as Math-Mania and parent literacy events.
- **Action 8: Continue and Expand Weekly Shout-outs and Recognition System:** AMPS will continue the Weekly Shout-outs on the schoolwide intercom that recognize students for the weekly habit (7 Habits of Happy Kids and Leader in Me), classroom attendance, no behavioral referrals, and i-Ready and Reflex Math usage. Classes that reach goals will continue to be celebrated with special activities. This system has been a strength during 2025-26 and will be expanded with the integrated weekly attendance data sharing described in Action 6.

Professional development for all instructional staff will be provided throughout the 2026-27 school year, including training in restorative practices, trauma-informed teaching, and the Check and Connect protocol. Additional coaching and support for new and induction-level teachers will be prioritized to strengthen classroom management consistency and relationship-building capacity across all grade levels.

Suspension Rate Indicator (2025 Dashboard)

This needs assessment documents focused on the Suspension Rate Indicator to inform its 2026-27 Local Control and Accountability Plan (LCAP). On the 2025 California School Dashboard, AMPS received a Red performance level on the Suspension Rate Indicator for All Students and for several priority student groups, including Students with Disabilities, Homeless Youth, and African American students. Because suspension and chronic absenteeism are interconnected outcomes for the school's highest-need student groups, this reflection is aligned with the Chronic Absenteeism needs assessment and with the school's Differentiated Assistance work in partnership with the Fresno County Superintendent of Schools (FCSS). This reflection documents schoolwide and student group performance, identifies strengths and demonstrated growth, examines the greatest areas of need, surfaces resource inequities, and outlines the evidence-based plan of action that will guide suspension rate improvement during the 2026-27 school year.

2023-24: Suspension		
	Total #	Rate
All Students	20	6.5%
EL	6	8.6%
Homeless	5	5.7%
SED	19	7.0%
SWD	2	3.6%
Hispanic	17	7.7%

2024-25: Suspension		
	Total #	Rate
All Students	21	6.9%
EL	3	4.5%
Homeless	6	7.2%
SED	18	6.5%
SWD	5	9.1%
African American	5	15.6%
Hispanic	12	5.4%

Performance on the 2025 California School Dashboard

On the 2025 California School Dashboard, AMPS received the following performance levels on the Suspension Rate Indicator

- All Students: 6.9% suspension rate (Red)
- English Learners: 4.5% (Yellow)
- Homeless Youth: 7.2% (Red)
- Socioeconomically Disadvantaged: 6.5% (Orange)
- Students with Disabilities: 9.1% (Red)
- African American: 15.6% (Red)
- Hispanic: 5.4% (Yellow)

The African American student group has the highest suspension rate at 15.6%, more than double the schoolwide rate. Students with Disabilities and Homeless Youth also experience suspension rates above the schoolwide average. The three student groups in Red on the Suspension Rate Indicator (SWD, Homeless, and African American) are the same three student groups in Red on the Chronic Absenteeism Indicator, confirming that suspension and absenteeism are interconnected outcomes for these students.

Data Analyzed: AMPS reviewed multiple sources of quantitative and qualitative evidence, including three years of California School Dashboard suspension rate data, internal behavior referral data, the Kelvin Survey administered to staff, families, and students three times per year, and qualitative input from a focus group of 18 students in grades 4 through 6.

Three-Year Suspension Rate Trend by Priority Student Group: Multi-year California School Dashboard data shows that suspension rates for the three priority student groups have moved in concerning directions over the past three reporting cycles:

- Students with Disabilities. In 2023, SWD received a Red performance level on the CA School Dashboard at 10.9%. In 2024, the performance level improved to Yellow at 3.6%, a decrease of 7.3%. In 2025, five SWD students were suspended, resulting in an increase of 5.5% to 9.1% and a return to Red.

- Homeless Youth. In 2023, this student group was reported as Gray on the CA School Dashboard with a rate of 3% (the group fell below the 30-student threshold for color assignment). In 2024, the performance level was Orange at 5.7%, an increase of 2.7% . In 2025, two homeless students were suspended, resulting in an increase of 1.5% to 7.2% and a Red performance level.
- African American. In 2023, this group was Gray (30 or fewer students) at 4.8%. In 2024, the performance level remained Gray, with the rate increasing 1.9% to 6.7%. In 2025, the rate increased by 9%, resulting in 15.6% of African American students being suspended and a Red performance level on the CA School Dashboard.
- **School Climate and Staffing Patterns:** Behavioral struggles for SWD students in general education settings frequently resulted in suspensions or school avoidance. This was exacerbated by a 47% turnover and novice rate among general education staff during 2025-26, with 7 of 15 teachers being new or in induction status, which affected the consistency of classroom management and relationship-building. New and induction-level teachers require coaching and time to build the strong adult-student relationships and consistent classroom routines that protect students from escalation into disciplinary referrals.
- **Student Voice through the Kelvin Survey:** The Kelvin Survey, administered to students three times per year, surfaced concerns directly relevant to suspension outcomes. Among students in grades 4 through 6, 28% indicated that they do not feel connected to a staff member, 37% indicated that they like school, and 35% indicated that they are eager to participate in class. These numbers reflect dissatisfaction with school and a lack of desire to learn. Staff need additional training and understanding to know how to effectively engage and interact with students with high needs. In the principal-led student focus group, students shared that many staff members are perceived as unfair and as favoring certain students, causing inconsistent implementation of school expectations. Students also connected racial concerns to these inconsistencies.

Educational Partners Engaged: The analysis and ongoing reflection on suspension outcomes were informed by a broad cross-section of educational partners. Internal staff partners included the School Psychologist, the School Counselor, the Vice Principal, and classroom teachers. External partners included the All4Youth Therapist, who provides mental health services to students at AMPS, and the FCSS Differentiated Assistance Team, which is supporting integrated work on chronic absenteeism and suspension for the 2026-27 school year.

Student voice was incorporated through Kelvin Survey results administered three times annually and through the focus group of 18 students in grades 4 through 6. The students shared their experience of inconsistent expectations and possible racial concerns connected to those inconsistencies. The principal shared the anonymous focus group data with teachers and committed to meeting with teachers to discuss and problem-solve. Students indicated a desire for additional meetings with the principal to discuss possible solutions, which will continue in 2026-27 alongside the launch of the Upstanders Club.

Since October 2025, the school leader has consistently delivered Weekly Shout-outs on the schoolwide intercom system to recognize a chosen student in each class who is demonstrating the weekly habit from the 7 Habits of Happy Kids and Leader in Me framework, classroom attendance data for the prior week, the absence of behavioral referrals for the prior week, and i-Ready and Reflex Math student usage goals. Classes that reach goals are celebrated with special activities, which has reinforced positive behavior at the classroom level and is one of the strengths the 2026-27 plan will continue and expand.

Strengths and Demonstrated Growth: Despite the Red performance level on the Suspension Rate Indicator, AMPS implemented several systems during the 2025-26 school year that establish a foundation for the 2026-27 suspension reduction work.

When a student is suspended, the student is expected to attend a re-entry meeting that includes a parent. The purpose of the re-entry meeting is to re-establish expectations and to welcome the student back with a fresh start. These conversations are restorative in nature and include the student learning replacement skills for future situations. The re-entry meeting is a foundational practice on which the school can build a fuller restorative practices model in 2026-27.

The Weekly Shout-outs delivered by the school leader since October 2025 have recognized students for the weekly Leader in Me habit, classroom attendance, no behavioral referrals, and academic engagement. This recognition system has reinforced positive behavior across classrooms and provides a schoolwide structure for celebrating behavioral improvement that the 2026-27 plan will continue.

Strategic cohort grouping was used during the year to address a high concentration of behavior referrals in 5th grade classes. Students were grouped into teacher-managed strategic cohorts that remained together in the classroom, cafeteria, and specials classes (Music, Art, and Physical Education). While this approach did not resolve the underlying behavioral patterns, it created a structure for closer monitoring and consistent expectations across the day for students who needed additional behavioral support.

Student voice has been activated as a strength. The 18-student focus group surfaced root causes related to staff inconsistency and adult-student connection, and proposed the Upstanders Club as a student-led response to bullying. Students have asked to continue meeting, signaling readiness to be part of the solution.

Greatest Needs: The data indicates that the greatest suspension rate needs at AMPS are concentrated among three priority student groups and are driven by an underlying need for school climate and discipline practice improvement.

- The most critical need is among African American students, who at 15.6% have a suspension rate more than double the schoolwide rate. The 2025 rate represents a 9% increase over the prior year, the largest single-year increase among any student group. Approximately 44% of African American students who were suspended this year are also Students with Disabilities, indicating that this student group is particularly affected by the overlap between racial inequity in discipline and the under-implementation of disability-aligned behavioral supports.
- Students with Disabilities represent a second priority group. SWD at 9.1% are in Red on the 2025 Dashboard. The three-year trend for SWD has moved from Red (10.9%) to Yellow (3.6%) and back to Red (9.1%) over three reporting cycles, indicating that any progress made in 2024 was not sustained. The current rate suggests that behaviors related to disability are not being consistently understood and addressed through disability-aligned supports.
- Homeless Youth represent a third priority group. The three-year trend has moved from Gray (3%) to Orange (5.7%) to Red (7.2%), a consistent upward trajectory. The compounding stress of housing instability combined with the high rate of overlap with Special Education services (approximately 43% of homeless students at AMPS also receive Special Education services) creates conditions in which suspension is more likely without proactive, trauma-informed supports.

Across all priority student groups, the underlying needs are common and connected: schoolwide professional learning in restorative practices, trauma-informed teaching, and Positive Behavioral Interventions and Supports (PBIS) implemented with fidelity for students with disabilities; consistent application of school expectations across all classrooms and all student groups; and strengthened adult-student relationships, particularly for students in grades 4 through 6 where the Kelvin Survey indicates a deficit in connectedness.

Issues Identified This Year: Six specific issues surfaced during the 2025-26 school year that inform the 2026-27 Plan of Action.

1. **Suspensions Tied to Safety Incidents:** The majority of suspensions during the 2025-26 school year were tied to safety and involved offenses categorized as "Causing or Attempted Physical Injury." The school's response to these incidents has been primarily through traditional discipline. The 2026-27 plan moves toward a model in which safety incidents are addressed through immediate intervention, restorative re-entry, root cause analysis, and replacement skill instruction so that the student returns to school equipped to make different choices.
2. **Bullying within the SWD Community:** Some targeted bullying has occurred from SWD students toward other SWD students. This bullying directly affects the wellbeing of the SWD student group, which is already in Red for both Chronic Absenteeism and Suspension. The schoolwide anti-bullying campaign and student-led Upstanders Club planned for 2026-27 will explicitly address this dynamic with restorative practices and replacement skill instruction.
3. **Behavior Referral Concentration in 5th Grade:** Fifth grade classes experienced a high number of behavior referrals during 2025-26. Students were moved into teacher-managed strategic cohorts in which they remained together in the classroom, cafeteria, and specials classes (Music, Art, and Physical

Education). While this approach allowed for closer monitoring and consistent expectations across the day, it did not address the underlying behavioral patterns. Additional intervention strategies are needed for fifth grade students in 2026-27, including the monthly mentoring structure described below.

4. **Adult-Student Connectedness Gap:** The 2025-26 Kelvin Survey indicates that students in grades 4 through 6 do not feel connected to the adults at school. In the principal-led student focus group, 28% of students in grades 4 through 6 indicated that they do not feel connected to a staff member, and students reported that many staff members are perceived as unfair and as favoring certain students, with possible racial inequities connected to those inconsistencies. Adult-student connectedness is a primary protective factor against disciplinary escalation, and the absence of strong connections increases the likelihood that minor incidents escalate to suspendable offenses.
5. **Teacher Turnover and Novice Staff Concentration:** A 47% turnover and novice rate among general education staff during 2025-26, with 7 of 15 teachers new or in induction status, affected the consistency of classroom management and the relationship-building capacity needed to prevent disciplinary escalation. New and induction-level teachers benefit from targeted coaching in classroom management, de-escalation, and disability-aligned behavioral supports.

Differentiated Assistance Integration: AMPS is currently eligible for Differentiated Assistance and has been participating in a Community of Practice during the Spring 2026 semester led by Fresno County Superintendent of Schools (FCSS) to address chronic absenteeism and suspension rates. The school is also focusing on the Homeless, SWD, and African-American students groups that received multiple and all red performance levels on the 2025 CA School Dashboard. Because these are the same three student groups received a Red on the Suspension Rate Indicator, the suspension work is being integrated with the chronic absenteeism Differentiated Assistance plan rather than treated as a separate workstream. The Differentiated Assistance partnership is the central organizing framework for the 2026-27 suspension rate response.

Root Cause Analysis: Several factors contribute to the suspension patterns observed at AMPS, drawn from discipline practice, staff training, school climate, and the relationship between behavior and disability.

1. Behavior versus disability gap. High suspension rates for Students with Disabilities often indicate that behaviors stemming directly from a student's disability are being misidentified as willful misconduct. Students with ADHD, Autism, or other disabilities affecting impulse control or sensory regulation may struggle in ways that look like defiance or disruption but are actually manifestations of the disability. Without robust de-escalation protocols and disability-aligned supports, these students are often pushed out through suspension rather than supported through regulated intervention.
2. Use of subjective discipline categories. Inequities frequently arise when staff utilize subjective categories such as defiance or disruption, which depend heavily on individual staff interpretation. This is consistent with the student focus group's report that staff are perceived as unfair and as favoring certain students, with possible racial inequities connected to those inconsistencies. The 9% single-year increase in suspensions for African American students is consistent with a pattern of subjective discipline application.
3. Inconsistent fidelity of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) for Students with Disabilities. Elevated suspension rates for SWD can indicate that FBAs and BIPs are not being implemented with the necessary consistency, or that plans are not being amended in response to the evolving root causes of a student's struggle. Inconsistent progress monitoring of behavioral interventions also limits the school's ability to respond when an intervention is not working.
4. Adult-student connectedness deficit identified through the Kelvin Survey and student focus group. Strong, trusting relationships with adults at school are a primary protective factor against behavioral escalation. When a significant share of students in grades 4 through 6 do not feel connected to any adult at school, minor disciplinary incidents are more likely to escalate to suspendable offenses.
5. Trauma and housing instability among the school's highest-need students. Many students who are referred for disciplinary action have experienced trauma or have a designated disability that may be at the root of specific behaviors. Some students also experience insecure housing, which results in high

stress for entire families. Without trauma-informed teaching practices implemented schoolwide, these underlying conditions translate into behaviors that are addressed through suspension rather than through coordinated mental health and family support.

6. Concentration of new and induction-level teachers in general education classrooms during 2025-26. With 7 of 15 general education teachers being new or in induction status, classroom management consistency and de-escalation capacity were uneven across grade levels. Inconsistent classroom management increases the likelihood of disciplinary escalation, particularly for students with disabilities and students experiencing trauma.

Resource Inequities: Aspen Meadow Public School (AMPS) conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

- AMPS serves a student community that includes students from low-income backgrounds, English Learners, students with disabilities, and students experiencing foster care, homelessness, or interaction with the juvenile justice system. These students face additional barriers to school success, and inequities in discipline practice compound those barriers. Approximately 44% of African American students who were suspended this year are also SWD, illustrating the inequity that emerges when students belong to multiple historically underserved groups and face the cumulative impact of disability-related misinterpretation, subjective discipline application, and racial inequity.
- Students with Disabilities at AMPS face a compounded set of barriers across academic and behavioral indicators. They are furthest from grade-level standards in ELA and Mathematics, have the highest chronic absenteeism rate (24.1%), and are among the most frequently suspended student groups (9.1%). These outcomes are rarely the result of the disability itself. Rather, they often stem from systemic inequities and environmental barriers within the school structure, including inconsistent implementation of FBAs and BIPs, insufficient frequency of collaboration between special education and general education staff, limited capacity to ensure that IEP-aligned behavioral supports are delivered with fidelity during the school day, and a lack of schoolwide trauma-informed teaching practice.
- African American students at AMPS face the additional resource inequity of disproportionate disciplinary application. The 9 percentage point single-year increase in suspensions for this student group, combined with student focus group input describing perceived staff inconsistency and racial concerns, indicates that schoolwide practice in discipline equity requires targeted attention beyond the universal restorative practices and PBIS training described in the action plan.

2026-27 Action Plan: Based on the root cause analysis, the identified greatest needs, and the issues surfaced during the 2025-26 school year, AMPS will implement the following evidence-based practices during the 2026-27 school year. The plan integrates with the Differentiated Assistance work with FCSS on chronic absenteeism, prioritizes Students with Disabilities, Homeless Youth, and African American students, and is designed to address both behavioral outcomes and the school climate conditions that drive them.

- **Action 1: Restorative Practices Training and Implementation:** AMPS will provide schoolwide professional learning in Restorative Practices (Relationship-Based Discipline) during the 2026-27 school year. Restorative practices shift the focus from punishment to repairing harm and keeping students in the learning environment. Implementation will include Restorative Circles for classroom community-building and conflict resolution, restorative re-entry meetings that build on the current re-entry meeting practice, and a structured replacement for short-term suspensions in which the student and staff work through the root cause of the behavior together rather than the student serving a 3-day out-of-school suspension that adds to chronic absenteeism. Student and family training in the 7 Habits of Happy Kids and restorative practices will also be offered, building on the schoolwide Leader in Me foundation.
- **Action 2: Positive Behavioral Interventions and Supports with Fidelity:** AMPS will implement Positive Behavioral Interventions and Supports (PBIS) with fidelity, with explicit adaptation for neurodiversity and for Students with Disabilities. Tier 2 implementation will include a Check-In/Check-Out (CICO) system in which students meet with a designated staff member every morning to set behavioral goals and every afternoon to review progress. CICO

provides immediate, positive reinforcement for prosocial behavior, which reduces the need for discipline. Behavior referral data will be analyzed to identify when and where behaviors occur (such as transitions or specific subjects) so that the environment can be adjusted to promote positive behavior.

- **Action 3: Anti-Bullying Campaign and Upstander Team:** All staff and students will participate in a schoolwide anti-bullying campaign in 2026-27. A group of students in grades 4 through 6 will participate in Anti-Bullying training and will learn how to be an Upstander at AMPS. These students will receive a t-shirt designating them as part of the Upstander team and will participate in biweekly meetings led by a qualified staff member. Restorative practices will be embedded in the training. The Upstanders Club originates directly from the student focus group's recommendation and is designed to address the bullying dynamic identified within the SWD community and across the school.
- **Action 4: Monthly Adult-Student Mentoring for Grades 5 and 6:** To address the adult-student connectedness gap identified through the 2025-26 Kelvin Survey and student focus group, AMPS will implement a monthly adult-student mentoring structure for students in grades 5 and 6 during the 2026-27 school year. Each student will participate in a 10-minute, face-to-face monthly mentoring conversation with a designated staff member. The conversation will provide an opportunity for the staff member to hear how the student is doing and to discuss the student's current academic and social-emotional goals. The mentoring time will take place during intervention and will be differentiated according to student need, so that students with the greatest behavioral or attendance concerns receive the most frequent or focused mentoring support. This action is shared with the Chronic Absenteeism Plan of Action and is expected to reduce both suspension and chronic absenteeism rates by strengthening the protective factor of adult relationships.
- **Action 5: Trauma-Informed Teaching and Staff Training in High-Needs Engagement:** AMPS will provide professional learning to all instructional staff in trauma-informed teaching practices and in effective engagement strategies for students with high needs. Training will explicitly address the behavior versus disability gap, the use of de-escalation protocols, the avoidance of subjective discipline categories (such as defiance and disruption) where alternative supports are appropriate, and the fidelity of FBA and BIP implementation. Additional coaching and support will be prioritized for new and induction-level teachers to build classroom management consistency and relationship-building capacity across grade levels.
- **Action 6: Differentiated Assistance Integration with FCSS:** Because the SWD, Homeless, and African American student groups are in Red on both the Chronic Absenteeism and Suspension Rate Indicators, AMPS will integrate suspension reduction work with its FCSS Differentiated Assistance Action Plan for chronic absenteeism. The Community of Practice meeting in May 2026 will determine the specific elements of the integrated plan. Behavioral and attendance case management will be coordinated, weekly attendance and behavior referral data will be reviewed together by the Attendance Team, and family engagement strategies will address both attendance and behavioral concerns in a single conversation with families rather than through separate workflows.
- **Action 7: Weekly Behavior Data Sharing and Recognition:** AMPS will continue and expand the Weekly Shout-outs delivered by the school leader on the schoolwide intercom that recognize students for the weekly Leader in Me habit, classroom attendance, the absence of behavioral referrals, and academic engagement. Weekly behavior referral data will be shared with the school community to celebrate progress toward goals, and classes that meet behavioral goals will continue to be celebrated with special activities. Behavior chart trends will be reviewed weekly by the Attendance Team and by Monthly Intervention Meeting teams at the grade level.
- **Action 8: 5th Grade Targeted Support Plan:** Because 5th grade classes experienced a high number of behavior referrals during 2025-26, AMPS will provide targeted support to 5th grade in 2026-27. This will include intensive implementation of CICO for identified students, prioritized monthly mentoring placement, structured restorative circles built into the weekly classroom routine, and targeted coaching for 5th grade teachers in classroom management and de-escalation. If strategic cohort grouping continues to be used, it will be paired with these proactive supports rather than used as a standalone response.

Learning Recovery Emergency Block Grant (LREBG) 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Aspen Meadow Public School (AMPS) will expend its remaining 2026-27 LREBG allocation of $33,210.

Needs Assessment: AMPS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, chronic absenteeism, suspension disparities, and instructional capacity as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, the All Students group received a Yellow performance level on the ELA Academic Indicator at 41.9 points below standard and an Orange performance level on the Math Academic Indicator at 58.8 points below standard. The Students with Disabilities (SWD) student group received a Red performance level on both academic indicators, the Chronic Absenteeism Indicator, and the Suspension Rate Indicator. English Learners moved from Red on the 2024 Dashboard to Orange on the 2025 Dashboard for ELA and from Red to Yellow for Math, while remaining significantly below standard on both indicators. Homeless Youth and African American students received Red performance levels on Chronic Absenteeism and Suspension Rate. The 2025-26 i-Ready Diagnostic data showed that only 28% of students in grades 3 through 6 are on or above grade level in Reading and only 26.6% are on or above grade level in Mathematics. AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards and is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year. The needs assessment identified continued investment in evidence-based universal screening, classroom-level intervention resources, and extended learning opportunities as the most direct learning recovery responses to the academic, attendance, and behavioral barriers facing AMPS's highest-need student groups.

Expenditure 1: i-Ready Reading and Mathematics Diagnostic

Position (LCAP Goal and Action): i-Ready Reading and Mathematics Diagnostic (Goal 1, Action 1: Assessments of Learning)

Amount of LREBG Funds: $14,000

Rationale: The i-Ready Reading and Mathematics Diagnostic is an SBE-verified universal screener and progress monitoring tool administered three times per year in grades K through 6. The diagnostic identifies student learning gaps, informs differentiated instruction, drives the MTSS framework, and monitors academic learning recovery for the school's highest-need student groups, including Students with Disabilities, English Learners, Homeless Youth, and Socioeconomically Disadvantaged students. Diagnostic data is used during Monthly Intervention Meetings (MIMs), Empower Hour intervention placement, Tier 2 intervention referrals through the after-school Teaching Fellows model, and the Differentiated Assistance Action Plan progress monitoring with FCSS. The diagnostic provides AMPS with the data infrastructure required to identify which students require Tier 2 and Tier 3 intervention, to monitor the impact of interventions on student learning, and to report measurable academic recovery outcomes. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing evidence-based services and supports to address learning loss and accelerate pupil progress.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that high-quality universal screening and computer-adaptive diagnostic systems, when used to drive instructional decision-making and tiered intervention placement, produce measurable academic gains for students performing below grade level. Studies meeting ESSA Tier 2 evidence standards support the effectiveness of i-Ready and comparable adaptive diagnostic systems as components of MTSS frameworks, particularly for students with the deepest learning recovery needs.

Metric(s): i-Ready Reading and Mathematics Diagnostic growth from fall to spring disaggregated by EL, SWD, Homeless Youth, and SED; percentage of students at or above grade level by spring administration disaggregated by student group; CAASPP ELA and Mathematics Distance from Standard for grades 3 through 6; California School Dashboard performance levels for ELA and Mathematics Academic Indicators; MTSS referral and intervention placement data driven by i-Ready Diagnostic results.

Expenditure 2: i-Ready Teacher Toolbox

Position (LCAP Goal and Action): i-Ready Teacher Toolbox (Goal 1, Action 2: MTSS — Addressing Academic Needs to Accelerate Learning, Tier 1.5 Classroom Intervention)

Amount of LREBG Funds: $4,100

Rationale: The i-Ready Teacher Toolbox provides classroom teachers with standards-aligned, ready-to-use intervention resources to support struggling learners in reading and mathematics and extension activities for students performing above grade level. Teachers use the Teacher Toolbox during the daily Empower Hour intervention block, during small-group instruction, and during targeted Tier 1.5 classroom intervention cycles. The Teacher Toolbox addresses the inconsistent implementation of evidence-based literacy and mathematics practices identified in the 2025-26 needs assessment by providing all classroom teachers with structured intervention resources aligned with i-Ready Diagnostic data, ensuring that students performing below grade level receive targeted instruction calibrated to their specific learning needs. The Teacher Toolbox is particularly important for SWD and English Learners, who require differentiated instruction during Tier 1 and Tier 1.5 instruction to access grade-level content. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing supplemental instructional materials and evidence-based services and supports to address learning loss.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted classroom intervention delivered by classroom teachers using standards-aligned, data-driven intervention resources produces measurable academic gains for students performing below grade level. Studies meeting ESSA Tier 2 evidence standards support the integration of adaptive diagnostic data with structured small-group intervention as a high-leverage practice for accelerating learning recovery.

Metric(s): i-Ready Reading and Mathematics Diagnostic growth from fall to spring disaggregated by EL, SWD, Homeless Youth, and SED; classroom walkthrough data documenting Teacher Toolbox use during Empower Hour and small-group instruction; teacher use of i-Ready Diagnostic data to plan and deliver Tier 1.5 instruction as documented in MTSS planning records; CAASPP ELA and Mathematics Distance from Standard.

Expenditure 3: Expanded Learning Opportunities Program

Position (LCAP Goal and Action): Expanded Learning Opportunities Program (Goal 1, Action 2: MTSS -Addressing Academic Needs to Accelerate Learning, Extended Learning Opportunities)

Amount of LREBG Funds: $15,100

Rationale: The Expanded Learning Opportunities Program (ELOP) provides after-school, intersession, and summer programming designed to accelerate academic learning recovery for students with the deepest learning gaps. During the 2025-26 school year, ELOP served 240 students at AMPS through Reading Empowerment, academic support, and enrichment programming. The LREBG partial funding contribution to ELOP supplements ELOP grant funding, After School Education and Safety (ASES) program funding, and LCFF Supplemental and Concentration funds, ensuring that academic intervention and high-dosage tutoring opportunities are available to all students with identified learning recovery needs. English Learner students received priority placement in after-school Tier 2 Reading Intervention during 2025-26, and 16 English Learners in grades 4 through 6 who received this intervention four times per week for 45 minutes demonstrated an average i-Ready Reading growth of 26.9% from fall to spring. SWD, Homeless Youth, and English Learner students will continue to receive

priority access during 2026-27. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs, additional academic services, and supporting expanded learning opportunity program services pursuant to Section 46120.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale, rigorous studies meeting ESSA Tier 1 evidence standards demonstrate that extended learning time through after-school and summer programs, when delivered by credentialed educators using structured curricula aligned to school-day instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households, English Learners, and Students with Disabilities. High-dosage tutoring within extended learning models is consistently identified in the research as among the most effective interventions for accelerating learning recovery.

Metric(s): ELOP enrollment and average daily attendance disaggregated by EL, SWD, Homeless Youth, and SED; i-Ready Reading and Mathematics Diagnostic growth from fall to spring for ELOP participants disaggregated by student group; CAASPP ELA and Mathematics Distance from Standard for ELOP participants; chronic absenteeism rate for ELOP participants; California School Dashboard performance levels for ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator; reclassification rates for English Learner ELOP participants.

LCAP Alignment: All three expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. The i-Ready Reading and Mathematics Diagnostic is included under Goal 1, Action 1 (Assessments of Learning). The i-Ready Teacher Toolbox and the Expanded Learning Opportunities Program partial funding are included under Goal 1, Action 2 (MTSS — Addressing Academic Needs to Accelerate Learning). The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, the ELOP grant, ASES funding, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The Site Principal, Vice Principal, and Chief Academic Officer reviewed how Title I, Title II, Title III, Title IV, and LREBG funds support specific elements of the instructional program, including i-Ready, instructional aides, Teaching Fellows, and ELOP, and identified continued investment in evidence-based assessment, classroom-level intervention resources, and extended learning opportunities as priorities. Teachers reviewed how LREBG funds will be used in 2026-27 during the weekly Friday professional learning meetings and emphasized the importance of data review, monitoring, and communication, dedicated planning time with instructional aides, and continued investment in the K through 5 mathematics curriculum work. Classified staff identified the school's short-staffing reality and supported continued investment in Tier 1.5 classroom intervention resources. The Parent Advisory Committee (PAC), the English Learner Advisory Committee and EL-PAC, and the Parent Lighthouse Team reviewed the school's federal categorical funding sources, the planned use of LREBG funds, and AMPS's eligibility for Differentiated Assistance, and provided input on how these resources should be aligned with the family-facing and academic improvement priorities of the LCAP. The El Dorado Charter SELPA was consulted in accordance with EC Section 52062(a)(5) on the use of LREBG and other funds to support SWD academic learning recovery, with input received from the SELPA Program Specialist on May 26, 2026. The needs assessment and expenditure plan were reviewed through the PAC, EL-PAC, and SELPA advisory processes.

2024 CA School Dashboard

The following table reflects Aspen Meadow Public School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Red	N/A	Orange	Orange
English Learners	Red	Yellow	Red	N/A	Red	Red
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	Orange	Orange	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Red	N/A	Orange	Orange
Students with Disabilities	N/A	Yellow	Yellow	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Red	N/A	Orange	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

English Learner Progress Indicator (ELPI) Needs Assessment: 2024 Dashboard

Aspen Meadow Public School received a RED performance level for the English Learner Progress Indicator on the 2024 Dashboard. This assessment examines current data, identifies strengths and areas for growth, analyzes root causes, and develops an action plan to improve outcomes for English Learners.

Data Overview

- EL Population Trends: Steady increase of EL students from 2023 to 2025, including several newcomers.
- ELPAC Performance: 2023-24 ELPAC: Level 4 (5.3%), Level 3 (26.3%), Level 2 (35.1%), Level 1 (33.3%) 2024-25 ELPAC: Level 4 (9.7%, ↑4.4%), Level 3 (35.5%, ↑9.2%), Level 2 (38.7%, ↑3.6%), Level 1 (16.1%, ↓17.2%)
- I-Ready Performance (2024-25): EL Reading: Fall (7% on/above grade level) → Spring (35% on/above grade level) All Students Reading: Fall (17% on/above grade level) → Spring (39% on/above grade level) EL Math: Fall (0% on/above grade level) → Spring (16% on/above grade level) All Students Math: Fall (7% on/above grade level) → Spring (28% on/above grade level)

- EL Progress Metrics: EL progress toward English proficiency: 26% (2024 Dashboard), significantly below 45% target Reclassification rate: 7.8% in 2023-24 (increased from 4.4% in 2022-23)

Areas of Strength

- Improved ELPAC Level Distribution: Significant decrease in Level 1 students (33.3% → 16.1%) with increases across Levels 2, 3, and 4, showing vertical movement. Level 3 saw the largest increase (9.2%).
- i-Ready Growth: Substantial growth in EL students at/above grade level in reading (7% → 35%) and progress in math proficiency (0% → 16%).
- Reclassification Improvements: Reclassification rate increased from 4.4% to 7.8%, nearly meeting target of 7.9%.
- Structured ELD Program: Dedicated ELD teacher for grades 2-6, bilingual instructional aides (67% of aide staff), and implementation of evidence-based strategies (sentence frames, visual anchors, etc.).
- **Tiered Intervention System:** Differentiated support based on assessment data, Reading Intervention teacher providing Tier 2 support, and after-school tutoring options for students unable to receive in-day intervention.

Areas for Growth/Needs

- Overall Program Effectiveness: RED performance level indicator on Dashboard with EL progress toward proficiency (26%) significantly below target (45%).
- ELPAC Proficiency Rates: Summative ELPAC proficiency dropped from 14.52% (2022-23) to 4.76% (2023-24), far below target of 16% proficient.
- Achievement Gaps: 15-point gap between ELs and all students in Spring reading proficiency and 12-point gap in Spring math proficiency.
- Instructional Consistency: Varied ELD delivery models across grade levels (specialized teacher vs. classroom teacher) and lack of coordinated approach between designated and integrated ELD.
- Support for Newcomers: Limited specific programming for recently arrived ELs, potentially impacting overall progress metrics.

Resource Inequities

- Staffing Distribution: Specialized ELD instruction only for grades 2-6, with TK-1 ELD provided by classroom teachers with varied expertise. Only one dedicated ELD teacher serves the entire school.
- Professional Development: Insufficient ongoing, specialized training for all teachers in ELD strategies and limited coaching specifically focused on ELD implementation.
- Time Allocation: Potential scheduling conflicts between ELD, core instruction, and other interventions with limited extended learning opportunities specifically targeting EL needs.

Root Cause Analysis

- Program Implementation Inconsistencies: Different models of ELD instruction across grade levels create potential gaps between designated and integrated ELD approaches, with unclear alignment between ELD curriculum and core content.
- Newcomer Impact: Influx of newcomers affecting overall progress metrics with limited specialized programming for students at beginning levels.

- Professional Capacity: Classroom teachers may lack specialized training in effective ELD strategies, with limited ongoing coaching specific to language development techniques.
- Assessment and Monitoring: Quarterly monitoring may be insufficient for timely intervention adjustments, and data analysis may not effectively translate to instructional modifications.
- Curriculum and Material Alignment: Potential misalignment between ELD materials and core curriculum, with limited culturally responsive materials that connect to students' backgrounds.

Action Plan for 2025-26 School Year

1. Enhance ELD Program Structure

Expand specialized ELD staffing to include all grade levels with standardized instructional time protected in the master schedule. Align ELD curriculum with core ELA/Math content to strengthen connections. Develop a dedicated newcomer program with appropriate materials and staffing. Implement monthly progress monitoring rather than quarterly reviews to allow for more responsive adjustments to instruction.

2. Strengthen Professional Development

Provide comprehensive ELD training for all teachers, focusing on integrated ELD strategies throughout the content areas. Establish coaching cycles specifically targeting ELD instruction and create demonstration classrooms showcasing effective practices. Facilitate peer observations focused on language development strategies and develop grade-level exemplars of effective integrated ELD lessons that can be modeled and replicated.

3. Intensify Data-Driven Practices

Form a dedicated EL data team that meets bi-weekly to analyze student progress and create individualized language goals for each EL student. Implement more frequent formative assessments of language development and use this data to create flexible groupings based on specific language needs. Develop clear exit criteria for intervention programs to ensure appropriate movement between tiers of support.

4. Expand Learning Opportunities

Prioritize ELs for extended learning programs, including before/after school and intersession offerings. Develop a specialized summer language program targeting specific ELD needs with language-rich enrichment activities that build vocabulary and discourse skills. Implement cross-age tutoring to increase language practice opportunities and provide digital learning resources accessible from home to extend learning time.

5. Enhance Family Engagement

Develop parent education workshops on supporting language development at home and create multilingual communication channels for all school information. Establish regular EL parent meetings beyond formal ELAC/DELAC structures. Create family literacy programs in multiple languages and provide translated support materials for academic content to facilitate home reinforcement of school learning.

6. Strengthen Assessment and Accountability

Develop clear success metrics for EL programming beyond state indicators and implement monthly language development checks using formative tools. Create dedicated ELD walkthrough protocols for administrative monitoring and establish quarterly program reviews with the school leadership team. Set grade-level benchmarks for language progression throughout the year with clear expectations for growth.

7. Enhance Curriculum and Resources

Audit and supplement core curriculum with language development supports and increase access to books and materials in students' home languages. Invest in digital tools specifically designed for language acquisition and develop content-based language resources for each grade level. Create a language-rich school environment with visual supports throughout campus to reinforce language learning.

8. Strengthen Community Partnerships

Develop relationships with community organizations serving EL families and establish partnerships with local colleges for tutoring and enrichment. Connect with cultural organizations to enhance culturally responsive teaching and engage with successful schools to share effective practices. Create volunteer opportunities for bilingual community members to support language development.

9. Address Program Gaps for Specific Populations

Develop specialized supports for Long-Term English Learners and clear pathways for newcomers with limited or interrupted formal education. Design targeted interventions for students approaching reclassification and implement monitoring systems for recently reclassified students. Address specific language needs of students with disabilities who are also ELs through coordinated support between ELD and special education.

10. Build Staff Capacity

Provide stipends for teachers pursuing TESOL or bilingual certification and train all instructional aides in effective language support strategies. Develop teacher leaders specifically focused on EL instruction and create an EL resource library accessible to all staff. Establish clear guidelines for language objectives in all content areas to ensure consistent focus on language development across the curriculum.

By implementing this comprehensive action plan, Aspen Meadow Public School can address the identified needs of English Learners, build upon existing strengths, and work toward moving from the RED performance level on the English Learner Progress Indicator in the coming years.

Suspension Rate Indicator Needs Assessment: 2024 Dashboard

Aspen Meadow Public School received a RED performance level for the Suspension Rate Indicator on the 2024 Dashboard for all students, English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic student groups. This assessment examines the current disciplinary systems, identifies areas of strength and growth, analyzes root causes of high suspension rates, and develops an action plan to improve outcomes.

Current Status Overview: Aspen Meadow previously received a "Very high" status on the 2022 CA School Dashboard for Students with Disabilities (SWD), followed by a RED performance level on the 2023 Dashboard, resulting in Additional Targeted Support and Improvement (ATSI) eligibility. This negative trend has now expanded to include all students and multiple significant subgroups (EL, SED, Hispanic), indicating a systemic issue requiring comprehensive intervention.

Areas of Strength

- Established Behavior Support Systems: The school has implemented fundamental behavior management systems including PBIS and Leader in Me, with a dedicated Climate & Culture Team that meets weekly to coordinate schoolwide events and initiatives.
- Tiered Support Structure: A multi-tiered approach to behavior support exists with a Guidance Learning Specialist (GLS) providing Tier 2 interventions, classroom SEL lessons, and management of the Crossroads detention program using restorative practices.
- Mental Health Resources: A school counselor serves 52 students, alongside a part-time psychologist, two psychologist interns, and an All4Youth therapist team supporting 25 students weekly, addressing underlying social-emotional needs.

- Professional Development Initiatives: Staff have received some specialized training in Restorative Practices, with upper-grade teachers (4th-6th) receiving focused training on Active Listening and the Peacemaking Process.
- Discipline Matrix Implementation: The school has adopted a standardized Discipline Matrix with training for all staff members, providing consistency in response to behavioral incidents.
- Recognition Systems: The school implements positive behavior reinforcement through weekly celebrations, the Owl Perch store, and Growth Awards Assemblies to encourage positive behavior.

Areas for Growth/Needs

- Disproportionate Suspension Rates: RED performance level for multiple student groups (All, EL, SED, Hispanic) indicates significant disparities in disciplinary outcomes requiring immediate intervention.
- Preventative Systems: Current reactive approaches to behavior management may be insufficient, with limited evidence of strong preventative strategies embedded throughout daily practices.
- Staff Capacity Development: More comprehensive training is needed in de-escalation techniques, cultural responsiveness, and trauma-informed practices to address student behaviors effectively.
- PBIS Implementation Fidelity: Aspen Meadow is "currently seeking comprehensive training opportunities" for the PBIS team, indicating incomplete implementation of this critical framework.
- Alternative Discipline Approaches: Limited evidence of consistently applied alternatives to suspension that address root causes of behavior while maintaining educational continuity.
- Coordination of Services: The intervention team meets monthly, which may be insufficient frequency to address emerging behavioral concerns before they escalate to suspension-level incidents.

Resource Inequities

- Staffing Limitations: One Guidance Learning Specialist and one school counselor serve the entire student population, with the counselor's caseload of 52 students potentially limiting proactive intervention capacity.
- Training Distribution: Training in Restorative Practices appears concentrated in upper grades (4th-6th), potentially creating inconsistent approaches across the school.
- Behavior Support Personnel: Aspen Meadow does not have dedicated behavior specialists or intervention staff focused specifically on Tier 3 behavioral needs.
- Time Allocation: The structured detention program only operates twice weekly, potentially limiting opportunities for consistent restorative interventions.
- Professional Development Resources: Limited PBIS training opportunities suggest insufficient resource allocation for this foundational behavioral framework.
- Data Systems: No mention of a comprehensive data tracking system to monitor disciplinary incidents, interventions, and outcomes, essential for targeted improvement.

Root Cause Analysis

- Implementation Inconsistencies: Incomplete implementation of PBIS framework and behavioral systems and explicitly noting the need for "comprehensive training opportunities through Fresno County Office of Education."

- Demographic Challenges: The significant homeless student population (26.7%) faces additional stressors and trauma that may manifest as behavioral challenges without adequate, specialized support.
- Reactive versus Preventative Focus: Current systems appear more focused on responding to behavioral incidents rather than preventing them through systematic climate and culture building.
- Professional Capacity Gaps: Inconsistent staff training in behavior management strategies, particularly in cultural responsiveness and trauma-informed approaches, likely contributes to disciplinary disparities.
- Procedural Versus Restorative Balance: While a Discipline Matrix provides consistency, overreliance on procedural responses without sufficient restorative components may increase suspension rates.
- Limited Family Engagement: While parent workshops exist, there appears to be limited specific outreach to families of students with behavioral challenges to create home-school partnerships for behavior support.
- Coordination Challenges: Monthly intervention team meetings may be insufficient to provide the rapid-response coordination needed for emerging behavioral concerns.

Action Plan for 2025-26 School Year

1. Strengthen PBIS Implementation: Secure comprehensive PBIS training through Fresno County Office of Education for all staff, not just the PBIS team. Develop clear behavioral expectations for all school settings with consistent language across grade levels. Implement a robust data tracking system to monitor behavior incidents, responses, and outcomes. Establish weekly PBIS team meetings to analyze data and adjust interventions accordingly. Create visible displays of behavioral expectations throughout campus with consistent implementation across all staff.

2. Enhance Alternatives to Suspension: Develop a comprehensive menu of alternatives to suspension that maintain educational continuity while addressing root causes of behavior. Implement a restorative justice program with dedicated personnel trained in facilitation techniques. Create a reset room staffed by trained personnel where students can de-escalate and process their behavior with support. Design individualized behavior contracts with specific goals, supports, and incentives for high-needs students. Establish a check-in/check-out system for students requiring daily monitoring and positive reinforcement.

3. Build Staff Capacity: Provide all staff with comprehensive training in de-escalation techniques, trauma-informed practices, and culturally responsive discipline approaches. Establish a coaching model where skilled practitioners observe and provide feedback on classroom management techniques. Create a behavior support team that can respond to classroom incidents and model effective intervention strategies. Implement regular case studies during staff meetings to collaboratively problem-solve challenging behaviors. Develop a comprehensive handbook of behavior response strategies accessible to all staff.

4. Address Demographic-Specific Needs: Develop specialized supports for homeless and highly mobile students, who comprise 26.7% of the population. Create trauma-sensitive classrooms with teachers trained in recognizing and responding to trauma manifestations. Implement targeted interventions for English Learners focusing on communication, cultural adjustment, and stress management. Design culturally responsive approaches specifically addressing needs of Hispanic students. Strengthen coordination between the Family Resource Counselor and classroom teachers to address underlying family stressors.

5. Enhance Data Systems and Monitoring: Implement a comprehensive behavior tracking system capturing location, time, behavior type, antecedents, and responses to incidents. Conduct weekly data reviews to identify patterns requiring immediate intervention. Perform monthly analyses of suspension data disaggregated by student group to monitor disproportionality. Create an early warning system identifying students at risk for suspensions based on attendance, minor behavior incidents, and academic performance. Establish a rapid response protocol for students showing early warning indicators.

6. Strengthen Family-School Partnerships: Develop a family engagement strategy specifically focused on behavior support and home-school consistency. Create a parent liaison role for families of students with behavioral challenges to navigate support systems. Implement parent training in positive behavior

support strategies they can implement at home. Establish regular communication protocols for sharing positive behavior progress, not just concerns. Create a family resource center with materials supporting social-emotional development.

7. Intensify Tier 2 and 3 Supports: In the 2025-26 school year, AMPS will increase staffing for behavior intervention, including a Psychologist focused on Tier 3 supports. Expand the Crossroads detention program to operate daily with enhanced restorative practice components. Develop specialized behavior intervention groups addressing specific behavioral skill deficits. Create individualized behavior intervention plans for all students with repeated disciplinary incidents. Establish mental health referral pathways with clear criteria and follow-up processes.

8. Enhance School Climate and Culture: Expand implementation of Leader in Me program with fidelity, ensuring consistent application across all grade levels. Increase the frequency and visibility of positive behavior recognition through daily and weekly celebrations. Create student leadership opportunities specifically for students with previous behavioral challenges. Implement regular climate surveys for students, staff, and families to monitor progress. Establish a school culture committee with diverse representation to address climate concerns proactively.

9. Strengthen Coordination of Services: Increase intervention team meetings from monthly to weekly to ensure rapid response to emerging concerns. Create clear communication protocols between mental health providers, administrators, and teachers regarding student needs and interventions. Establish a case management approach for students with multiple risk factors. Develop transition supports between interventions and regular classroom settings. Create data-sharing protocols that maintain confidentiality while ensuring all relevant staff have necessary information.

10. Address Resource Inequities: Allocate funding for additional behavior support personnel, particularly focusing on Tier 3 interventions. Ensure equitable training opportunities across all grade levels, especially for trauma-informed and restorative practices. Implement a team-teaching approach during challenging periods to provide additional support in high-need classrooms. Establish partnerships with community mental health providers to expand available services. Create a dedicated budget line for behavior incentives, social-emotional curriculum, and related resources.

This comprehensive action plan addresses the systemic issues contributing to high suspension rates at Aspen Meadow Public School. By implementing these strategies with fidelity, the school can work toward reducing suspensions while fostering a positive, supportive environment for all students, particularly those in the identified student groups currently experiencing disproportionate disciplinary outcomes.

English Language Arts (ELA) Academic Indicator Needs Assessment: 2024 Dashboard

Aspen Meadow Public School received a RED performance level for the English Learner (EL) student group and ORANGE performance levels for All Students, Socioeconomically Disadvantaged (SED), and Hispanic student groups on the ELA Academic Indicator of the 2024 California School Dashboard. This needs assessment analyzes current programs, practices, and performance data to identify strengths, areas for growth, resource inequities, root causes, and develop an action plan for the 2025-26 school year.

Areas of Strength

- Growth in i-Ready Performance: EL students demonstrated substantial growth in reading proficiency on I-Ready assessments from Fall to Spring (7% to 35% on/above grade level), indicating that current interventions are producing some positive results.
- Increasing ELPAC Level Distribution: The 2024-25 ELPAC results show improvement with Level 4 (9.7%, ↑4.4%), Level 3 (35.5%, ↑9.2%), Level 2 (38.7%, ↑3.6%), and a significant decrease in Level 1 (16.1%, ↓17.2%). This vertical movement across ELPAC levels suggests effective language acquisition strategies are beginning to take effect.
- Improved Reclassification Rate: The reclassification rate increased from 4.4% (2022-23) to 7.8% (2023-24), nearly meeting the target of 7.9%, showing improved processes for moving students toward English proficiency.

- Dedicated ELD Staffing: The school employs a dedicated ELD teacher for grades 2-6 and has bilingual instructional aides comprising 67% of the aide staff, providing language support resources for EL students.
- Tiered Intervention Structure: A structured intervention system is in place, with students performing two or more grade levels below receiving either Tier 2 Reading Intervention during the school day (30-minute sessions, 3-4 times weekly) or after-school tutoring programs.
- Evidence-Based Strategies: Teachers implement research-supported instructional approaches including think-pair-share, sentence frames, visual anchor charts, and metacognitive strategies to support language development.

Areas for Growth/Needs

Persistent Achievement Gap: Despite growth in I-Ready scores, EL students still lag behind the general population by 15 percentage points in reading proficiency (35% vs. 39% on/above grade level), indicating the need for more intensive interventions.

Inconsistent ELD Instruction Model: The current model involves different approaches across grade levels, with a dedicated ELD teacher for grades 2-6, while TK-1 students receive ELD from classroom teachers with varied expertise in language development strategies.

Declining ELPAC Proficiency: The significant drop in Summative ELPAC proficiency rates from 14.52% (2022-23) to 4.76% (2023-24) indicates a concerning trend in overall English language development, substantially below the 16% target.

Limited Progress Toward English Proficiency: Only 26% of EL students demonstrated progress toward English language proficiency in 2023-24, far below the target of 45%, suggesting systemic issues in the ELD program.

Coordination Between ELD and ELA Instruction: Limited evidence of systematic alignment between designated ELD instruction and core ELA curriculum, potentially creating disconnected learning experiences for EL students.

Monitoring Frequency: Quarterly monitoring of Long-Term English Learners and reclassified students may be insufficient for timely instructional adjustments, particularly for students significantly below grade level.

Resource Inequities

- Staffing Allocation: Only one dedicated ELD teacher serves grades 2-6, while TK-1 ELD instruction falls to classroom teachers who may have varying levels of expertise in language acquisition strategies.
- Inconsistent Program Delivery: Different ELD delivery models across grade levels (dedicated teacher vs. classroom teachers) create inequitable access to specialized language instruction for younger students.
- Professional Development Disparities: While the ELD teacher receives specialized training, there appears to be limited ongoing, job-embedded professional development in ELD strategies for all classroom teachers, particularly those in TK-1 who deliver ELD instruction.
- Assessment Systems: While I-Ready diagnostics are administered, there appears to be limited use of EL-specific formative assessment tools to monitor language development progress between major assessment windows.
- Time Allocation: Potential scheduling conflicts exist between ELD instruction, core ELA instruction, and intervention programs, potentially creating fragmented learning experiences for EL students.

Root Cause Analysis

Programmatic Inconsistency: The different models of ELD instruction between primary (TK-1) and upper grades (2-6) create inconsistent language support, particularly during the critical early literacy development years.

Professional Capacity Limitations: Classroom teachers, particularly in TK-1, may lack specialized training in effective strategies for supporting both language acquisition and literacy development simultaneously.

Integration Challenges: Limited evidence of systematic integration between designated ELD instruction and core ELA curriculum creates disconnected learning experiences that fail to reinforce language skills across contexts.

Language vs. Literacy Focus: The instructional approach may overemphasize general literacy skills without sufficient attention to the specific language development needs of EL students (vocabulary, syntax, discourse, etc.).

Assessment and Response Timing: Quarterly monitoring may not provide the frequent, targeted feedback necessary to make timely instructional adjustments for EL students, particularly those significantly below grade level.

Home-School Connection: Limited strategies for engaging EL families in supporting literacy and language development at home may reduce opportunities for language practice and reinforcement beyond the school day.

Language Development Continuum**:** Insufficient attention to the progression from oral language development to reading comprehension may create gaps in the foundational skills necessary for ELA success.

Action Plan for 2025-26 School Year

1. Strengthen ELD Program Structure: Expand the dedicated ELD teacher model to include all grade levels (TK-6) to ensure consistent, high-quality language instruction across the school. Implement a standardized ELD block in the master schedule with protected instructional minutes aligned with ELA core instruction. Develop clear articulation between designated and integrated ELD approaches to ensure language skills transfer across contexts. Create a language development continuum aligned with both ELD standards and ELA content standards to guide instruction at each grade level. Establish monthly cross-grade level articulation meetings to ensure program coherence and skill progression.

2. Enhance Professional Development: Provide comprehensive training in evidence-based EL strategies for all teachers, not just the ELD specialist, with particular focus on TK-1 educators who currently deliver ELD without specialized support. Implement coaching cycles specifically focused on integrated ELD strategies within ELA instruction. Create demonstration classrooms showcasing effective integration of language and literacy development. Develop grade-level exemplars of effective ELA lessons with embedded ELD supports. Establish professional learning communities focused specifically on accelerating EL achievement in ELA.

3. Strengthen Assessment and Monitoring Systems: Implement biweekly formative assessments of language development tied specifically to ELA content. Create individualized language development profiles for each EL student that track progress across all four language domains (reading, writing, listening, speaking). Develop data visualization tools that help teachers quickly identify language development needs within ELA context. Establish data review protocols that examine both academic content mastery and language development progress. Create clear decision-making guidelines for adjusting instruction based on assessment results.

4. Align Curriculum and Materials: Conduct an audit of current ELA curriculum to identify language demands and potential barriers for EL students at each level of English proficiency. Create supplemental language development materials that explicitly connect to core ELA content. Develop content-language objectives for each ELA unit that address both content mastery and language acquisition needs. Curate text sets that provide access to grade-level content with appropriate linguistic scaffolds. Create a language development toolkit for each classroom with resources aligned to different proficiency levels.

5. Intensify Intervention Approaches: Develop specialized literacy intervention protocols specifically designed for EL students that address both language and literacy needs simultaneously. Increase intervention frequency from 3-4 to 5 days weekly for EL students performing two or more years below grade level. Establish small group instruction models within core ELA blocks with targeted language support. Create content-based language development sessions that build vocabulary and linguistic structures related to upcoming ELA units. Develop summer and intersession programs specifically designed to accelerate EL literacy without learning loss.

6. Enhance Family Engagement: Create family literacy workshops specifically designed for families of EL students, focusing on supporting both home language and English development. Develop dual-language literacy materials that families can use at home to reinforce school learning. Establish regular communication channels specifically addressing language and literacy development progress. Create accessible resources explaining the connection between language development and literacy achievement. Develop a lending library of bilingual and culturally relevant texts for home reading.

7. Build Teacher Capacity: Provide stipends or other incentives for teachers pursuing additional certifications. Create an EL specialist role at each grade level to provide peer coaching and support. Develop demonstration videos of effective ELA strategies for EL students that teachers can reference. Establish lab classrooms where teachers can observe effective practices in action. Create collaborative planning time specifically focused on integrating language objectives into ELA instruction.

8. Strengthen Coordination of Services: Establish biweekly coordination meetings between ELD teachers, classroom teachers, and intervention specialists to ensure coherent support. Create clear communication protocols regarding EL student progress and needs. Develop systematic transition plans between intervention services and classroom instruction. Establish co-teaching models where ELD specialists support classroom teachers during ELA blocks. Create data-sharing systems that provide all stakeholders with current information on student progress.

9. Address Academic Language Development: Develop a schoolwide academic language framework that identifies essential vocabulary and linguistic structures across content areas. Create visual supports and reference materials for academic language that remain consistent across classrooms. Implement sentence frames and language scaffolds that progress in complexity throughout the year. Establish accountable talk routines that provide structured opportunities for language practice. Create content-specific language objectives for each ELA unit that explicitly teach the language needed for comprehension and expression.

10. Monitor Implementation and Impact: Establish clear success metrics beyond state indicators to track program effectiveness. Implement regular classroom observations using an ELD-specific lens to monitor strategy implementation. Create quarterly program reviews involving all stakeholders to identify strengths and needs. Develop a continuous improvement cycle with regular data collection and analysis. Establish clear benchmarks for EL progress in both language development and ELA achievement to monitor growth throughout the year.

By implementing this comprehensive action plan, Aspen Meadow Public School can address the identified needs of English Learners in ELA instruction, build upon existing strengths, and work toward moving from the RED performance level on the English Learner ELA Indicator in the coming years.

Math Academic Indicator Needs Assessment: 2024 Dashboard

Aspen Meadow Public School received a RED performance level for the Mathematics Indicator on the 2024 Dashboard specifically for the English Learner (EL) student group. This needs assessment examines the current math instructional program as it relates to EL students, identifies strengths and areas for growth, analyzes root causes of low performance, and develops an action plan to improve outcomes for the 2025-26 school year.

Current Status Overview

The English Learner student group received a red performance level for the Math Academic Indicator on the 2024 CA School Dashboard. While specific CAASPP Distance from Standard metrics are not clearly visible in the provided document, the RED performance level indicates significant underperformance relative to state expectations.

i-Ready diagnostic data shows that EL students have made progress during the 2024-25 school year:

- Fall 2024: 0% of EL students performing on or above grade level in math
- Spring 2025: 16% of EL students performing on or above grade level in math

However, this still represents a 12-point gap compared to the overall student population, which improved from 7% to 28% during the same period. AMPS has identified that students, particularly ELs, lack foundational skills in math facts and fluency, which impacts their ability to access grade-level content and demonstrate proficiency on assessments.

Areas of Strength

Growth in I-Ready Performance: EL students demonstrated substantial growth in math proficiency on I-Ready assessments from Fall to Spring (0% to 16% on/above grade level), indicating that current interventions are producing measurable positive results.

Focused Math Intervention Programs: The implementation of Reflex and Frax math intervention programs specifically targets foundational skills in math facts fluency and fraction concepts, which are critical building blocks for mathematical understanding.

Dedicated Math Coaching: The school employs a Math Coach who provides ongoing training in instructional practices and content delivery, supporting teachers in effective math instruction.

Structured Assessment System: Regular unit assessments in mathematics guide instruction, intervention strategies, and grading, providing ongoing data to inform instructional decisions.

Strategic Partnerships: The school has partnered with the Eurgubian Center to provide math tutors focusing on number sense for struggling learners during both the instructional day and after school.

Tiered Intervention System: A structured intervention system provides differentiated support based on assessment data, with Tier 1.5 interventions delivered by classroom teachers and instructional aides.

Areas for Growth/Needs

Persistent Achievement Gap: Despite growth, EL students still lag significantly behind the general population in math proficiency (16% vs. 28% on/above grade level), indicating the need for more intensive and targeted interventions.

Language Demands of Mathematics: Limited evidence of specific strategies addressing the unique language demands of mathematics for EL students, including specialized vocabulary, word problems, and mathematical discourse.

Beginning Point Disparity: The fact that 0% of EL students began the year at grade level in math (compared to 7% of all students) indicates a fundamental gap in mathematical foundations that requires intensive intervention.

Lack of EL-Specific Math Strategies: While general math interventions are mentioned, there is limited evidence of approaches specifically designed to address the dual challenge of language acquisition and mathematical concept development.

Professional Development Gaps: Limited evidence of specialized training for teachers in supporting ELs in mathematics, particularly regarding academic language development within mathematical contexts.

Monitoring Systems: Unclear frequency and specificity of progress monitoring for EL students in mathematics, potentially limiting timely instructional adjustments.

Resource Inequities

Staffing Allocation: No mention of math specialists specifically trained to address the needs of EL students in mathematics, potentially limiting access to targeted support.

Professional Development Focus: While professional development in math is mentioned, there is no specific indication of training focused on teaching mathematics to EL students.

Instructional Materials: No clear indication of specialized math materials designed to support language development within mathematical contexts for EL students.

Assessment Tools: Standard math assessments may not adequately capture the mathematical understanding of EL students if language barriers obscure their knowledge.

Time Allocation: Potential scheduling conflicts between ELD instruction, math intervention, and core instruction may create fragmented learning experiences for EL students.

Root Cause Analysis

Mathematical Language Barriers: The specialized academic language of mathematics creates additional hurdles for EL students beyond the conceptual challenges faced by all students.

Foundational Skill Deficits: The complete absence of EL students at grade level at the beginning of the year (0%) suggests significant gaps in foundational mathematical skills that impede current learning.

Instructional Approach Misalignment: Current math instruction may not adequately integrate language development strategies necessary for EL students to access mathematical content.

Assessment Language Demands: Standard mathematics assessments often contain complex linguistic structures that may obscure the mathematical understanding of EL students.

Limited Opportunities for Mathematical Discourse: EL students may have insufficient structured opportunities to engage in mathematical discussions that develop both language and conceptual understanding.

Disconnection Between ELD and Math Instruction: Potential lack of coordination between ELD instruction and mathematics content may leave EL students without the specific language tools needed for mathematical success.

Home Support Limitations**:** Families of EL students may face linguistic barriers to supporting mathematical learning at home, limiting reinforcement opportunities.

Action Plan for 2025-26 School Year

1. Enhance Mathematics Instruction for ELs: Develop a framework for integrating language objectives with mathematical content objectives in all math lessons. Create a bank of essential math vocabulary with visual supports and translations in predominant home languages. Implement structured mathematical discourse routines that provide scaffolded opportunities for ELs to engage in mathematical discussions. Develop word problem comprehension strategies specifically designed for ELs at different language proficiency levels. Incorporate visual models and manipulatives consistently to provide multiple access points to mathematical concepts beyond language.

2. Strengthen Professional Development: Provide comprehensive training for all math teachers on effective strategies for teaching mathematics to ELs. Create collaborative planning time between math teachers and ELD specialists to develop integrated approaches. Establish coaching cycles specifically focused on supporting ELs in mathematics. Develop demonstration lessons showcasing effective integration of language support in math instruction. Create grade-level exemplars of math lessons with embedded language scaffolds for ELs at different proficiency levels.

3. Enhance Assessment and Progress Monitoring: Implement biweekly formative assessments of mathematical understanding that minimize language barriers while accurately assessing conceptual knowledge. Create assessment accommodations appropriate for ELs at different language proficiency levels. Develop data visualization tools that help teachers quickly identify mathematical concepts that are challenging for ELs due to language or conceptual barriers. Establish

regular data review protocols that examine both mathematical content mastery and related language development. Create clear decision-making guidelines for adjusting instruction based on assessment results.

4. Intensify Foundational Skills Development: Expand the implementation of Reflex and Frax programs with additional time allocations for ELs performing significantly below grade level. Develop targeted small group instruction focused on prerequisite skills identified through diagnostic assessment. Create visual and manipulative-based approaches to developing number sense that minimize language demands initially. Establish math fluency routines that provide daily practice with essential skills while gradually incorporating related language development. Develop summer and intersession math programs specifically designed to accelerate EL progress in foundational math skills.

5. Strengthen Intervention Systems: Develop specialized math intervention protocols specifically designed for ELs that address both language and mathematical needs simultaneously. Increase math intervention frequency from the current schedule to daily sessions for ELs performing significantly below grade level. Establish co-teaching models where math specialists and ELD specialists collaborate during intervention blocks. Create content-based language development sessions that build mathematical vocabulary and linguistic structures. Implement peer tutoring programs with bilingual students to provide additional support and practice opportunities.

6. Enhance Instructional Resources: Audit current math curriculum to identify language demands and potential barriers for EL students at each level of English proficiency. Create supplemental resources that provide linguistic scaffolds for accessing grade-level math content. Develop dual-language math reference materials for key concepts and vocabulary. Curate technology resources that provide multiple representations of mathematical concepts with appropriate language support. Create a mathematics language toolkit for each classroom with resources aligned to different proficiency levels.

7. Build Family Math Capacity: Create family math workshops specifically designed for families of EL students, focusing on supporting mathematical learning at home regardless of English proficiency. Develop dual-language math activity kits that families can use at home to reinforce school learning. Establish regular communication channels specifically addressing mathematics development and progress. Create accessible resources explaining key mathematical concepts being taught in each unit with visual supports and translations. Create math homework support videos in multiple languages for key concepts and procedures.

8. Strengthen Coordination of Services: Establish biweekly coordination meetings between math teachers, ELD specialists, and intervention providers to ensure coherent support. Create clear communication protocols regarding EL student progress in mathematics. Develop systematic plans for transitioning students between intervention services and classroom instruction. Establish push-in support models where ELD specialists support classroom teachers during math blocks. Create data-sharing systems that provide all stakeholders with current information on student mathematical progress.

9. Develop Mathematical Discourse Capacity: Implement a schoolwide approach to mathematical discourse that provides scaffolded opportunities for ELs to engage in mathematical discussions. Create visual supports and sentence frames for mathematical explanations appropriate for different proficiency levels. Establish partner and small group structures that pair ELs with supportive peers for mathematical conversations. Develop a progression of mathematical language expectations aligned with ELD levels. Create opportunities for ELs to demonstrate mathematical understanding through multiple modalities beyond traditional verbal and written responses.

10. Monitor Implementation and Impact: Establish clear success metrics beyond state indicators to track program effectiveness for ELs in mathematics. Implement regular classroom observations using a math-ELD integrated lens to monitor strategy implementation. Create quarterly program reviews involving all stakeholders to identify strengths and needs in supporting ELs in mathematics. Develop a continuous improvement cycle with regular data collection and analysis focused on EL math performance. Establish clear benchmarks for EL progress in both language development within mathematical contexts and overall math achievement.

By implementing this comprehensive action plan, Aspen Meadow Public School can address the identified needs of English Learners in mathematics instruction, build upon existing strengths, and work toward moving from the RED performance level on the English Learner Math Indicator in the coming years.

2023 CA School Dashboard

The following table reflects Aspen Meadow Public School's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Yellow	N/A	Yellow	Yellow
English Learners	Yellow	Yellow	Green	N/A	Red	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Yellow	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Red	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Yellow
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Excerpt from the 2024-25 LCAP for the 2023 CA School Dashboard

Aspen Meadow Public School's 2024-25 LCAP was developed in consultation with its educational partners and adheres to the California Department of Education's (CDE) ATSI Planning Summary, as it applies to charter schools.

Suspension Rate Indicator & ATSI: Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks; implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on addressing student behavior challenges including de-escalation techniques. (See Goal 1, Action 3)

The Students with Disabilities (SWD) student group received a "Very high" status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Suspension Rate indicator resulting in eligibility for ATSI. A review of Aspen Meadow's dashboard indicated that the Students with Disabilities student group will need to be closely monitored for Suspensions in 2024-2025. After conducting a root cause analysis, the following were identified as needs:

2022-23: Suspension		
Student Group	**Total**	**Rate**
All Students	12	3.9%
Hispanic	10	4.2%
EL	1	1.5%
SED	10	3.9%
SWD	5	10.9%

1. A discipline matrix that includes restorative practices.
2. A formalized and systematic multi-tier system of behavioral support.
3. Training for behavior management.

A discipline matrix, which guides administrator decision-making in student discipline incidents, needs to be implemented and embedded with restorative practices. A system that embraces the concept of restorative practices benefits all students. This way, students learn strategies to make better behavior choices and restore relationships. A formalized and systematic multi-tiered system of behavioral support for students will be created by the administrative team in collaboration with the school counselor and school psychologist, creating a formalized system of support. All students, especially students with disabilities, will receive customized supports that are responsive to their needs. All teachers and relevant staff will receive professional development in classroom culture and de-escalation strategies. This will support staff in effectively responding to escalations in student behavior. Special education staff will also offer to conduct Functional Behavioral Assessments and add Behavior Intervention Plans to support staff in addressing specific student behavior with positive interventions and strategies. (See Goal 1, Action 4)

English Language Arts Academic Indicator: Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard.

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-51.5
Hispanic	-59.4
EL	-92.5
SED	-60.4

A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were not only historically large but were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted.

For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page. AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics. Classroom teachers will implement Tier 1.5 intervention using the i-Ready Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction. (See Goal 1, Action 2)

The English Learner (EL) student group received a red performance level for the ELA Academic Indicator on the 2023 CA School Dashboard. As a result of an analysis of EL academic performance, AMPS will implement the following services to support and improve EL language acquisition needs: (See Goal 1, Action 5)

- To improve the delivery of designated English Language Development (dELD), AMPS will hire an ELD teacher/EL Interventionist to deliver designated ELD, for ELs who received a Level 1 or 2. ELs who received a Level 3 or 4 on the Summative ELPAC will receive dELD from their classroom teacher. This credentialed teacher will also provide tiered language support for ELs at-risk of long-term EL status and provide training for teachers on implementing effective evidence-based tiered support for struggling EL students.

- ELs will be prioritized for academic tutoring, offered afterschool, during intersession and summer programming via ELOP.

- Bilingual Instructional Aides will provide small group instruction to support the language acquisition needs of ELs.

Using the Alliance for Resource Equity - 10 Dimensions of Education Resource Equity Tool, Aspen Meadow Public School identified the following ***resource inequities:***

- Positive & Inviting School Climate – AMPS will continue to implement PBIS, restorative practices and implement strategies to reduce suspension rates and reduce chronic absenteeism rates. (See Goal 1, Action 3)

- Student Supports & Intervention – we continue to provide tiered interventions and will continue to strengthen the delivery of instruction and tiered intervention. (See Goal 1, Action 2; Goal 1, Action 5)

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

Aspen Meadow Public School will continue to strengthen the delivery of designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. We will continue to monitor our new ELD programs and their effectiveness.

Reflections: Technical Assistance

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

Aspen Meadow Public School (AMPS) is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the indicators that triggered the Differentiated Assistance designation. This summary describes the basis for eligibility, the focus area selected through a data dive with the executive leadership team, the technical assistance work underway with FCSS, the use of Attendance Works resources, and the alignment of the technical assistance work with the 2026-27 LCAP.

Basis for Differentiated Assistance

Aspen Meadow Public School is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data.

2024 California School Dashboard

- English Learners**:** Academics (Priority 4) and Suspension Rate (Priority 6)

2025 California School Dashboard

- Students with Disabilities: Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6)
- Homeless Youth: Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6)
- African American**:** Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6)

While the Differentiated Assistance designation triggered targeted monitoring for the student groups identified above, the 2025-26 needs assessment confirmed that chronic absenteeism and suspension concerns extend schoolwide and affect every numerically significant student group at AMPS. The technical assistance plan therefore addresses both the targeted student groups identified through Differentiated Assistance and the schoolwide patterns that affect all students.

Data Dive and Selected Focus Area: As part of receiving technical assistance, Aspen Meadow Public School conducted a data dive with the executive leadership team to narrow the scope of this work. The team collectively decided to focus on Chronic Absenteeism (Priority 5), because this single focus area addresses all three student groups identified on the 2025 California School Dashboard (Students with Disabilities, Homeless Youth, and African American students). Focusing on Chronic Absenteeism also creates the conditions for sustained improvement on connected indicators, including the Suspension Rate Indicator, the ELA and Math Academic Indicators, and the English Learner Progress Indicator, because consistent student attendance is foundational to access to instruction, intervention, and social-emotional supports.

AMPS is currently assembling its improvement team to better understand the current attendance system at the school, develop a theory of improvement that connects the school's daily practices to the identified attendance outcomes, and begin the improvement journey alongside FCSS. The improvement team will include representation from administration, classroom teachers, the school counselor, the Family Resource Counselor, the registrar and front office staff, the Chief of Operations, and family and student voice through the existing parent and student engagement structures.

Community of Practice with FCSS: AMPS is participating in a Community of Practice led by FCSS during the 2025-26 and 2026-27 school years. The Community of Practice meeting in May 2026 will finalize the specific elements of the Differentiated Assistance Action Plan focused on Chronic Absenteeism. The Community of Practice provides AMPS with structured collaboration with other Fresno County schools facing similar improvement priorities, expert

facilitation by FCSS Differentiated Assistance staff, access to evidence-based intervention models, and a continuous improvement framework for implementation, progress monitoring, and refinement throughout the 2026-27 school year.

Use of Attendance Works Resources: AMPS will use the publicly available resources, tools, and frameworks from Attendance Works to support the implementation of the Differentiated Assistance Action Plan. Attendance Works is a national nonprofit organization that provides research-based resources, school-level toolkits, data tools, and family communication materials designed to reduce chronic absenteeism and strengthen school attendance for all students. The Attendance Works resources will be used in the following ways during the 2026-27 school year.

- Data Tools and Tiered Attendance Framework: AMPS will use the Attendance Works tiered attendance framework (Tier 1 universal prevention, Tier 2 early intervention, Tier 3 intensive intervention) to organize the Early Warning System and Attendance Team work described in the LCAP. The framework will guide how AMPS classifies students by attendance risk level and how interventions are matched to each tier.
- Data Tracking and Analysis: AMPS will use Attendance Works tools and templates for tracking weekly attendance data by student group, identifying patterns of chronic absence, and connecting attendance data with behavior and academic performance data. This work will integrate with the Infinite Campus Student Information System data already used by AMPS.
- Family Communication and Engagement Resources: AMPS will use Attendance Works family communication materials and templates to support the proactive truancy and Student Attendance Review Team (SART) meetings, the quarterly attendance celebrations for families, and the weekly attendance and behavior data sharing structures described in the LCAP.
- Professional Learning on Chronic Absenteeism: AMPS will use Attendance Works professional learning resources, briefs, and toolkits to support staff training in the root causes of chronic absenteeism, the difference between excused and unexcused absences, the equity dimensions of attendance, and the evidence-based practices that produce sustained reductions in chronic absenteeism.
- Student Voice and Engagement: AMPS will use Attendance Works resources designed to incorporate student voice into attendance work, integrating with the Student Focus Group and the Kelvin Climate and Culture Survey already used by AMPS.

Alignment with the 2026-27 LCAP

The technical assistance work is aligned with the 2026-27 LCAP and is operationalized through the following actions.

Goal 1, Action 3: MTSS - Addressing Social-Emotional and Behavioral Student Needs: The Differentiated Assistance Action Plan focused on Chronic Absenteeism is integrated into the LCAP through this action. The plan includes the Differentiated Assistance Community of Practice with FCSS, the monthly adult-student mentoring for grades 5 and 6, the schoolwide Anti-Bullying Campaign and Upstander Team, restorative practices and restorative re-entry, Check-In/Check-Out, Check and Connect for highest-need students, the Early Warning System, the Attendance Team and weekly progress monitoring, family engagement and quarterly celebrations, weekly Shout-outs and recognition, and Fifth Grade Targeted Support. Attendance Works resources will support the Early Warning System, the Attendance Team progress monitoring, and the family engagement components.

Goal 1, Action 4: Services to Support Students with Disabilities: The Differentiated Assistance work for SWD is integrated through this action, including the discipline matrix incorporating restorative practices, the multi-tiered behavioral support system, the Thinkery regulation space, Inclusive Co-Teaching, the Early Warning System review of IEP accommodations and BIP fidelity, and the related staff capacity-building components. The El Dorado Charter SELPA supports this work in addition to FCSS.

Goal 1, Action 2: MTSS - Addressing Academic Needs to Accelerate Learning: The Differentiated Assistance work on academic indicators is integrated through this action, including the after-school Tier 2 Reading Intervention with priority access for English Learners and SWD, the outside math vendor partnership for Tier 2 Math intervention, the Tier 1.5 classroom intervention, and the Extended Learning Opportunities Program. Attendance Works resources support the connection between attendance and academic intervention scheduling so that students do not miss their Tier 2 supports.

Goal 1, Action 5: Strengthening English Learner (EL) Program and Services: Sustained FCSS ELD Coaching Partnership. AMPS will continue to engage the Fresno County Superintendent of Schools (FCSS) ELD Coach for professional learning, ELPAC practice test demonstrations at every grade level, and classroom observations with feedback on EL instructional practice; and to address the gap between strong ELPI progress and English Learner performance on the academic indicators.

Goal 2, Action 2: Professional Learning: The staff capacity-building required to implement the Differentiated Assistance Action Plan is delivered through this action, including training in trauma-informed classroom practices, the behavior versus disability distinction, restorative practices, the Verbal De-Escalation Cycle, Check-In/Check-Out and Check and Connect monitor preparation, the monthly mentoring protocol for grades 5 and 6, and the Anti-Bullying and Upstander Team facilitation. Attendance Works resources support the professional learning components related to chronic absenteeism root causes and family engagement.

Goal 3, Action 1: Promoting a Positive School Climate, Health, and Safety: The school climate and student engagement components of the Differentiated Assistance work are integrated through this action, including the Anti-Bullying Curriculum using StopBullying.gov resources, the Kelvin Survey administration, the Weekly Shout-outs and PBIS recognition, and the School Ambassadors program. Attendance Works resources support the schoolwide attendance culture work that aligns with school climate.

Goal 3, Action 3: Opportunities Provided to Support Parent Engagement and Participation: The family-facing components of the Differentiated Assistance work are integrated through this action, including the quarterly attendance celebrations, the proactive truancy and SART meetings, the weekly attendance and behavior data sharing with the school community, the restorative re-entry meetings with parents, the Family Resource Counselor outreach to Homeless and Foster Youth families, and the planned exploration of English classes for parents. Attendance Works family communication resources directly support these components.

Targeted and Schoolwide Application

The Differentiated Assistance designation triggered targeted monitoring for the Students with Disabilities, Homeless Youth, and African American student groups on the 2025 Dashboard, in addition to the 2024 English Learner designation. The LCAP and this technical assistance plan apply the most intensive interventions to these student groups, including Check and Connect for highest-need students, the Family Resource Counselor outreach, the Early Warning System case management, and restorative practices delivered with explicit adaptation for neurodiversity and trauma. At the same time, because the needs assessment confirmed that chronic absenteeism affects every numerically significant student group schoolwide and suspension affects multiple student groups, the universal components of the plan are deployed schoolwide. These universal components include the schoolwide Anti-Bullying Campaign, the monthly adult-student mentoring for grades 5 and 6, the weekly attendance and behavior data sharing, the Empower Hour standardization, the PBIS recognition system, and the family-facing engagement events. This combination of targeted and schoolwide application reflects the dual nature of AMPS's improvement needs.

Progress Monitoring and Reporting

AMPS will monitor the effectiveness of the technical assistance work through the following structures. The Attendance Team will conduct weekly progress monitoring meetings to review schoolwide attendance and behavior referral data, identify students who are emerging as at-risk, coordinate family outreach, and adjust supports. Monthly Intervention Meetings (MIMs) at each grade level will review academic, behavioral, and attendance data for individual students. The Community of Practice with FCSS will provide quarterly progress monitoring against the Differentiated Assistance Action Plan, with adjustments made based on data review. Since the Dashboard is a lagging indicator, the 2027 California School Dashboard performance levels on the Chronic Absenteeism Indicator and the Suspension Rate Indicator will be the primary external accountability measure for the effectiveness of the technical assistance work.

The technical assistance work underway at AMPS in partnership with FCSS is grounded in two consecutive years of California School Dashboard data and is focused on Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across multiple indicators and student groups. The executive

leadership team's data dive narrowed the scope of the work, the improvement team is being assembled to develop a theory of improvement and execute the plan, the Community of Practice with FCSS provides structured collaboration and expert facilitation, and Attendance Works resources are integrated throughout the plan to provide research-based tools, family communication materials, and data tracking frameworks. The technical assistance work is fully aligned with the 2026-27 LCAP, with specific Goal and Action connections identified above, ensuring coherence between the Differentiated Assistance Action Plan and the school's broader improvement strategy.

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.

Aspen Meadow Public School is not eligible for Comprehensive Support and Improvement.

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 eligible.

Monitoring and Evaluating Effectiveness

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

Not eligible.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Site Principals and Aspen Public Schools (CMO) Leadership** A summary of the process used to engage Site Principals and the Aspen Public Schools (CMO) leadership team in the development of the 2026-27 LCAP for Aspen Meadow Public School (AMPS) is provided below. Engagement with administrators occurred through structured one-on-one meetings between the AMPS School Principal and the Chief Academic Officer (CAO), one-on-one meetings between the AMPS Principal and Vice Principal, and four formal joint sessions between Site Principals and the CMO leadership team during the 2025-26 school year. **Joint Sessions: Site Principals and CMO Leadership** **July 30, 2025: Staff Handbook Review.** Site Principals and the CMO leadership team reviewed the Staff Handbook in preparation for the 2025-26 school year. The group recommended that upcoming professional development include a focused podcast and slide deck summarizing the Staff Handbook so that staff have multiple access points to the handbook content. **October 23, 2025: Policy Binder Review.** Site Principals and the CMO leadership team reviewed the Policy Binder, including protocols in the event that Immigration and Customs Enforcement (ICE) visits a school site. The group affirmed the importance of consistent, well-communicated protocols across school sites. **April 10, 2026: Budget Lunch.** Site Principals and the CMO leadership team discussed enrollment projections and the 2026-27 site budgets, including student supports. The discussion specifically addressed the alignment of federal categorical funding sources with the school's improvement priorities, including Title I, Title II, Title III, and Title IV funds, as well as the use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year. The group also discussed AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards, and the implications of Differentiated Assistance for school site planning, evidence-based intervention selection, and resource allocation for the 2026-27 LCAP. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the academic, chronic absenteeism, and suspension indicators that triggered Differentiated Assistance eligibility. **May 21, 2026: Event Planning Lunch.** Site Principals and the CMO leadership team discussed the importance of school sites proactively completing event forms so that CMO teams can accommodate all requests in a timely

Educational Partner(s)	Process for Engagement
	manner. The conversation reinforced the role of CMO operational support in enabling site-level family engagement and student programming. **One-on-One Meetings: AMPS Principal and Vice Principal** The AMPS Principal and Vice Principal met on twelve occasions during the 2025-26 school year, on September 2, September 16, September 30, November 4, November 21, January 20, March 3, April 7, April 28, May 5, May 12, and May 18. Topics discussed included the effectiveness of the MTSS process, student incidents, staff concerns, classroom walkthroughs, preparation for FUSD oversight visits, English Learner Advisory Committee (ELAC) and Smarter Balanced Assessment Consortium (SBAC) assessment planning, Infinite Campus Student Information System data and entries, preparation for the 2026-27 school year, and student supports. The Principal and Vice Principal also reviewed how Title I and Title III funds support site-level student supports, the planned use of LREBG funds during 2026-27, and the implications of AMPS's eligibility for Differentiated Assistance for site-level planning, evidence-based intervention selection, and the FCSS partnership. The recurring recommendation from these meetings was the importance of following the established MTSS, behavioral, and operational systems consistently and communicating the content of those systems clearly to students, staff, and families. **One-on-One Meetings: Chief Academic Officer and AMPS School Principal** The Chief Academic Officer (CAO) and the AMPS School Principal met on nine occasions during the 2025-26 school year, on October 25, November 3, December 1, December 15, January 12, February 9, February 23, March 9, and May 4. Topics discussed included the LCAP budget, curriculum, the Beyond SST Platform, SBAC planning, data platforms, Differentiated Assistance Student Focus Group data, instructional coaching cycles, teacher effectiveness, i-Ready and mClass implementation and data, staff development, ELD, ELA, and Math instructional walkthroughs, and Kelvin Survey data. The CAO and Principal specifically reviewed how Title I funds support the i-Ready Teacher Toolbox, instructional aides, and Teaching Fellows; how Title II funds support teacher induction and professional learning; how Title III funds support English Learner instruction and services; and how the one-time LREBG funds will be allocated during 2026-27. They also reviewed AMPS's eligibility for Differentiated Assistance, the Community of Practice work being undertaken with FCSS to address chronic absenteeism schoolwide with targeted monitoring of the Students with Disabilities, Homeless, and Black or African American student groups, and the evidence-based interventions and progress monitoring approaches required to support sustained improvement across all Dashboard indicators. The recurring recommendation from these meetings was that the more AMPS monitors and emphasizes successes for the school community, the more motivated students, staff, and families become to sustain and accelerate improvement. **Influence on the 2026-27 LCAP** The administrator engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The recurring focus on the consistency of MTSS, classroom, and behavioral systems supported the structure of the MTSS Academic and MTSS Social-Emotional actions, including the standardized Empower Hour

Educational Partner(s)	Process for Engagement
	implementation and the Differentiated Assistance integration with FCSS. The discussions of Title funding, LREBG funding, and Differentiated Assistance eligibility supported the resource allocation across the LCAP actions, including the Title I funding for the i-Ready Teacher Toolbox, instructional aides, and Teaching Fellows, the Title II funding for teacher induction, and the planned use of LREBG funds in 2026-27. The CAO and Principal review of instructional coaching cycles, i-Ready data, and Kelvin Survey results informed the Math Instructional Coach role, the standardized Empower Hour implementation, the monthly adult-student mentoring structure for grades 5 and 6, and the integration of the Differentiated Assistance Action Plan with the academic improvement priorities.
Teachers	A summary of the process used to engage AMPS teachers in the development of the 2026-27 LCAP is provided below. Engagement with teachers occurred through three Kelvin Climate and Culture data review sessions and through weekly Friday professional learning, planning, and reflection meetings held throughout the 2025-26 school year. **Kelvin Climate and Culture Data Review Sessions** AMPS held three Kelvin Climate and Culture data review sessions with teachers during the 2025-26 school year, on September 29, 2025, January 20, 2026, and April 13, 2026. At each session, the school leader shared Kelvin Survey results gathered from staff, families, and students and gathered teacher input on the data. The school leader also shared information about the school's federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. Teachers learned that AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address chronic absenteeism schoolwide, with targeted monitoring of the Students with Disabilities, Homeless, and Black or African American student groups, and discussed how these resources should be aligned with the school's improvement priorities. The recurring recommendation from teachers across these three sessions was that teachers want to be more involved in the decision-making process at the school, including decisions about how categorical and one-time funds are used to support classroom instruction. **Weekly Friday Professional Learning, Planning, and Reflection** AMPS teachers met every Friday from August 8, 2025 through June 5, 2026 for professional learning, planning, and reflection. The weekly meeting agenda addressed a wide range of topics across the school year, including teacher planning and intervention planning, data review, English Language Development professional learning delivered in partnership with FCSS, virtual grade-level team reflection, Empower Hour MTSS data analysis, vertical alignment planning across grade levels, Leader in Me implementation, Campus Connect culture work, Open SciEd training in science, Math curriculum adoption preview, teacher and instructional aide check-ins, SBAC Moodle trainings, the development of personal and schoolwide Wildly Important Goals (WIGs), the K through 5 Innovamat math curriculum calls, SBAC testing plan and schedule, and the end-of-year meeting. Throughout the year, the school leader periodically reviewed with the team how Title I, Title II, and Title III funds support specific elements of the instructional program (including instructional aides, Teaching Fellows, teacher induction, i-Ready, and EL services),

Educational Partner(s)	Process for Engagement
	how LREBG funds will be used in 2026-27, and how AMPS's eligibility for Differentiated Assistance informs evidence-based intervention selection and progress monitoring practices in the classroom. Teachers shared three recurring recommendations through this work. First, the team agreed that reviewing, monitoring, and communicating data to students and staff is very important to sustaining and accelerating improvement. Second, teachers expressed the desire to have dedicated time to work and plan with their school instructional aide so that classroom intervention can be delivered with coherence and consistency. Third, teachers shared that they valued the math pilot, in which two different mathematics curricula were piloted during the year, and their input was taken into consideration when the decision was made to adopt Innovamat as the new K through 5 mathematics curriculum for the 2026-27 school year. **Influence on the 2026-27 LCAP** The teacher engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The teacher request to be more involved in the decision-making process, including decisions about categorical and one-time funding, supported the structure of the weekly Friday professional learning model, the grade-level lead teacher stipend leadership roles, and the planned use of structured collaboration time described in the Professional Learning action. The teacher recommendation around data review, monitoring, and communication supported the Weekly Shout-outs system, the weekly attendance and behavior data sharing structure, and the standardized Empower Hour implementation across grade levels described in the MTSS Academic and MTSS Social-Emotional actions. The teacher request for dedicated planning time with instructional aides supported the Tier 1.5 intervention staffing model described in the MTSS Academic action and the inclusion of structured collaboration time in the Professional Learning action. The teacher input gathered through the K through 5 math curriculum pilot directly informed the Innovamat adoption described in the Core Curricular Program Needs action and the Math Instructional Coach role described in the Professional Learning action.
Classified/Other Staff	A summary of the process used to engage classified staff and other personnel in the development of the 2026-27 LCAP is provided below. Engagement with classified staff occurred through four Instructional Aide Training and Meeting sessions facilitated by the Vice Principal during the 2025-26 school year. **Instructional Aide Training and Meetings** AMPS held four Instructional Aide Training and Meeting sessions during the 2025-26 school year, on August 7, 2025, August 26, 2025, September 3, 2025, and December 9, 2025. The sessions were facilitated by the Vice Principal and addressed Human Resources protocols and policies, Leader in Me personal goal setting, restorative conversations with students, crisis response procedures, and culture-building activities for the instructional aide team. The Vice Principal also shared with classified staff information about the school's federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The discussion focused on how Title I funds support instructional aide

Educational Partner(s)	Process for Engagement
	staffing and student supports, how the planned LREBG expenditures will affect classroom-level instructional resources, and how AMPS's Differentiated Assistance work in partnership with the Fresno County Superintendent of Schools (FCSS) informs the chronic absenteeism, suspension, and academic intervention practices that classified staff support during the school day. Classified staff shared two recurring recommendations through these sessions. First, staff shared that because the school has been short-staffed during the 2025-26 school year, everyone has been helping to cover gaps across classrooms and during student transitions. Second, staff raised "what-if" scenarios involving their classrooms and students, indicating a desire for additional preparation and protocols for student behavioral and crisis situations they may encounter in their daily work. **Influence on the 2026-27 LCAP** The classified staff engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The classified staff observation that everyone has been helping to cover staffing gaps supported the budget review of instructional aide and Teaching Fellow staffing for 2026-27, including the planned Title I and LCFF Supplemental and Concentration (S&C) funding for instructional aides and Teaching Fellows described in the MTSS Academic action. The classified staff request for additional preparation on student behavioral and crisis scenarios supported the staff capacity-building components described in the Services to Support Students with Disabilities action and the Professional Learning action, including training in restorative practices, Verbal De-Escalation Cycle techniques, trauma-informed classroom practices, and Check-In/Check-Out and Check and Connect implementation. The classified staff input on Title funding, LREBG funding, and Differentiated Assistance eligibility informed the alignment of categorical and one-time funding with the staffing and professional learning structures that classified staff support across the LCAP actions.
Students	A summary of the process used to engage AMPS students in the development of the 2026-27 LCAP is provided below. Engagement with students occurred through three schoolwide Kelvin Climate and Culture data review sessions and through a Student Focus Group facilitated by the school leader, with a second focus group session scheduled before the close of the 2025-26 school year. **Kelvin Climate and Culture Data Review Sessions** AMPS held three Kelvin Climate and Culture data review sessions with students during the 2025-26 school year, on September 29, 2025, January 20, 2026, and April 13, 2026. At each session, students completed the Kelvin Survey and the school leader reviewed the schoolwide results with students. The school leader also shared age-appropriate information with students about how the school is funded, including federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance on the California School Dashboard. Students learned that AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to improve attendance, suspension, and academic outcomes for all students at the school.

Educational Partner(s)	Process for Engagement
	The discussion supported student understanding of how the school sets improvement priorities and uses its resources to support student learning. Student input from the three Kelvin sessions surfaced three recurring themes. The top-rated metric for students was the opportunity to take part in decision-making, with 63% of students reporting that they have such opportunities. Only 60% of students reported feeling that adults at the school treat people from different races, ethnicities, and cultures fairly. Approximately 58% of students reported feeling that they have chances to help decide things such as class activities and classroom rules. **Student Focus Group** In response to the Kelvin Survey results, the school leader convened a Student Focus Group of 18 students in grades 4 through 6 (six students per grade level) on April 30, 2026, to discuss the Kelvin Survey feedback in greater depth. A second focus group session is scheduled for May 27, 2026, to discuss next steps and possible solutions identified by students. Topics discussed during the April 30 session are summarized below by theme. **Fairness, Bias, and Racial Equity.** Students reported that adults do not treat everyone equally and that some teachers hold personal biases. Students described specific patterns connected to skin tone. In discipline, students reported that darker-skinned students were perceived to face harsher, collective punishments (such as the whole group being required to re-walk lines due to one student's mistake), while lighter-skinned students were exempt from the same consequences. In academic support, some students reported that darker-skinned peers received a disproportionate amount of homework help. **Bullying and Lack of Staff Intervention.** Students reported ongoing bullying and described teacher promises to intervene as not consistently followed through. Students also reported a perception that some teachers favor or take the side of students who engage in bullying behavior. Yard aides were specifically identified as not consistently intervening during verbal altercations at recess. **Overly Strict Discipline and Communication.** Students described feeling overwhelmed by negative messaging and overly strict rules. Students reported that classes have lost free time, including "Fun Friday," due to the actions of a few individuals, which has bred resentment toward the consequence structure. **Support Systems and Student Anxiety.** Students reported feeling that they do not always receive enough explanation or support with assignments, leaving them confused about expectations. Students also reported that while the All4Youth Therapist is available to support students, the public manner in which students are called out to attend sessions has caused embarrassment and anxiety for some students. **Student-Proposed Solutions** When asked how to improve the school climate, the focus group highlighted three actionable areas. First, students requested that AMPS revamp classroom engagement by making learning more interactive and supportive, with more direct teacher help on assignments and the introduction of fun activities. Second, students requested that AMPS commit to consistent fairness so that both teachers and recess aides treat all students equally, regardless of skin tone or personal preferences. Third, students requested that AMPS abolish group consequences for individual behavior so

Educational Partner(s)	Process for Engagement
	that cooperative students can continue to enjoy earned privileges such as Fun Friday. **Influence on the 2026-27 LCAP** The student engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The student-identified concerns about fairness, racial bias in discipline, and inconsistent staff intervention informed the Suspension Rate Indicator action plan, including the schoolwide implementation of Restorative Practices, training in the behavior versus disability distinction and culturally responsive practice, and the 5th Grade Targeted Support Plan responding to discipline patterns. The student feedback about bullying and lack of staff intervention directly informed the schoolwide Anti-Bullying Campaign and the student-led Upstanders Club, both of which originated from student focus group input. The student request for greater fairness and consistency in classroom and recess supervision informed the staff capacity-building components in the Professional Learning action, including training in restorative practices, PBIS for neurodiversity, and Verbal De-Escalation Cycle techniques. The student request to be more involved in decision-making informed the monthly adult-student mentoring structure for grades 5 and 6, in which a designated staff member meets monthly with each student to hear how the student is doing and to discuss the student's current academic and social-emotional goals. The student concern about the manner in which students are called out for mental health sessions informed the planned coordination with All4Youth on more private and student-affirming session scheduling protocols. The discussion of Title funding, LREBG funding, and Differentiated Assistance eligibility supported student understanding of how the school's resources are aligned with the improvement priorities students themselves identified, and reinforced student ownership of the school's improvement work.
Student Advisory Committee	Aspen Meadow Public School serves grades TK-6, therefore is not required to form a Student Advisory Committee.
Parents, Including Parents of Unduplicated Pupils and Parents of Students with Disabilities	A summary of the process used to engage AMPS parents in the development of the 2026-27 LCAP is provided below. Engagement with parents, including parents of unduplicated pupils (Socioeconomically Disadvantaged students, English Learners, Foster Youth, and Homeless Youth) and parents of Students with Disabilities, occurred through three Parent Nest Connection Meetings and ten Parent Lighthouse Team (Family Leadership) Meetings held during the 2025-26 school year. **Parent Nest Connection Meetings** AMPS held three Parent Nest Connection Meetings with families during the 2025-26 school year, on August 26, 2025, February 24, 2026, and April 16, 2026. Two of the meetings were facilitated by the school Principal, and one meeting was facilitated by the Chief Academic Officer (CAO). Topics discussed at the meetings included parental involvement, the 7 Habits framework from Leader in Me, i-Ready Diagnostic results for ELA and Mathematics, intervention systems and Tier 2 supports, and upcoming family and school events. The Principal and CAO also shared with families information about the school's federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. Families learned that AMPS is partnering with the Fresno County Superintendent of Schools

Educational Partner(s)	Process for Engagement
	(FCSS) during the 2026-27 school year to address chronic absenteeism schoolwide, with targeted monitoring of the Students with Disabilities, Homeless, and Black or African American student groups, and that the Differentiated Assistance Community of Practice is meeting in May 2026 to determine the specific elements of the Action Plan. Families shared the following recurring recommendations across the three Parent Nest Connection Meetings. In the area of sports programming, families requested options for the younger grades and additional offerings specifically for girls. In the area of field trips, families asked why some classes are not going on field trips, expressed the view that there should be a schoolwide expectation that all grade levels participate in relevant trips, and asked AMPS to expand the field trip portfolio beyond the zoo. In the area of academic programs, families expressed support for academic programs and challenges such as the Spelling Bee and Peach Blossom and asked that AMPS offer more programs of this type. **Parent Lighthouse Team (Family Leadership) Meetings** AMPS held ten Parent Lighthouse Team (Family Leadership) Meetings during the 2025-26 school year, on July 29, 2025, September 15, 2025, October 6, 2025, November 3, 2025, December 8, 2025, January 12, 2026, February 2, 2026, March 2, 2026, April 13, 2026, and May 11, 2026. The meetings provided a structured family leadership space in which parents engaged with the school's program overview, the 7 Habits framework, school fundraisers, and family-facing events. The school leader also reviewed with the Parent Lighthouse Team information about Title funding, the planned use of LREBG funds during 2026-27, and AMPS's eligibility for Differentiated Assistance, gathering Parent Lighthouse Team input on how these resources should be aligned with the school's improvement priorities and family engagement work. The Parent Lighthouse Team shared four recurring recommendations across the ten meetings. First, parents requested information on where school funding is going so that families understand how resources support their children's education. Second, parents requested a flyer with a QR code that families can use to make donations, and asked whether the school can accept donations through Venmo or Cash App to make giving more accessible to families. Third, parents requested better and more personal communication from the school. Fourth, the Parent Lighthouse Team suggested hosting a Parent Lighthouse Team table once per week to provide an accessible entry point for parents to become involved in school leadership. **Influence on the 2026-27 LCAP** The parent engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The parent request for information on where school funding is going directly informed the transparency commitments built into the LCAP, including the public posting of the Plan Summary, the budget overview for educational partners, and the cross-walks between funding sources and actions across the LCAP. The parent request for better and more personal communication informed the family engagement and parent partnership components described in the Opportunities Provided to Support Parent Engagement and Participation action, including teacher weekly newsletters and personal positive messages to families, the quarterly attendance celebrations for families, the proactive truancy and Student Attendance Review Team (SART) meetings, the family engagement events through the

Educational Partner(s)	Process for Engagement
	Community Schools Coordinator and Family Engagement Coordinator, and the continued sharing of California School Dashboard, i-Ready, and ELPAC data with families during PAC, EL-PAC, Parent Nest Connection, and ELAC meetings. The parent request for additional sports programming for younger grades and for girls, additional field trip opportunities at every grade level, and additional academic enrichment programs such as the Spelling Bee and Peach Blossom informed the Broad Course of Study action and the family-facing programming described in the Promoting a Positive School Climate, Health, and Safety action and the Opportunities Provided to Support Parent Engagement and Participation action. The Parent Lighthouse Team request for a weekly leadership table and a more accessible donation platform supports the school's continued investment in parent leadership development through the Parent Leadership Classes described in the Opportunities action. The discussion of Title funding, LREBG funding, and Differentiated Assistance eligibility with families informed the alignment of categorical and one-time funding with the family-facing components of the LCAP, including the family engagement components of the Chronic Absenteeism and Suspension Rate Indicator action plans, the Family Resource Counselor expansion for Homeless and Foster Youth families, and the parent partnership work that supports the Differentiated Assistance Community of Practice with FCSS.
Parent Advisory Committee	A summary of the process used to engage the Parent Advisory Committee (PAC) in the development of the 2026-27 LCAP is provided below. Engagement with the PAC occurred through four scheduled meetings facilitated by the school Principal during the 2025-26 school year, consistent with the requirements of California Education Code 52062(a)(1). **Parent Advisory Committee Meetings:** AMPS held four PAC meetings during the 2025-26 school year, on September 4, 2025, November 6, 2025, February 12, 2026, and May 21, 2026. The meetings were facilitated by the school Principal and addressed a comprehensive set of LCAP-related topics across the year. The PAC reviewed the LCAP indicators and the 2024-25 California School Dashboard data, including the ELA Academic, Math Academic, English Learner Progress, Chronic Absenteeism, and Suspension Rate Indicators. The PAC discussed how parents can participate in the school community, reviewed student academic achievement and behavior data, examined the fall, winter, and spring Kelvin Climate and Culture Survey results, and reviewed ELPAC assessment results for English Learner students. The Principal also shared with the PAC information about the school's federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The PAC learned that AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address chronic absenteeism schoolwide, with targeted monitoring of the Students with Disabilities, Homeless, and Black or African American student groups, and that the Differentiated Assistance Community of Practice is meeting in May 2026 to determine the specific elements of the Action Plan. The Principal gathered PAC input on how Title funding, LREBG funding, and the Differentiated Assistance work should be aligned with the parent engagement priorities and family-facing supports across the LCAP.

Educational Partner(s)	Process for Engagement
	PAC Recommendations: The PAC shared six recurring recommendations across the four meetings. First, parents suggested using videos of parent testimonials to increase parent engagement and to make engagement opportunities more visible to families who have not yet participated. Second, parents requested that AMPS hold an informational parent meeting to provide guidance on how to address student behavior issues effectively at home, so that families have practical tools that align with the school's PBIS and Leader in Me frameworks. Third, parents recommended that AMPS send out a survey to determine parent availability for meetings, so that future meetings are scheduled at times that maximize parent participation. Fourth, parents requested that AMPS provide bus transportation to support family attendance at school meetings and events. Fifth, parents recommended that AMPS create a dedicated ParentSquare group for the PAC to support direct communication between the school and PAC leadership. Sixth, parents requested that AMPS host meal-times with families at the school as a structured opportunity for school-home connection. **Influence on the 2026-27 LCAP** The PAC engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The PAC review of the 2024-25 California School Dashboard data, the Kelvin Climate and Culture Survey results, and the ELPAC assessment results informed the priority student group focus across the 2026-27 needs assessments, including Students with Disabilities, English Learners, Homeless Youth, and Black or African American students. The PAC discussion of Title funding, LREBG funding, and Differentiated Assistance eligibility informed the resource alignment across the LCAP actions, particularly the family engagement components of the Chronic Absenteeism and Suspension Rate Indicator action plans and the family-facing services supported by the Family Resource Counselor described in the MTSS Social-Emotional action. The PAC request for parent testimonial videos and a dedicated ParentSquare PAC communication group supported the family engagement transparency and communication commitments described in the Opportunities Provided to Support Parent Engagement and Participation action. The PAC request for an informational parent meeting on addressing student behavior at home supported the parent education and Parent Leadership Class structure within the Opportunities action and aligned with the family-facing components of the Anti-Bullying Campaign described in the MTSS Social-Emotional action. The PAC requests for a meeting availability survey, bus transportation to support family attendance, and meal-times with families at the school supported the structural family engagement commitments in the Opportunities action and reinforced the school's reliance on the Community Schools Coordinator, the Family Engagement Coordinator, and the Family Resource Counselor to remove logistical barriers to family participation. **Written Responses to Committee Comments** In accordance with California Education Code 52062(a), the school Principal provided written responses to the comments and recommendations of the PAC. The written responses identified how each recommendation has been addressed in the 2026-27 LCAP or, where a recommendation cannot be fully implemented in 2026-27, will provide the rationale and identify alternative approaches or future planning steps.

Educational Partner(s)	Process for Engagement
(Combined) **English Language Advisory Committee/DELAC/English Learner Parent Advisory Committee**	A summary of the process used to engage the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC) in the development of the 2026-27 LCAP is provided below. Engagement with these committees occurred through four scheduled meetings during the 2025-26 school year, consistent with the requirements of California Education Code 52062(a)(2). **ELAC, DELAC, and EL-PAC Meetings** AMPS held four joint ELAC, DELAC, and EL-PAC meetings during the 2025-26 school year, on September 25, 2025, January 22, 2026, March 26, 2026, and May 28, 2026. The meetings addressed a comprehensive set of LCAP and English Learner program topics across the year. The committees held ELAC and DELAC elections at the beginning of the year to establish parent representation. The committees reviewed the delivery of the English Learner school program, including integrated and designated English Language Development (ELD) instruction. The committees reviewed the Initial and Summative English Language Proficiency Assessments for California (ELPAC) administration, the Reclassified Fluent English Proficient (RFEP) process, and the four-criterion Reclassification Process used at AMPS. The committees reviewed ELPAC resources available for parents to support their children's language development at home. The committees also conducted the Midyear LCAP Review and the EL-PAC Requirements Checklist, reviewed academic data for English Learner students (including i-Ready Reading and Mathematics Diagnostic data and ELPAC results), and reviewed the 2026-27 LCAP and the English Learner progress and plan for the coming year. The 2025 California School Dashboard performance for English Learners was a particular focus of the spring meetings. The committees learned that AMPS received a Blue performance level on the English Learner Progress Indicator (ELPI), with 61.7% of English Learners making progress toward English language proficiency on the 2025 Dashboard. The committees also reviewed the EL student group's improvement from Red on the 2024 Dashboard to Orange on the 2025 Dashboard for the ELA Academic Indicator, and from Red to Yellow for the Math Academic Indicator, while noting that English Learners remain below standard on both academic indicators. The Principal also shared with the committees information about the school's federal categorical funding sources (Title I, Title II, Title III, and Title IV), the planned use of one-time Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, and AMPS's eligibility for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The committees learned that AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year, and that AMPS's Differentiated Assistance eligibility for 2024 was triggered in part by English Learner performance on the ELA Academic Indicator (Priority 4). The Principal specifically reviewed how Title III funds support English Learner instruction and services and gathered committee input on how Title funding, LREBG funding, and the Differentiated Assistance work should be aligned with the English Learner program priorities and family-facing supports in the LCAP. The committees also discussed the planned elimination of the part-time ELD teacher position for 2026-27 due to budgetary constraints associated with declining enrollment and the redistribution of integrated and designated ELD responsibility to all general education teachers. **Committee Recommendations:** The committees shared a recurring recommendation across the four meetings. Parents continuously asked that English classes be available for them at the school, so that they can learn English to better

Educational Partner(s)	Process for Engagement
	support their students at home. This request has been expressed at multiple meetings and represents a clear, sustained priority from English Learner families. **Influence on the 2026-27 LCAP** The ELAC, DELAC, and EL-PAC engagement described above directly informed the development of the 2026-27 LCAP in the following ways. The committee review of the English Learner Progress Indicator, the ELA and Math Academic Indicators, and the i-Ready and ELPAC data for English Learners informed the Strengthening English Learner Program and Services action, including the continued partnership with the FCSS ELD Coach, the continued schoolwide ELD practices (sentence starters, sentence frames, bilingual classroom environments, in-classroom designated ELD delivery), the continued after-school Tier 2 Reading Intervention with priority access for English Learners, the bi-monthly ELPAC practice tests, and the staff capacity-building components that support all general education teachers in delivering both integrated and designated ELD daily. The committee review of the planned elimination of the part-time ELD teacher position and the redistribution of ELD responsibility to general education teachers informed the staff capacity-building components in the EL action, including the professional learning for all teachers in integrated and designated ELD delivery, the ELPAC-aligned instruction training, and the continued FCSS ELD coaching cycles. The committee discussion of Title funding, LREBG funding, and Differentiated Assistance eligibility informed the resource alignment across the LCAP actions, particularly the alignment of Title III funds with English Learner instruction and services. The recurring parent request for English classes for parents directly informed a planned exploration of this program during the 2026-27 school year, described in the Opportunities Provided to Support Parent Engagement and Participation action. Because this request has been expressed by multiple parents across multiple meetings and represents a clear family priority, the request will be a specific focus of the school's family engagement planning for 2026-27. **Written Responses to Committee Comments** In accordance with California Education Code 52062(a), the school Principal will provide written responses to the comments and recommendations of the EL-PAC. The written responses will identify how each recommendation has been addressed in the 2026-27 LCAP or, where a recommendation cannot be fully implemented in 2026-27, will provide the rationale and identify alternative approaches or future planning steps. The recurring parent request for English classes for parents will be specifically addressed in the written response.
SELPA	A summary of the process used to consult with the Special Education Local Plan Area (SELPA) in the development of the 2026-27 LCAP is provided below. Consultation with the SELPA occurred on a regular basis during the 2025-26 school year, consistent with the requirements of California Education Code 52062(a)(5). **SELPA Consultation Process**

Educational Partner(s)	Process for Engagement
	Aspen Meadow Public School (AMPS) consulted with its SELPA, the El Dorado Charter SELPA, on a regular basis throughout the 2025-26 school year regarding services for Students with Disabilities (SWD). The consultation included the LCAP midyear update, a review of the 2025 California School Dashboard performance for the SWD student group, and the development of the 2026-27 LCAP actions and services. The 2025 Dashboard review highlighted that the SWD student group received a Red performance level on all four measured indicators: the ELA Academic Indicator, the Math Academic Indicator, the Chronic Absenteeism Indicator, and the Suspension Rate Indicator. The SWD student group is the only numerically significant student group at AMPS to receive a Red performance level on all four indicators. The SELPA consultation supported the identification of SWD as a priority student group across the 2026-27 LCAP, including Goal 1, Action 4 (Services to Support Students with Disabilities). **LCAP Consultation Communications** On May 18, 2026, AMPS shared the 2026-27 LCAP, including Goal 1, Action 4 (Services to Support Students with Disabilities), with the El Dorado Charter SELPA Program Specialist by email and requested SELPA review and feedback. The SELPA Program Specialist provided input on May 26, 2026. **Additional Engagement with SELPA-Provided Resources** School team members attended SELPA-led professional learning during the 2025-26 school year in the areas of student behavior, case management, and instructional best practices for supporting all learners, including Students with Disabilities. AMPS also engaged in special education monitoring support and feedback through the SELPA to continue improving services for SWD. --- **Influence on the 2026-27 LCAP** The SELPA consultation described above directly informed the development of the 2026-27 LCAP in the following ways. The SELPA review of the 2025 California School Dashboard performance for the SWD student group informed the priority focus on SWD across the 2026-27 needs assessments and the corresponding actions, including Goal 1, Action 4 (Services to Support Students with Disabilities). The SELPA-led professional learning attended by school team members in behavior, case management, and instructional best practices supported the staff capacity-building components described in the Services to Support Students with Disabilities action and the Professional Learning action, including trauma-informed classroom practices, Functional Behavioral Assessment and Behavior Intervention Plan fidelity, accommodations and modifications implementation, and Inclusive Co-Teaching. The SELPA special education monitoring support and feedback informed the school's continued commitment to consistent IEP implementation, FBA and BIP fidelity, and coordinated case management for SWD as described across the LCAP.
Date of Public Hearing & Adoption (Approval) of the 2026-27 LCAP	- On June 9, 2026, a Public Hearing of Aspen Meadow Public School's 2026-27 LCAP took place - Aspen Public School's Governing Board. and the Local Indicators Report was presented. - On June 9, 2026, Aspen Public Schools Governing Board approved/adopted the 2026-27 AMPS LCAP, and 2026-27 AMPS Budget. AMPS also reported the Local Indicators results to the Aspen Public Schools governing board.

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

The 2026-27 LCAP was shaped directly by feedback gathered from administrators, teachers, classified staff, students, parents, the Parent Advisory Committee (PAC), the English Learner Advisory Committee and English Learner Parent Advisory Committee (ELAC/EL-PAC), and the El Dorado Charter SELPA during the 2025-26 school year. Each source of feedback influenced specific goals and actions in the LCAP, as described below.

- **Administrators:** Site Principals, the Chief Academic Officer (CAO), and the Aspen Public Schools (CMO) leadership team recommended consistent implementation of MTSS and behavioral systems, clearer alignment of Title funding and LREBG funds with site-level student supports, and continued strengthening of the Differentiated Assistance partnership with the Fresno County Superintendent of Schools (FCSS). This input directly informed Goal 1, Action 2 (MTSS: Addressing Academic Needs to Accelerate Learning) and Goal 1, Action 3 (MTSS: Addressing Social-Emotional and Behavioral Student Needs), particularly the standardized Empower Hour implementation and the integration of the Differentiated Assistance Action Plan with FCSS. The administrator review of instructional coaching cycles, i-Ready data, and the Kelvin Survey results also informed Goal 2, Action 2 (Professional Learning), including the Math Instructional Coach role and the structured Friday professional learning schedule.
- **Teachers:** Teachers requested greater involvement in decision-making, dedicated planning time with instructional aides, and strong support for the math curriculum pilot that informed the Innovamat selection. These recommendations directly informed Goal 2, Action 2 (Professional Learning), including the Friday professional learning model and the Math Instructional Coach role; Goal 2, Action 3 (Core Curricular Program Needs), including the Innovamat adoption for grades K through 5; and Goal 1, Action 2 (MTSS: Addressing Academic Needs to Accelerate Learning), particularly the Tier 1.5 intervention staffing model and the Empower Hour standardization. The teacher recommendation around data review, monitoring, and communication also informed the Weekly Shout-outs and weekly data sharing structures described across Goal 1, Action 3.
- **Classified Staff and Other Personnel:** Classified staff identified the school's short-staffing reality and requested additional preparation for student behavioral and crisis scenarios. This input informed Goal 1, Action 2 (MTSS: Addressing Academic Needs to Accelerate Learning), particularly the Title I and LCFF Supplemental and Concentration funding for instructional aides and Teaching Fellows, and Goal 2, Action 2 (Professional Learning), particularly the staff training in restorative practices, Verbal De-Escalation Cycle techniques, trauma-informed classroom practices, and Check-In/Check-Out implementation. The classified staff input also informed Goal 1, Action 4 (Services to Support Students with Disabilities), particularly the staff capacity-building components that support classified staff in the daily delivery of student services.
- **Students:** Students identified concerns about fairness, racial bias in discipline, bullying, lack of staff intervention during recess and classroom altercations, and the need for greater involvement in decision-making. The Student Focus Group of 18 students in grades 4 through 6 also proposed the Upstanders Club as a student-led response to bullying. These recommendations directly informed Goal 1, Action 3 (MTSS: Addressing Social-Emotional and Behavioral Student Needs), including the Anti-Bullying Campaign and Upstander Team, the Restorative Practices and Restorative Re-Entry components, the Monthly Adult-Student Mentoring structure for grades 5 and 6, and the Fifth Grade Targeted Support. Student input also informed Goal 3, Action 1 (Promoting a Positive School Climate, Health, and Safety), particularly the Anti-Bullying Curriculum implementation using StopBullying.gov resources and the integration with the Anti-Bullying and Kindness Week practices. Staff training in restorative practices, PBIS for neurodiversity, and the behavior versus disability distinction was placed within Goal 2, Action 2 (Professional Learning).
- **Parents, Including Parents of Unduplicated Pupils and Parents of Students with Disabilities:** Parents requested more personal communication, transparency about funding, sports and field trip opportunities for all grade levels, additional academic enrichment programs, better donation accessibility, and a weekly Parent Lighthouse Team table for parent leadership. These recommendations directly informed Goal 3, Action 3 (Opportunities Provided to Support Parent Engagement and Participation), including the weekly teacher newsletters and personal positive messages, the quarterly attendance celebrations for families, the proactive truancy and SART meetings, the family engagement events through the Community Schools Coordinator and Family Engagement Coordinator, and the Parent Leadership Classes. The parent request for additional academic enrichment also informed Goal 1, Action 6 (Broad Course of Study) and Goal 3, Action 1 (Promoting a Positive School Climate, Health, and Safety). The parent request for funding transparency

also informed Goal 3, Action 2 (Parent Input in Decision-Making), which describes the parent committees that participate in LCAP and funding discussions.

- **Parent Advisory Committee (PAC):** The PAC reviewed the 2024-25 California School Dashboard data, the Kelvin Climate and Culture Survey results, the ELPAC results, the Title funding sources, the LREBG funds, and the school's eligibility for Differentiated Assistance. The PAC recommended parent testimonial videos to increase parent engagement, an informational parent meeting on addressing student behavior at home, a parent meeting availability survey, bus transportation for meetings, a dedicated ParentSquare PAC group, and meal-times with families at the school. These recommendations directly informed Goal 3, Action 2 (Parent Input in Decision-Making), Goal 3, Action 3 (Opportunities Provided to Support Parent Engagement and Participation), and Goal 1, Action 3 (MTSS: Addressing Social-Emotional and Behavioral Student Needs), particularly the family-facing components of the Anti-Bullying Campaign and the Differentiated Assistance Action Plan.
- **English Learner Advisory Committee (ELAC), DELAC, and EL-PAC:** The committees reviewed the EL school program, the Initial and Summative ELPAC administration, the Reclassification Process, and the 2025 Dashboard ELPI Blue performance level. Parents consistently requested English classes for parents so that they can better support their students at home. This recurring recommendation directly informed Goal 1, Action 5 (Strengthening EL Program and Services), particularly the planned exploration of English classes for parents, and Goal 3, Action 3 (Opportunities Provided to Support Parent Engagement and Participation), which describes English classes for parents as a planned exploration based on family voice. The committee review of EL academic performance also informed Goal 1, Action 5 in its entirety, including the redistribution of integrated and designated ELD responsibility to all general education teachers, the bi-monthly ELPAC practice tests, the priority access to Tier 2 ELA and Math intervention for EL students, and the staff capacity-building components in Goal 2, Action 2 (Professional Learning).
- **El Dorado Charter SELPA:** The El Dorado Charter SELPA was consulted in accordance with California Education Code 52062(a)(5). AMPS shared the 2026-27 LCAP, including Goal 1, Action 4 (Services to Support Students with Disabilities), with the SELPA Program Specialist on May 18, 2026, and received input on May 26, 2026. School team members also attended SELPA-led professional learning during 2025-26 in student behavior, case management, and instructional best practices for supporting all learners. The SELPA consultation directly informed Goal 1, Action 4 (Services to Support Students with Disabilities) in its entirety, including the discipline matrix incorporating restorative practices, the multi-tiered behavioral support system, the Thinkery regulation space, the Inclusive Co-Teaching model, the Functional Behavioral Assessment and Behavior Intervention Plan fidelity work, and the staff capacity-building components related to trauma-informed teaching, the behavior versus disability distinction, accommodations and modifications, and the Verbal De-Escalation Cycle. The SELPA consultation also informed Goal 2, Action 2 (Professional Learning), particularly the staff capacity-building components serving Students with Disabilities.

Each goal and action in the 2026-27 LCAP was shaped by feedback from one or more educational partner groups. Goal 1 (Holistic Student Support and Readiness) was most influenced by student input on school climate and bullying, parent input on family engagement and behavior protocols, SELPA input on Students with Disabilities services, and EL-PAC input on English Learner programs and services. Goal 2 (Professional Excellence and Capacity Building) was most influenced by administrator and teacher input on instructional coaching, the Innovamat curriculum pilot, and the integrated and designated ELD redistribution to all general education teachers. Goal 3 (Family and Community Partnership) was most influenced by parent, PAC, and EL-PAC input on family engagement, communication, transparency, and student climate. The 2026-27 LCAP reflects the alignment of educational partner feedback with the school's California School Dashboard performance, Differentiated Assistance designation, and continuous improvement priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Holistic Student Support & Readiness:** Strengthen MTSS and PBIS frameworks to support the "whole child" addressing academic, emotional, and mental health needs. This includes transitioning towards a community school model to ensure all students are prepared for college and career success.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Aspen Meadow Public School (AMPS) revised this LCAP goal in direct response to the school's eligibility for Differentiated Assistance and the analysis of local data and educational partner input gathered during the 2025-26 school year. The goal reflects four converging findings from the school's needs assessment and engagement work.

Differentiated Assistance Eligibility: AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The 2024 eligibility was triggered by English Learner performance on the Academics Indicator (Priority 4) and by the Suspension Rate Indicator (Priority 6). The 2025 eligibility was triggered by Students with Disabilities performance on the Academics Indicator (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6), and by Homeless Youth and Black or African American student groups on Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6). AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address these areas through a Community of Practice that meets in May 2026 to determine the specific elements of the Action Plan. The goal was revised to position the MTSS and PBIS frameworks as the central structures through which the Differentiated Assistance work will be carried out, with explicit attention to academic, emotional, and mental health needs.

Dashboard Performance Across Multiple Indicators

The 2025 California School Dashboard identified that the Students with Disabilities student group received a Red performance level on four indicators: the ELA Academic Indicator, the Math Academic Indicator, the Chronic Absenteeism Indicator, and the Suspension Rate Indicator. Homeless Youth and Black or African American students also received Red performance levels on Chronic Absenteeism and Suspension Rate. These cross-indicator patterns indicate that academic, attendance, and behavioral outcomes are interconnected for the school's highest-need student groups and cannot be addressed through single-issue interventions. A whole-child approach is required to address the compounded needs of these students.

Educational Partner Input: The 2025-26 Kelvin Climate and Culture Survey results, the Student Focus Group findings, and the input gathered through the Parent Advisory Committee, the English Learner Parent Advisory Committee, the Parent Nest Connection Meetings, and the Parent Lighthouse Team consistently identified the need for strengthened mental health support, restorative practices, anti-bullying responses, and a more connected school climate. Students reported a gap in adult-student connectedness, particularly in grades 4 through 6, and identified bullying as a contributor to absences. Parents requested clearer communication about behavior systems and stronger family engagement in the school's social-emotional and mental health work.

Continued Investment in the Community Schools Model: AMPS is the recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. The LCAP aligns with the California Community Schools Framework, which integrates academic, social-emotional, mental health, and family support services through a coordinated approach. The goal was revised to make explicit the school's continued transition toward the community schools model and to position the model as the vehicle through which the school will prepare all students for college and career success.

Goal Statement and Connected Actions: The goal was developed to strengthen MTSS and PBIS frameworks in support of the whole child, addressing academic, emotional, and mental health needs, and to advance the school's transition toward a community school model. The actions associated with this goal include the academic intervention and acceleration components described in the MTSS Academic action, the social-emotional, behavioral, and mental health components described in the MTSS Social-Emotional action, the specialized services and supports described in the Services to Support Students with Disabilities action, the language acquisition and academic support described in the Strengthening English Learner Program and Services action, the school climate, health, and safety practices described in the Promoting a Positive School Climate, Health, and Safety action, and the staff capacity-building described in the Professional Learning action. Together, these actions are designed to address the compounded academic, attendance, behavioral, and social-emotional needs identified through the Differentiated Assistance designation and the 2025-26 needs assessments, and to position AMPS as a community school in which all students are prepared for college and career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: Dashboard	2022-23 ELA CAASPP DFS All Students -51.5 EL -92.5 SED -60.4 Hispanic -59.4	2023-24 ELA CAASPP DFS All Students -55.3 EL -106.9 SED -60.6 Hispanic -65.4	2024-25 ELA CAASPP DFS All Students -41.9 EL -79.9 Homeless -47.3 SED -46.4 SWD -101.1 Hispanic -48.4	2025-26 ELA CAASPP DFS All Students -40 EL -78 Homeless -46.5 SED -46 SWD -99 Hispanic -48	All Students: +9.6 EL: +12.6 *Homeless: N/A SED: +14 *SWD: N/A Hispanic: +11 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: Dashboard	2022-23 Math CAASPP DFS All Students -57.6 EL -84.7 SED -70.1 Hispanic -63.8	2023-24 Math CAASPP DFS All Students -60 EL -99.4 SED -68.7 Hispanic -73	2024-25 Math CAASPP DFS All Students -58.8 EL -78.6 Homeless -65.4 SED -65.1 SWD -132.1 Hispanic -63.6	2025-26 Math CAASPP DFS All Students -58.5 EL -78 Homeless -65 SED -64.5 SWD -130 Hispanic -62.5	All Students: -1.2 EL: +6.1 *Homeless: N/A SED: +5 *SWD: N/A Hispanic: -0.2 *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	CA Science Test (CAST) Source: Dashboard	2022-23 CAST % All Students 16.2% Hispanic 12.1% SED 9.7% Source: CAASPP website	2023-24 (Science Points) All Students 44.3 SED 45.1	2024-25: 18.2% met/exceeded 2024-25 (Science Points) All Students 47.6 SED 46.5	2025-26 (Science Points) All Students 47.8 SED 46.7	All Students: +2% *SED: N/A *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	43.1% Source: 2023 Dashboard	26% Source: 2024 Dashboard	61.7% Source: 2025 Dashboard	2025-26: 62%	+18.6%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 14.52% Proficient	2023-24: 4.76%	2024-25: 9.52%	2025-26: 9.2%	-5%
6	Reclassification Rate Source: CALPADS	2022-23: 4.4%	2023-24: 7.8%	2024-25: 9.8%	2025-26: 9.9%	+5.4%
7	Attendance Rate Source: CALPADS	2022-23: 91.38%	2023-24: 92.8%	2024-25: 88%	2025-26: 89%	-3.38%
8	Chronic Absenteeism Rates Source: Dashboard	2022-23: Chronic Absenteeism Rate All Students 25.0% EL 13.2% Homeless 18.2% SED 25.1% SWD 29.5% Hispanic 24.7%	2023-24: Chronic Absenteeism Rate All Students 22.0% EL 11.9% Homeless 18.8% SED 24.0% SWD 18.2% Hispanic 22.1%	2024-25: Chronic Absenteeism Rate All Students 26.5% EL 23.9% Homeless 28.9% SED 27.8% SWD 24.1% African Americar 46.7% Hispanic 24.9%	2025-26 Chronic Absenteeism Rate All Students 26.0% EL 23.5% Homeless 28.0% SED 27.0% SWD 23.5% African Am. 46.0% Hispanic 24.0%	All Students: +1.5% EL: +10.7% Homeless: +10.7% SED: +2.7% SWD: --5.4% *African Am.: N/A Hispanic: *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Suspension Rate Source: Dashboard	2022-23: Suspension Rate All Students 3.9% EL 1.5% Homeless 3.0% SED 3.9% SWD 10.9% Hispanic 4.2%	2023-24: Suspension Rate All Students 6.5% EL 8.6% Homeless 5.7% SED 7.0% SWD 3.6% Hispanic 7.7%	2024-25: Suspension Rate All Students 6.9% EL 4.5% Homeless 7.2% SED 6.5% SWD 9.1% African American 15.6% Hispanic 5.4%	2025-26 Suspension Rate All Students 6.6% EL 4.3% Homeless 7.0% SED 6.3% SWD 9.0% African Am. 5.0% Hispanic 5.2%	All Students: +3% EL: +3% Homeless: +4.2% SED: +2.6% SWD: -1.8% *African Am: N/A Hispanic: +1.2% *Not numerically significant in either Baseline or Y2 Outcome
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0% (No Difference)
11	% students participating in an enrichment or elective course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0% (No Difference)
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 0% Note: participation rate in each of the 5 components varied from 0% to 76%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+100%

Note: Aspen Meadow Public School serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented which includes assessment and instructional support systems to ensure teachers have timely, actionable data and that students demonstrate mastery of grade-level content. All core assessment components are in place with one intentional change: ESGI has been discontinued and replaced with the state-approved mClass Reading Screener to identify K–2 students at risk for reading difficulties. In Transitional Kindergarten (TK), the school has adopted and is implementing Teaching Strategies GOLD, which is embedded within the Creative Curriculum and supports TK developmental and academic progress monitoring. For mathematics, Aspen Meadow has implemented LEAP Mathematics assessments in grades K–5 to monitor mathematical concept mastery throughout the year. In addition, students participate in all grade-appropriate state-mandated assessments, including CAASPP ELA and Math, the California Science Test (Grade 5), and ELPAC for English Learners.

Instructional Coaching and Checking for Understanding (Gradient): To strengthen instructional quality and ensure students clearly understand content presented, AMPS is implementing an embedded coaching model aligned to Gradient Learning practices, including a consistent focus on checking for understanding. A Gradient Learning Coach meets regularly with the Principal, and the Principal then provides ongoing coaching support to teachers, including lesson planning and classroom implementation strategies, to strengthen instructional delivery and in-the-moment monitoring of student learning.

Challenges: Implementation has required additional teacher training and scheduling adjustments, particularly for mClass administration and Rapid Automatized Naming (RAN) assessments. Providing teachers time to complete training and assessments has required substitute coverage and temporary shifts to the daily instructional schedule. This has been challenging because it pulls classroom teachers from direct instruction and requires substitutes to supervise instruction during those periods.

Successes: Teachers are increasingly using benchmark and assessment data to adjust instruction; form targeted small groups and deploy Tier 2 interventions more consistently. Early evidence of improved outcomes is reflected in i-Ready Reading and Math Diagnostics (fall to winter). Schoolwide, the percentage of students in grades 1–6 performing on grade level increased from 15% to 22% in Reading and from 2% to 11% in Math.

Action 2: Aspen Meadow fully implemented its academic intervention and expanded learning supports. Reflex and Frax are being used by students in grades 2-6 to support math fluency. The Eurgubian Center is providing tutoring four times per week to students in grades 4-6 who are performing two or more grade levels below on the i-Ready Math Diagnostic, serving approximately 15 students per grade level.

Tier 2 targeted reading intervention is taking place after school through two Teaching Fellows tutors: one serving grade 5 and one serving grade 6, under the supervision of the Chief Academic Officer. Students are referred for tutoring based on i-Ready Reading scores indicating performance two or more grade levels below. Each tutor monitors student growth by tracking i-Ready lesson topics and scores on a spreadsheet shared with administration to determine the

effectiveness of the intervention. The AIMS Reading Intervention Program is no longer in use, as the school did not employ a Reading Interventionist this year due to budgetary constraints resulting from a decline in student enrollment, therefore resulting in a partially implemented action.

Empower Hour: Empower Hour has been implemented as a dedicated daily block across all grade levels where students receive personalized support to meet their academic and leadership goals. This block of time is designed to recognize student strengths and provide the tools they need to grow, thrive, and lead. To support implementation, optional early-morning mini professional development sessions were offered to teachers. These sessions focus on creating smooth transitions so students are working within three minutes to set a tone of academic urgency, designing tight and targeted ten-minute focus lessons that address one skill or standard with clarity and precision, and building self-running centers that foster student independence and ownership.

Professional Development: Teachers have not received professional development this year on phonics and phonemic awareness. Instead, the focus has been on English Language Development skills and strategies, with two of three planned professional development sessions completed so far. Aspen Meadow has contracted services with the Fresno County Superintendent of Schools (FCSS) to provide coaching through demonstration lessons for grade-level teams in their classrooms for one full day, in addition to professional development sessions held on Friday minimum days.

After-School Program: Aspen Meadow's After-School Program currently has 240 students enrolled through ASES/ELOP and offers Reading Empowerment, academic support, and enrichment activities including clubs, track, cheer, and soccer. Day school and after-school staff have been collaborating on the supports students need, including completing unfinished work, practicing specific skills, and revising intervention groups.

Challenges: Some students have demonstrated poor attendance or reluctance to participate in small group intervention. This has required teachers and administration to meet individually with students to identify the reasons behind their reluctance and develop possible solutions, as well as contact families to enlist their support. Scheduling and resources have also presented challenges in providing all necessary supports, particularly when a student needs both math and reading intervention. Some students have only been able to attend one subject's intervention due to space and scheduling limitations.

Successes: The i-Ready Math Diagnostic shows growth in the number of students performing on or above grade level in math. The 38 students (grades 4-6) receiving Tier 2 math intervention through the Eurgubian Center showed an average increase of 19.8 points on their i-Ready Diagnostic scores from fall to spring, resulting in on-grade-level status. Of the 38 students, 15 are English Learners. A total of 16 English learners (EL) (grades 4-6) received Tier 2 Reading intervention after school four times per week for 45-minutes per session. The average i-Ready growth in Reading improved to 26.9% as measured using Fall to spring i-Ready. Additionally, 58% of 6th graders who received after-school reading intervention grew an average of 25 points on the winter i-Ready Reading Diagnostic. Reflex class competitions have proven engaging for students and are fostering motivation. The optional mini professional development sessions on Empower Hour were very well attended by teachers, reflecting strong staff buy-in. During Student Success Team (SST) meetings, families have expressed appreciation for the collaboration between the day school and after-school programs.

Action 3: This action was fully implemented. Aspen Meadow Public School (AMPS) has experienced high suspension rates, reported at 6.9%. Some of these suspensions were due to significant behavioral issues involving students who had not yet been identified as Students with Disabilities (SWD). Additionally, teachers new to the profession struggled with coping with classroom behavioral issues that escalated. These factors identified a clear need to build staff capacity, knowledge, and skills to address the diverse student needs present in their classrooms.

The Leader in Me and PBIS: The Leader in Me program and Positive Behavioral Interventions and Supports (PBIS) have been implemented schoolwide. Social-emotional learning (SEL) is embedded in the daily schedule, and Habit awards are given to students weekly. Monthly schoolwide Family Circles are led by each grade level to celebrate the 7 Habits from the Leader in Me and engage students in related activities. Students earn Owl Bucks for demonstrating the PBIS pillars and can redeem them one to two times per month at the Owl Perch store. Community Circles are not yet being conducted daily by each class but are facilitated by teachers as planned on an as-needed basis. The PBIS Coordinator has not yet received extensive and continuous training. The schoolwide implementation of the Leader in Me is overseen by the Chief Academic Officer in partnership with the site principals, rather than the school counselor.

The school principal holds monthly meetings with the Parent Lighthouse Team and shares one Habit for parents to engage with as a group. The principal also meets monthly with each grade level for Monthly Intervention Meetings (MIM) to discuss the behavioral and academic needs of their students. Students who need a Student Success Team (SST) meeting or a 504 plan are entered and tracked through a new system called Beyond SST.

Counseling, Therapeutic, and Behavioral Support Services: The school counselor provides individual and small group counseling to students. The full-time All4Youth Therapist and a part-time associate see approximately 30 students weekly. Teachers receive trauma-informed training and support with tools and strategies from the full-time school psychologist. The school does not currently have a behavior interventionist due to funding limitations. Restorative practices, including peacemaking meetings, reflection forms, and reparation actions, are being used to address behavioral concerns.

Family and Community Support: The Family Resource Counselor coordinates events throughout the year that provide students in foster care or insecure housing with coats for the winter, food for the holidays, and other necessities their families may need. A CARE System is also in place for staff to refer families in need of larger items such as beds, with support from the broader community, including local churches. The Family Resource Counselor also attends School Accountability Review Team meetings for homeless and foster families experiencing truancy.

Challenges: Finding adequate time in the professional development calendar and securing substitutes to cover classrooms for additional training in the Leader in Me and PBIS implementation has been a challenge. The school currently holds biweekly 15-minute meetings focused on the Leader in Me implementation, but more extensive training is needed. Identifying an appropriate PBIS training that fits within the school budget has also been difficult, though the school has recently discovered a series of online PBIS trainings that include free resources, which are currently being reviewed.

A new policy requiring all parent volunteers to complete a background check and TB test has presented an additional challenge. Some parents are unable to obtain the required identification due to immigration status, which has reduced the school's volunteer base.

Successes: The full-time school psychologist and full-time counselor attend SST meetings to help determine whether a student requires a full-team assessment. They also assist administration with threat assessments and meet monthly for Tier 2 and Tier 3 meetings with administration and educational specialists to discuss individual students and systemic supports that may need to be put in place.

Action 4: AMPS has fully implemented this action. Aspen Meadow has implemented a discipline matrix that incorporates restorative practices and is being used consistently to help administration determine appropriate responses to behavior referrals. The Thinkery was established this year as a dedicated space for restorative conversations between students and staff and as a place where students can reset before re-entering the classroom.

MTSS: Multi-tiered Behavioral Supports have been put into action schoolwide. Tier 2 meetings are held on an ongoing basis and include administration and the mental health team. Tier 3 meetings include administration, the mental health team, and education specialists. This tiered structure ensures that students with disabilities receive appropriate behavioral supports aligned with their specific challenges and learning profiles. A full-time psychologist has been hired this year, which has increased direct support for students with disabilities. The special education staff conducts Functional Behavior Assessments when needed.

Professional Development and Classroom Culture: At the beginning of the year, the mental health team provided training on Trauma-Informed Classrooms and the Multi-Tiered Supports System. New teachers have received ongoing professional development from the Instructional Coach and administration on classroom culture building. Instructional aides receive monthly professional development training on classroom culture building, supervision, and restorative practices. The primary professional development sessions for all teachers this year have focused on academic skill building, and ongoing professional development on behavioral supports for all staff has not taken place due to limited time in the professional development calendar.

Accommodations and modifications are explained to teachers as part of the IEP process, and Behavior Charts are discussed among mental health staff, teachers, and administration when a student requires additional behavioral support.

Academic Performance and Attendance for Students with Disabilities: To address the decline in academic performance for Students with Disabilities (SWD) as measured by the CAASPP ELA and Math assessments, administration and education specialists are working together to ensure that teachers feel supported in implementing accommodations and modifications consistently in the general education setting. This is addressed through Monthly Intervention Meetings with grade-level teams and administration and through Tier 3 monthly meetings that include mental health staff, educational specialists, and administration.

To address chronic absenteeism, teachers are reaching out to families through the school's communication system to let them know their student is missed and to offer temporary Independent Study when needed. The school has also implemented incentives for classes that achieve ten days of 95% attendance each month.

Challenges: The most significant challenge has been finding time in the schedule for ongoing professional development focused on behavioral supports, as academic professional development has occupied most of the available calendar. Limited time for staff and administration to meet and plan creative alternatives for delivering professional development has compounded this challenge. An additional challenge has been the number of students new to the school this year who are identified as SWD or are in the process of being identified.

Action 5: Aspen Meadow partially implemented this English Learner (EL) action due to staffing and funding limitations, while putting several core instructional, intervention, and family engagement supports in place.

Due to funding limitations, the school did not hire a part-time Reading Interventionist this school year. Instead, two after-school staff members received training to implement reading tutoring for students in grades 5 and 6, with English Learner (EL) students prioritized. Beginning in January 2026, the school also partnered with Ampact, which has provided two tutors, one for Math serving grades 4–6 and one for Reading serving grades K–3. Each Ampact tutor works with a small group of two to three students four times per week.

EL students in grades 4–6 who are performing two or more grade levels below on the i-Ready Math Diagnostic are able to attend math tutoring through the Eurgubian Academic Center, an outside agency that provides services on the school site four days per week. Students receive 30 minutes of tutoring each day.

Monthly Intervention Meetings are held between administration and grade-level teams to discuss the progress of students in need of support, including EL students.

Professional Development: All teachers have received ongoing, comprehensive English Language Development (ELD) training from the Fresno County Superintendent of Schools (FCSS). Professional development topics have included Culturally Responsive Practices, Evidence-Based Instructional Strategies, Assessment-Instruction Alignment, and Curriculum Implementation in Amplify Language Studio for grades K–5. The 6th-grade team has worked on aligning the curriculum with ELD standards.

Home Language and Instructional Support: When needed, bilingual instructional aides and teachers communicate with students in their home language to help them access learning. Instructional aides also work individually and in small groups with EL students as needed. The ParentSquare communication system translates messages from teachers and the school into each family's home language, and informational flyers and slide presentations are also translated.

Family Engagement: All teachers send weekly newsletters and personal positive messages to families highlighting student growth and achievement. This year, three grade levels have hosted classroom-based student-parent activities designed to strengthen school-home partnerships. The Community School's staff has helped engage families in supporting language development by personally calling families to invite them to attend English Learner Advisory Committee (ELAC) meetings.

Challenges: Some of the challenges in implementing this action include finding adequate time for administration to monitor that all teachers are regularly sending weekly newsletters and ensuring that all grade levels host classroom-based student-parent activities designed to strengthen school-home partnerships

and engage families in supporting language development. Funding these activities is also a challenge given current budget constraints and requires innovative, cost-effective approaches.

Successes: Attendance at ELAC meetings has increased with the assistance of Community School office staff contacting members individually. Winter i-Ready Diagnostic data indicates a positive trend in closing the achievement gap schoolwide. In reading, primary grade levels are showing strong upward momentum in foundational literacy skills, with grades 2 and 3 demonstrating significant gains on the Winter Reading Diagnostic, indicating that core instruction and targeted interventions are effectively supporting early readers. In math, a significant number of students schoolwide successfully moved from two or more grade levels below to one grade level below, reflecting meaningful progress in reducing the achievement gap across all student groups. Notably, 9% of 5th-grade English Learners moved into the mid-grade level and above tier, demonstrating high-level mastery of mathematical concepts.

Action 6: This action was fully implemented. Aspen Meadow Public School provides all students with a comprehensive educational experience that extends beyond core academic subjects, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. As part of this broad course of study, the school has implemented sequential arts education through its Visual Arts Program and Music Education Program. Students in grades 5 and 6 attend either Art or Music on a semester basis, and students in those grade levels may also choose to join Band and Choir programs that build on these foundational skills.

Both the Music and Art programs are cross-curricular in design and intentionally incorporate culturally diverse lessons along with academic connections in areas such as math, social-emotional learning, listening and speaking, and vocabulary development.

Challenges: The primary challenge has been providing additional instructional aide support in Music and Art. The school has been short-staffed with instructional aides this year due to budget constraints, which can present difficulties for the instructor when behavioral concerns arise. Administration and the mental health team have met to develop specific support plans for students who struggle in these settings.

Successes: Students consistently produce high-quality projects and performances that demonstrate the skills they have learned in both Music and Art. The instructors collaborate to create cohesiveness between the topics being taught across both programs. An additional success has been seeing students who struggle academically due to disabilities or other barriers play a significant role in art displays and assemblies, such as the Black History Month celebration.

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.

The following material differences between budgeted expenditures and estimated actual expenditures occurred during the 2025-26 LCAP implementation year. Each difference is described below, organized by action for Goal 1.

Action 2: MTSS — Addressing Academic Needs to Accelerate Learning: Estimated actual expenditures were less than budgeted expenditures due to a reduction in classified instructional support staffing during the 2025-26 school year. The reduction was driven by staffing vacancies and short-staffing patterns identified through the educational partner engagement process, with classified staff sharing that the school had been operating with reduced classified instructional support throughout the year.

Action 3: MTSS — Addressing Social-Emotional and Behavioral Student Needs: Estimated actual expenditures were less than budgeted expenditures due to an overestimation of the cost of the social-emotional learning curriculum. The actual cost of the curriculum was lower than the amount projected during the 2025-26 LCAP budget development.

Action 4: Services to Support Students with Disabilities: Estimated actual expenditures were significantly higher than budgeted expenditures due to higher-than-projected costs for special education services during the 2025-26 school year. The increase reflects the cost of providing the full range of services

required by student Individualized Education Programs (IEPs), including specialized academic instruction, related services, and supports for students with the most intensive needs.

Action 5: Strengthening English Learner Program and Services: Estimated actual expenditures were less than budgeted expenditures due to the part-time Reading Interventionist position not being filled during the 2025-26 school year. The position remained vacant due to budgetary limitations associated with declining enrollment, and the Tier 2 Reading Intervention model for English Learners was sustained through the after-school Teaching Fellows structure rather than through the budgeted position.

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

Action 1: This action is proving effective in building teacher capacity to analyze assessment results and translate data into instructional moves, including targeted small-group instruction and Tier 2 intervention. The fall-to-winter i-Ready gains across the school and student groups provide early evidence that implementation is strengthening instructional decision-making and supporting measurable academic growth.

Student Group Results (Fall to Spring i-Ready): The SED student group increased from 10% to 22% on grade level in Reading, and from 2% to 17% in Math. English Learners increased from 0% to 9% on grade level in Reading, and 2% to 11% in Math. SWD increased from 3% to 9% on grade level in Reading, and 3% to 12% in Math. African-American students increased from 15% to 30% on grade level in Reading, and from 5% to 25% in Math.

Action 2: This action has been effective as evidenced by the winter i-Ready Reading and Math Diagnostics, which show growth schoolwide, across grade levels, and among individual students. The collaboration between day school and after-school staff continues to strengthen the support provided to students.

Action 3: With the addition of a full-time school psychologist to the team this school year and establishing regularly held Tier 2 and Tier 3 meetings, by the end of semester one, the number of behavioral incidents has decreased significantly by 26.8%. With the implementation of restorative practices, the number of students suspended is trending downward, currently 9 students have been suspended this year compared to a total of 22 students last year.

Action 4: Since the full-time psychologist joined the team and students with disabilities began receiving increased support, the percentage of SWD students suspended has decreased significantly—from 13% last year to 4% so far this year. Because all current teachers were on staff last year in some capacity, whether as substitutes, student-teachers, or teachers, they are already familiar with trauma-informed practices and verbal de-escalation techniques. This continuity has contributed to fewer behavior referrals this year compared to the same period last year.

This action has been effective, and the school is making measurable progress in providing appropriate and expanded supports for students with disabilities. Of the 33 SWD in grades 1- 6 who were assessed using i-Ready Reading, on-grade-level performance grew from 3% to 9% from fall to winter. In i-Ready Math for grades 1-6, on-grade-level performance grew from 3% to 6% over the same period, with an additional 3% of students reaching mid-grade level or above.

Currently, 4 of the 53 SWD at Meadow have been suspended during the 2025-2026 school year, which is 7.5%. This is a decrease of 1.6% this year in comparison to last year (9.1% in 2025-26). On the 2024-2025 California School Dashboard SWD had 24.1% chronic absenteeism rate. This year, currently 28% of SWD. are chronically absent. Several absences are due to multiple day suspensions. 2 of the SWD who are chronically absent also showed average of a 16-point decline in their I-Ready scores from fall to spring. A total of 30 SWD in grades 3-6 showed an average of 15 points growth on the I-Ready Reading Diagnostic from fall to spring.

Action 5: This action has been effective as evidenced by English Learners demonstrated consistent growth in both Reading and Math from the fall to Spring diagnostic periods. A notable strength is the progress of students dually identified as EL and Students with Disabilities (SWD).

In reading, 80% of EL students in 3rd grade showed growth from fall to Spring i-Ready with an average 51.25 point increase. 85.7% EL students in 4th grade grew in I-Ready reading from fall to spring with an average of 31.17 point increase. 81.8% EL students in 5th grade showed growth with an average of 31.22 point increase. 62.5% of EL students in 6th grade showed growth on I-Ready reading with an average of 33.6 point gain. In I-Ready math 100% of EL 3rd graders grew with an average 31.4 point increase. 100% of EL 4th grade students grew in I-Ready math with an average of 22.9 point increase. 81.8% of 5th grade EL students grew in I-Ready math with an average of 26.89 point increase. 75% of 6th grade EL students grew in I-Ready math with an average of 19.8 point increase. In addition, 28.3% are dually-identified EL/SWD.

Action 6: This action has been highly effective in fostering student engagement and joy in learning through hands-on creative projects and performances.

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

LCAP goal has been changed to align with the Differentiated Assistance work AMPS is undergoing to improve student outcomes on both the academic and state indicators. Actions were also revised and strengthened in alignment with the school's comprehensive needs assessment, Community of Practice Differentiated Assistance work with Fresno County Superintendent of Schools (FCSS).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	Aspen Meadow Public School (AMPS) will implement a comprehensive assessment system within its Multi-Tiered System of Supports (MTSS) framework to establish baselines, identify learning gaps, monitor progress, and set annual growth targets. Assessment data will inform Tier 1 instruction and guide Tier 2 and Tier 3 interventions throughout the school year. **Assessments Administered** AMPS will administer i-Ready Reading and Mathematics (LREBG Funded $14,000) three times per year in grades K through 6 as a universal screener and progress monitoring tool, providing SBE-verified diagnostic data to identify student strengths and needs and inform differentiated instruction. Amplify mCLASS will be administered in grades K through 2 as the reading difficulties screener, supporting early identification of students at risk for reading difficulties, including characteristics of dyslexia. Innovamat Thinking Math will be	$14,000	N

Action #	Title	Description	Total Funds	Contributing
		administered in grades K through 5 as a mathematics formative assessment aligned to conceptual understanding, procedural fluency, and application. The Core Knowledge ELA End-of-Year Assessment will measure end-of-year ELA achievement and curriculum effectiveness. Gradient Learning Assessments will be administered in grade 6 to support implementation of the Summit (Gradient) learning model. State-mandated assessments will include the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Science Test (CAST), and the Physical Fitness Test (PFT), providing summative data on student progress toward state standards. **Use of Assessment Data** Assessment data will be used to identify students requiring additional support through universal screening, pinpoint specific skill gaps through diagnostic and formative data, monitor the effectiveness of instruction and intervention, set and review annual growth targets, and provide actionable reports that enable data-driven decision-making at the classroom and school levels. Through systematic use of assessment data within the MTSS framework, AMPS ensures that instruction is responsive to student needs and supports equitable academic achievement for all learners.		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	The ELA and Math Academic Indicators improved on the 2025 California School Dashboard. The English Learner student group moved from Red on the 2024 Dashboard to Orange on the 2025 Dashboard for the ELA Academic Indicator, and from Red on the 2024 Dashboard, to Yellow on the 2025 Dashboard for the Math Academic Indicator. The Students with Disabilities (SWD) student group received a Red performance level on both the ELA and Math Academic Indicators on the 2025 Dashboard, identifying SWD as the priority student group for ELA and Math acceleration during the 2026-27 school year. **Differentiated Assistance Eligibility** These multi-year academic performance patterns have resulted in AMPS being eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. The 2024 Dashboard triggered Differentiated Assistance eligibility for English Learners in Academics (Priority 4), and the 2025 Dashboard triggered Differentiated Assistance eligibility for Students with Disabilities in Academics (Priority 4), confirming both student groups as priority focus areas for academic learning recovery. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27	$1,239,355	Y

Action #	Title	Description	Total Funds	Contributing
		school year to address the indicators that triggered Differentiated Assistance eligibility, including through FCSS coaching cycles in English Language Development and foundational literacy. The educational impacts of the pandemic were historically significant and disproportionately affected communities with high proportions of low-income and minority students. Test scores declined markedly in communities where COVID death rates were higher, where adults reported increased depression and anxiety, and where daily family routines faced significant disruptions. These conditions describe the communities AMPS serves and reinforce the urgency of sustained academic learning recovery investments for English Learners, Students with Disabilities, and the broader unduplicated student population. **Mathematics Intervention Approach** **Foundational Skills Development.** AMPS will continue to implement the Reflex and Frax intervention programs to address fundamental skill gaps in mathematics. Reflex will continue to serve as an interactive online solution focused on building math fact fluency, while Frax will continue to target specialized development of fraction concepts and operations. **Outside Math Intervention Partnership.** For the 2026-27 school year, AMPS will partner with an outside vendor for mathematics intervention to provide Tier 2 math support for students performing two or more grade levels below standard on the i-Ready Math Diagnostic. The specific organizational partner is to be determined. English Learner students will be prioritized for placement in this intervention. **Reading and ELA Intervention Approach** **Foundational Skills Focus.** Teachers will receive targeted professional development in phonics and phonemic awareness, with emphasis on explicitly teaching the foundational skills that link the sounds of spoken English to written letters. AMPS will continue to engage FCSS to provide coaching cycles, including in-classroom demonstration lessons for grade-level teams. **After-School Tier 2 Reading Intervention.** AMPS will continue to implement after-school Tier 2 Reading Intervention delivered by Teaching Fellows tutors under the supervision of the Chief Academic Officer and will expand the model where capacity allows. Students will be referred based on i-Ready Reading scores indicating performance two or more grade levels below standard. Each tutor will		

Action #	Title	Description	Total Funds	Contributing
		continue to monitor student growth using i-Ready lesson topics and scores tracked on a shared spreadsheet reviewed by administration. **Tiered Intervention Implementation** • **Tier 1 (Core Instruction).** All students will receive high-quality, standards-aligned instruction with differentiated classroom approaches based on ongoing formative assessment. • **Tier 1.5 (Classroom Intervention).** Classroom teachers will implement targeted interventions using i-Ready Teacher Toolbox (LREBG funded: $4,100) resources to support struggling learners in reading and mathematics, while providing extension activities for students performing above grade level. Instructional aides and Teaching Fellows will deliver high-dosage tutoring and small group instruction under teacher supervision. These aides will receive professional development in evidence-based pedagogical strategies and behavior management techniques led by the PBIS team to ensure consistent implementation of behavior expectations. • **Tier 2 (Targeted Intervention).** Tier 2 ELA intervention will be delivered through the after-school Teaching Fellows model described above. Tier 2 Math intervention will be delivered through the outside vendor partnership described above. Students performing two or more grade levels below standard will be prioritized, with English Learners receiving priority placement. Regular progress monitoring using i-Ready diagnostic assessments and weekly Curriculum-Based Measurement (CBM) probes will ensure interventions remain responsive to student needs. **Extended Learning Opportunities.** AMPS will continue to provide students with access to after-school, intersession, and summer programming through the Expanded Learning Opportunities Program (ELOP) (LREBG funded $15,100; ELOP funded #133,482; LCFF S&C funded $32,890). Teachers will strategically communicate with families of struggling learners to encourage participation in targeted academic support designed to accelerate learning and close achievement gaps.		

Action #	Title	Description	Total Funds	Contributing
		MTSS Support Systems: The MTSS framework includes regular data analysis cycles to identify students with learning gaps using both local and state-mandated assessments in ELA, reading, and mathematics. Eight-week intervention cycles include comprehensive assessment of student progress and identification of next steps. Staff receive ongoing professional development in intervention strategies and progress monitoring techniques. Enhanced communication with families regarding student progress and available support options ensures a collaborative approach to addressing academic needs. Through this comprehensive approach to academic intervention, AMPS aims to address the specific needs of English Learners, Students with Disabilities, and all students requiring additional support to accelerate learning and improve academic outcomes during the 2026-27 school year.		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	On the 2025 California School Dashboard, AMPS received a Red performance level on the Chronic Absenteeism Indicator for All Students and for every numerically significant student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities (SWD), Homeless Youth, Hispanic, and African American students. On the Suspension Rate Indicator, the 'All Students' group, the Homeless Youth student group, the Students with Disabilities student group, and the African American student group all received a Red performance level. The African American student group has the highest suspension rate at 15.6%, more than double the schoolwide rate, and the highest chronic absenteeism rate at 46.7%. On the 2024 Dashboard, AMPS received a Red Performance level for the Suspension Rate indicator for 'All Students,' and the following student groups: English Learners, Socioeconomically Disadvantaged, and Hispanic. On the 2023 Dashboard, AMPS received a Red Performance level for the Suspension Rate Indicator for Students with Disabilities student group. **Differentiated Assistance Eligibility** These multi-year, multi-indicator performance patterns have resulted in AMPS being eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. The 2024 Dashboard triggered Differentiated Assistance eligibility for English Learners in Academics (Priority 4) and Suspension Rate (Priority 6). The 2025 Dashboard triggered Differentiated Assistance eligibility for Students with Disabilities in Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6); for Homeless	$459,274	Y

Action #	Title	Description	Total Funds	Contributing
		Youth in Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6); and for African American students in Chronic Absenteeism (Priority 5) and Suspension Rate (Priority 6). AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the indicators that triggered Differentiated Assistance eligibility, with the executive leadership team's data dive selecting Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across all three 2025 Dashboard student groups. **Background and Needs Assessment** A comprehensive needs assessment, including analysis of multiple data sources and root cause analysis, was conducted as a result of AMPS's decline in performance on the California School Dashboard and the school's Differentiated Assistance designation. The needs assessment identified critical areas requiring intervention. Chronic absenteeism rates are in the Red performance level for All Students and every numerically significant student group on the 2025 Dashboard. Suspension rates are in the Red performance level for All Students, Homeless Youth, Students with Disabilities, and African American students. AMPS students experienced significant trauma during the pandemic that continues to require expanded mental health support. Educational partners, including teachers, parents, and the Community School Advisory Committee, emphasized the need for enhanced support in both academic achievement and social-emotional learning. **Tiered Support Framework** • **Universal Support (Tier 1).** AMPS will continue to implement Covey's Leader in Me program in combination with Positive Behavioral Interventions and Supports (PBIS). Leader in Me develops leadership and life skills in students and staff while creating a high-trust culture that supports academic achievement. The PBIS framework, led by the Assistant Site Director (Title I funded: $145,310; LCFF S&C funded $156.40) and a teacher representative, will continue to establish consistent behavioral expectations through schoolwide implementation. This approach includes daily community circles, wellness checks, and a schoolwide incentive system featuring "Owl Bucks" to acknowledge positive behavior. • **Targeted Support (Tier 2).** The school's SEL Counselor will continue to provide individual and small group counseling for students requiring additional social-emotional support and will coordinate the schoolwide implementation of Leader in Me. Through the school's continued		

Action #	Title	Description	Total Funds	Contributing
		partnership with All4Youth, students will have access to a full-time associate therapist and a part-time behavior interventionist for more intensive intervention needs. • **Intensive Support (Tier 3).** A full-time School Psychologist will continue to provide behavioral and mental health support for students with significant challenges. The School Psychologist will work with teachers to develop, implement, and monitor individualized student behavior plans, ensuring consistent application of intervention strategies and goals across all educational settings. **Support for Vulnerable Populations** The Family Resource Counselor (FRC) will continue to serve Homeless Youth and Foster Youth through targeted outreach, including home visits and regular family meetings. The FRC will continue to address barriers to attendance and learning by providing essential resources such as transportation assistance (bus passes and gas cards), food, clothing, and school supplies. For the 2026-27 school year, this program will expand to serve a greater number of foster and homeless students, recognizing the heightened needs of these vulnerable populations. **2026-27 Differentiated Assistance Action Plan Components:** The following student-centered components will be implemented during the 2026-27 school year as part of the integrated Differentiated Assistance Action Plan, drawn from the Chronic Absenteeism and Suspension Rate Indicator needs assessments. • **Monthly Adult-Student Mentoring for Grades 5 and 6.** Students in grades 5 and 6 will participate in a 10-minute, face-to-face monthly mentoring conversation with a designated staff member. The conversation will provide an opportunity for the staff member to hear how the student is doing and to discuss the student's current academic and social-emotional goals. The mentoring time will take place during intervention and will be differentiated according to student need, so that students with the greatest engagement or attendance concerns receive the most focused mentoring support. This action directly addresses the Kelvin Survey finding that 28% of students in grades 4 through 6 do not feel connected to a staff member, and is designed to build the trusting adult relationships that research identifies as a primary protective factor against chronic absenteeism and disciplinary escalation.		

Action #	Title	Description	Total Funds	Contributing
		• **Anti-Bullying Campaign and Upstander Team.** All staff and students will participate in a schoolwide anti-bullying campaign. A group of students in grades 4 through 6 will participate in Anti-Bullying training and will learn how to be an Upstander at AMPS. These students will receive a t-shirt designating them as part of the Upstander team and will participate in biweekly meetings led by a qualified staff member. Restorative practices will be embedded in the training. The Upstanders Club originates directly from the student focus group's recommendation and represents student leadership in addressing the bullying climate that contributes to chronic absences and disciplinary referrals. • **Restorative Practices and Restorative Re-Entry.** AMPS will continue to use restorative re-entry meetings, which include the student and a parent, to re-establish expectations after a suspension and to support the student in learning replacement skills for future situations. AMPS will expand restorative practices to include Restorative Circles for classroom community-building and conflict resolution, and a structured restorative alternative to short-term suspensions in which the student and staff work through the root cause of the behavior together. • **Check-In/Check-Out (CICO).** Identified students will participate in a Check-In/Check-Out structure in which the student meets with a designated staff member every morning to set behavioral goals and every afternoon to review progress. CICO will be prioritized for students in the SWD, Homeless, and African American student groups, and for fifth grade students given the concentration of behavior referrals in fifth grade during 2025-26 school year. • **Check and Connect for Highest-Need Students.** AMPS will implement Check and Connect for students at highest risk of chronic absenteeism and disciplinary escalation. Each identified student will be paired with a trained monitor (a teacher, counselor, or aide) who will check the student's attendance, grades, and behavior data weekly and connect with the student to problem-solve. The intervention will prioritize students in the SWD, Homeless, and African American student groups. • **Early Warning System.** A Data Team will review students who miss two days of school in the first month of the school year or who receive their first behavior referral and will trigger intervention at the first signs of attendance or behavior risk. For SWD, the review will include a check of		

Action #	Title	Description	Total Funds	Contributing
		IEP accommodations and Behavior Intervention Plan (BIP) implementation to ensure they are being implemented with fidelity. • **Attendance Team and Weekly Progress Monitoring.** An Attendance Team will conduct weekly progress monitoring meetings to review schoolwide attendance, identify students who are emerging as at-risk, coordinate family outreach, and adjust supports. The team will include the Principal, Vice Principal, School Counselor, Office Manager and Registrar, Front Office Receptionist, Chief of Operations, and the Family Resource Counselor who supports homeless students. Weekly attendance and behavior referral data will be shared with the school community to celebrate progress toward goals. • **Family Engagement and Quarterly Celebrations.** AMPS will hold quarterly celebrations for families of students who have achieved attendance goals established by the Attendance Team. Truancy and Student Attendance Review Team (SART) meetings will continue throughout the year with a more proactive structure that prioritizes early family partnership, attendance contracts, and coordinated case management with the Family Resource Counselor. • **Weekly Shout-outs and Recognition System.** AMPS will continue and expand the Weekly Shout-outs delivered by the school leader on the schoolwide intercom that recognize students for the weekly Leader in Me habit, classroom attendance, the absence of behavioral referrals, and academic engagement. Classes that meet goals will continue to be celebrated with special activities. • **Fifth Grade Targeted Support.** Because fifth grade classes experienced a high number of behavior referrals during 2025-26, AMPS will provide targeted student-facing support to fifth grade during the 2026-27 school year. This will include intensive CICO implementation for identified students and prioritized monthly mentoring placement. Through this integrated approach to social-emotional and behavioral support, AMPS will improve school climate, culture, and student engagement while reducing chronic absenteeism and suspension rates for All Students and for the SWD, Homeless Youth, and African American student groups in particular. The action is designed to address the needs of all students while providing additional targeted services for those requiring more intensive intervention, in full alignment		

Action #	Title	Description	Total Funds	Contributing
		with the school's Differentiated Assistance Action Plan developed in partnership with FCSS.		
4	SERVICES TO SUPPORT SWD	On the 2025 California School Dashboard, the Students with Disabilities (SWD) student group received a Red performance level on four indicators: the ELA Academic Indicator, the Math Academic Indicator, the Chronic Absenteeism Indicator, and the Suspension Rate Indicator. The SWD student group is the only numerically significant student group at AMPS to receive a Red performance level on both academic indicators. A multi-year review of the Suspension Rate Indicator for SWD shows that progress made in 2024 was not sustained. On the 2023 Dashboard, SWD received a Red performance level for Suspension Rate at 10.9%. On the 2024 Dashboard, SWD improved to a Yellow performance level at 3.6%, a decrease of 7.3 percentage points. On the 2025 Dashboard, the SWD suspension rate increased to 9.1%, returning the student group to a Red performance level. Sustaining progress for SWD across all four Dashboard indicators is the central priority of this action during the 2026-27 school year. These multi-indicator performance patterns have resulted in AMPS being eligible for Differentiated Assistance based on the 2025 California School Dashboard, with the SWD student group triggering eligibility across three priority areas: Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6). AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the indicators that triggered Differentiated Assistance eligibility, with the executive leadership team's data dive selecting Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across SWD and the other 2025 Dashboard student groups identified for targeted monitoring. AMPS is also continuing its partnership with the El Dorado Charter SELPA, which provides ongoing professional learning, special education monitoring support, and feedback to strengthen services for SWD. **Needs Assessment and Continued Implementation (Differentiated Assistance)** A comprehensive root cause analysis was conducted as a result of AMPS's decline in performance on the 2024 and 2025 California School Dashboards and the school's Differentiated Assistance designation. The analysis identified several systemic factors contributing to SWD outcomes, including the behavior versus disability gap, inconsistent fidelity of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs), insufficient collaboration between special	$336,445	N

Action #	Title	Description	Total Funds	Contributing
		education and general education staff, and inconsistent implementation of accommodations across general education classrooms. The following supports were implemented during the 2025-26 school year and will continue during the 2026-27 school year as the foundation of the SWD service model. **Behavior Management Framework.** AMPS will continue to use a discipline matrix that incorporates restorative practices to guide administrator decision-making in student discipline incidents. The matrix provides consistency across discipline decisions and emphasizes positive behavioral growth and the restoration of relationships rather than purely punitive responses. **Multi-Tiered Behavioral Support System.** AMPS will continue to implement a formalized multi-tiered behavioral support system, developed collaboratively by the administrative team, the School Counselor, and the School Psychologist. The system provides customized interventions that are responsive to individual student needs and ensures that SWD receive behavioral supports aligned with their specific challenges and learning profiles. **Functional Behavioral Assessments and Behavior Intervention Plans.** Special education staff will continue to conduct Functional Behavioral Assessments and develop Behavior Intervention Plans that support teachers in addressing specific student behaviors through positive interventions and strategies. Implementation fidelity for both FBAs and BIPs will be a focus of the 2026-27 school year. **<u>Direct Services to Students with Disabilities</u>** **Increased School Psychologist Capacity.** A full-time School Psychologist will increase direct support for Students with Disabilities, providing additional capacity for assessment, intervention development, and individualized behavior plan implementation to meet specialized behavioral and social-emotional needs. **The Thinkery Regulation Space.** AMPS will create a dedicated "Thinkery" space where students can access emotional regulation support outside the classroom when needed. Classroom-based calm-down spaces will also be developed to support in-class emotional regulation, allowing students to remain in the learning environment while addressing momentary self-regulation challenges. **Access to Grade-Level Rigor for SWD.** Students with Disabilities will access grade-level complex texts and grade-level mathematical and scientific tasks with appropriate scaffolds, rather than reduced-rigor replacements. This approach is		

Action #	Title	Description	Total Funds	Contributing
		designed to keep SWD engaged with grade-level content while providing the scaffolds needed to access the curriculum. **Inclusive Co-Teaching.** AMPS will move from a pull-out support model toward high-quality Inclusive Co-Teaching, in which general education and special education teachers share responsibility for SWD during Tier 1 instruction. This approach is designed to keep SWD in Tier 1 instruction while providing IEP-aligned supports during the school day. **Tier 2 ELA and Math Intervention with Priority Access for SWD.** Tier 2 ELA intervention will continue through the after-school Teaching Fellows model under the supervision of the Chief Academic Officer. Tier 2 Math intervention will be delivered through a partnership with an outside vendor (organization to be determined) for the 2026-27 school year. SWD performing two or more grade levels below standard will receive priority access to both interventions. **Monthly Adult-Student Mentoring for Grades 5 and 6.** SWD in grades 5 and 6 will participate in the schoolwide monthly 10-minute, face-to-face mentoring conversation with a designated staff member, with differentiated frequency or focus based on student need. This action directly addresses the adult-student connectedness deficit identified for SWD on the Kelvin Survey and is designed to reduce both chronic absenteeism and disciplinary escalation. **Check-In/Check-Out (CICO).** SWD identified through the Multi-Tiered Behavioral Support System will participate in a Check-In/Check-Out structure in which the student meets with a designated staff member every morning to set behavioral goals and every afternoon to review progress. CICO is designed to provide immediate, positive reinforcement for prosocial behavior, which reduces the need for discipline. **Check and Connect for Highest-Need SWD.** SWD at highest risk of chronic absenteeism or disciplinary escalation will participate in Check and Connect, an evidence-based intervention rated highly by the What Works Clearinghouse. Each identified student will be paired with a trained monitor who will check the student's attendance, grades, and behavior data weekly and connect with the student to problem-solve. **Restorative Practices and Restorative Re-Entry.** AMPS will continue to use restorative re-entry meetings, which include the student and a parent, to re-establish expectations after a suspension and to support the student in learning replacement skills for future situations. Restorative Circles will be added to support classroom community-building and conflict resolution, and a structured		

Action #	Title	Description	Total Funds	Contributing
		restorative alternative to short-term suspensions will be implemented in which the student and staff work through the root cause of the behavior together. **Early Warning System.** A Data Team will review SWD who miss two days of school in the first month of the school year, who receive their first behavior referral, or who show early signs of disengagement. The review will include a check of IEP accommodations and BIP implementation to ensure they are being delivered with fidelity. **Anti-Bullying Campaign Targeting SWD-Specific Concerns.** The schoolwide anti-bullying campaign and student-led Upstanders Club will explicitly address the bullying dynamic identified within the SWD community, in which some targeted bullying has occurred between SWD students. Restorative practices and replacement skill instruction will be embedded in the response. **Staff Capacity Building and Professional Learning:** AMPS will provide the following professional learning to build staff capacity to deliver the direct services described above. **Trauma-Informed Classroom Practices.** All teachers and relevant staff will receive ongoing professional learning in trauma-informed classroom practices to address underlying causes of behavioral challenges, particularly for SWD who have experienced trauma. **Behavior Versus Disability Distinction.** Professional learning will explicitly address the behavior versus disability gap, training staff to recognize when a behavior is a manifestation of a disability (such as ADHD, autism, or sensory or impulse-control disabilities) rather than willful misconduct, and to respond with disability-aligned supports rather than disciplinary referrals. **Effective Implementation of Accommodations and Modifications.** Professional learning will support general education and special education teachers in delivering IEP-aligned accommodations and modifications consistently across the school day, with particular attention to academic access during Tier 1 instruction. **Universal Design for Learning (UDL) and Inclusive Co-Teaching.** Professional learning will support general education and special education teachers in co-planning lessons using UDL principles, providing multiple means of representation, engagement, and expression so that SWD can engage with grade-level content with appropriate scaffolds.		

Action #	Title	Description	Total Funds	Contributing
		Supporting Access without Removing Rigor. Staff will be trained on the distinction between supporting access and removing rigor, and on the gradual release of responsibility model, so that SWD continue to engage with grade-level content with appropriate scaffolds rather than receiving simplified curriculum. **Verbal De-Escalation Cycle.** Staff will receive training in Verbal De-Escalation Cycle techniques to prevent behavioral escalations and to support students through moments of dysregulation without resorting to disciplinary referrals. **Behavior Chart Implementation.** Staff will receive training in behavior chart implementation and customization to meet individual student needs, supporting consistent reinforcement across the school day. **Functional Behavioral Assessment and Behavior Intervention Plan Fidelity.** Special education staff will receive ongoing training to strengthen the quality and fidelity of FBAs and BIPs, including documentation, progress monitoring, and timely revision when an intervention is not producing the expected behavioral growth. **Restorative Practices and PBIS for Neurodiversity.** Staff will receive professional learning in restorative practices and in PBIS implementation with explicit adaptation for neurodiversity and for SWD, including how to implement CICO, restorative re-entry, and restorative alternatives to short-term suspension with this student group. **Special Education and General Education Collaboration.** Structured collaboration time and professional learning will be provided to strengthen the frequency and quality of collaboration between special education and general education staff around the shared SWD caseload, including joint review of academic and behavioral data, planning of co-taught lessons, and progress monitoring of intervention impact. This comprehensive approach addresses both the academic and social-emotional needs of Students with Disabilities. The action integrates direct services to students with the staff capacity building required to deliver those services consistently, in full alignment with the school's Differentiated Assistance Action Plan developed in partnership with the Fresno County Superintendent of Schools (FCSS). The 2026-27 plan builds on demonstrated improvements while implementing additional targeted supports to ensure progress for SWD across all four Dashboard indicators during the 2026-27 school year.		

Action #	Title	Description	Total Funds	Contributing
5	STRENGTHENING EL PROGRAM & SERVICES	On the 2025 California School Dashboard, AMPS received a Blue performance level on the English Learner Progress Indicator (ELPI), the highest performance level on the Dashboard. On the 2025 Dashboard, 61.7% of English Learners made progress toward English language proficiency as measured by the Summative ELPAC. This result reflects a significant recovery and advancement over the three most recent reporting cycles. On the 2023 Dashboard, 43.1% of English Learners made progress. On the 2024 Dashboard, 26% made progress. On the 2025 Dashboard, 61.7% made progress. The 2025 result not only reverses the decline observed in 2024 but also exceeds the 2023 baseline by 18.6%, representing both a return to and meaningful advancement beyond pre-2024 performance. In addition, 9.8% of English Learners scored proficient on the 2024-25 ELPAC Summative Assessment, resulting in a 9.8% reclassification rate for the 2024-25 school year. On the 2023 California School Dashboard, English Learners received a Red performance level on the ELA Academic Indicator. On the 2024 Dashboard, English Learners received a Red performance level on the ELA Academic Indicator, the Math Academic Indicator, the ELPI, and the Suspension Rate Indicator. This 2025 outcome reflects the combined impact of AMPS's sustained partnership with the Fresno County Superintendent of Schools (FCSS) English Language Development (ELD) Coach, schoolwide ELD practices that include sentence starters and sentence frames during writing instruction, bilingual classroom environments, in-classroom designated ELD delivery, and targeted after-school Tier 2 Reading Intervention for English Learners. **Continued Need and Differentiated Assistance Eligibility** While ELPI performance reached Blue on the 2025 Dashboard, English Learners remain below standard on the ELA and Math Academic Indicators. On the 2025 California School Dashboard, the EL student group moved from Red on the 2024 Dashboard to Orange on the 2025 Dashboard for the ELA Academic Indicator, and from Red on the 2024 Dashboard to Yellow on the 2025 Dashboard for the Math Academic Indicator. AMPS is eligible for Differentiated Assistance based on 2024 California School Dashboard performance for English Learners in Academics (Priority 4) and Suspension Rate (Priority 6). AMPS is partnering with FCSS during the 2026-27 school year to address the gap between strong ELPI progress and English Learner performance on the academic indicators. **Direct Services to English Learners** **Integrated and Designated ELD in the General Education Classroom.** Beginning in the 2026-27 school year, all general education teachers will be responsible for	$3,300	Y

Action #	Title	Description	Total Funds	Contributing
		delivering both integrated and designated ELD instruction daily within their classrooms. This change reflects the elimination of the part-time ELD teacher position due to budgetary constraints associated with declining enrollment. Designated ELD will continue to be delivered in-classroom rather than through a pull-out model, integrating language development within the regular classroom environment. **Schoolwide ELD Practices.** AMPS will continue to implement schoolwide ELD practices that include sentence starters and sentence frames during writing instruction, bilingual classroom environments with at least 20 bilingual signs labeling specific and commonly used items in every classroom, and the use of manipulatives, think-pair-share routines, visual anchor charts, and metacognitive strategies in all classrooms. **ELD Curriculum.** Teachers will continue to use the Amplify Language Studio ELD Curriculum in grades TK through 5 and Cengage materials in grade 6, with emphasis on aligning all academic lessons with ELD standards. **Bi-Monthly ELPAC Practice Tests.** All teachers will administer ELPAC practice tests bi-monthly to prepare students for the annual Summative ELPAC assessment. The practice tests will provide formative data on student progress toward ELPAC proficiency and will support teachers in identifying specific language skills that require additional instructional emphasis. **Priority Access to Tier 2 Intervention.** English Learners will be monitored regularly through i-Ready Reading and Mathematics Diagnostic data and ELPAC practice test results, and will be prioritized for Tier 2 intervention in both ELA and Mathematics. Tier 2 ELA intervention will continue through the after-school Teaching Fellows model. During the 2025-26 school year, 16 English Learner students in grades 4 through 6 who received this intervention four times per week for 45 minutes demonstrated an average i-Ready Reading growth of 26.9% from fall to spring. Tier 2 Math intervention will be delivered through a partnership with an outside vendor (organization to be determined) for the 2026-27 school year. EL students will receive priority access to both interventions. **Bilingual Instructional Aide Small Group Support.** Bilingual Instructional Aides will provide targeted small group instruction to support the specific language acquisition needs of EL students. The smaller instructional setting allows for increased language practice and immediate feedback, and primary language support will be offered when appropriate while building English proficiency. **Priority Enrollment in Extended Learning Opportunities.** English Learners will receive priority enrollment in academic tutoring offered through the Expanded		

Action #	Title	Description	Total Funds	Contributing
		Learning Opportunities Program (ELOP), including after-school programs, intersession support, and summer programming. This extended learning time will provide additional opportunities for language development and academic content mastery. **Family Engagement and Partnership.** Teachers will send weekly newsletters and personal positive messages to families highlighting student growth and achievement. Once per semester, teachers will host classroom-based student-parent activities designed to strengthen school-home partnerships and engage families in supporting language development. The school leader will continue to share California School Dashboard, ELPAC, and i-Ready data with families during English Learner Parent Advisory Committee (EL-PAC), English Learner Advisory Committee (ELAC), and Parent Nest Connection meetings, and will continue to gather family input on EL programming. **Direct Services to Dually Identified English Learners with Disabilities** Approximately 28.3% of Students with Disabilities at AMPS are also identified as English Learners (15 of 53 students), presenting dual barriers to academic access and demonstration of learning. The following supports are specifically designed for this population. **State Testing Accommodation Practice in Advance of CAASPP.** Education specialists will work with dually identified EL and SWD students in advance of the CAASPP administration so that students have the opportunity to practice using their designated state testing accommodations before the assessment. Familiarity with the accommodations is essential to the student's ability to use them effectively on testing day. **Coordinated Access to Tier 2 Intervention.** Dually identified EL and SWD students will be prioritized for Tier 2 ELA and Math intervention, with intervention scheduling coordinated to align with IEP-aligned supports and designated ELD delivery so that students receive coherent, layered support rather than competing services. **Professional Development to Address the Identified Needs of English Learners** To address the gap between English Learners' strong language acquisition progress and continued below-standard performance on the academic indicators, AMPS will provide all general education teachers with professional development that strengthens both integrated and designated ELD delivery during the 2026-27 school year. This professional development is also responsive to a significant program change for 2026-27: the part-time ELD teacher position will be		

Action #	Title	Description	Total Funds	Contributing
		eliminated due to budgetary constraints associated with declining enrollment, and designated ELD instruction will be redistributed to all general education teachers within their classrooms. The professional development will be delivered through the continued partnership with the FCSS ELD Coach and will include the following components. First, FCSS will deliver coaching cycles, ELPAC practice test demonstrations at every grade level, and classroom observations with feedback on EL instructional practice. Second, the professional development will address designated ELD instructional design within the regular classroom environment, integrated ELD strategies within content instruction, ELPAC-aligned instruction, and culturally and linguistically responsive practice. Third, teachers will build capacity in evidence-based instructional strategies for English Learners, including manipulatives, think-pair-share routines, sentence frames, visual anchor charts, and metacognitive strategies. Fourth, teachers will be prepared to use the bi-monthly ELPAC practice tests as formative assessment and to deliver appropriate state testing accommodations for dually identified EL and Students with Disabilities students. The professional development is supported by the EL Education ELD supplemental resource, which provides standards-aligned, ELPAC-aligned ELD instructional materials that teachers will use to design and deliver designated ELD across grades TK through 6. Together, the FCSS professional development partnership and the EL Education supplemental resource address the Differentiated Assistance priority by ensuring that all classroom teachers have both the capacity and the instructional materials required to deliver integrated and designated ELD with fidelity, closing the gap between English Learners' ELPI progress and their academic performance. **Staff Capacity Building and Professional Learning** **Integrated and Designated ELD Delivery for All Teachers.** Because all general education teachers will be responsible for delivering both integrated and designated ELD daily during the 2026-27 school year, all teachers will receive professional learning to support EL student instruction. Training will include integrated ELD strategies within content instruction, designated ELD instructional design within the regular classroom, and the use of in-classroom designated ELD as a replacement for pull-out models. **Sustained FCSS ELD Coaching Partnership.** AMPS will continue to engage the FCSS ELD Coach for professional learning, ELPAC practice test demonstrations at		

Action #	Title	Description	Total Funds	Contributing
		every grade level, and classroom observations with feedback on EL instructional practice. **Culturally and Linguistically Responsive Practice.** Professional learning will address culturally and linguistically responsive practice domains, including instructional approaches, language development strategies, and cultural knowledge integration. This foundation ensures that teachers understand the cultural and linguistic factors that influence EL learning. **Evidence-Based Instructional Strategies.** Professional learning will support implementation of research-supported techniques, including manipulatives, think-pair-share routines, sentence frames, visual anchor charts, and metacognitive strategies specifically designed to facilitate student language acquisition. **ELPAC-Aligned Instruction.** Professional learning will deepen teacher understanding of the ELPAC assessment framework and its connection to effective EL instruction, ensuring that classroom practices prepare students for demonstration of language proficiency and ELPAC progress. **ELD Curriculum Implementation.** Professional learning will support effective use of the Amplify Language Studio ELD Curriculum (TK through 5) and Cengage materials (grade 6), with emphasis on aligning all academic lessons with ELD standards. **Family Communication for Families of English Learners.** Professional learning will support effective communication practices specifically designed for families of English Learners, including language-accessible approaches and culturally responsive engagement strategies. **State Testing Accommodations for Dually Identified Students.** Education specialists will receive additional professional learning on state testing accommodations for dually identified EL and SWD students, including how to select appropriate accommodations, how to prepare students to use accommodations effectively in advance of CAASPP, and how to document accommodation use in the IEP. **Instructional Monitoring and Coaching.** Teachers will participate in monthly consultations with school administrators to review instructional and classroom management practices that affect student engagement, with particular attention to EL student participation and learning. These meetings may increase to weekly or bi-monthly frequency for teachers requiring additional support in EL instructional strategies.		

Action #	Title	Description	Total Funds	Contributing
		Through this comprehensive approach to strengthening EL programs and services, AMPS will sustain the Blue performance level on the English Learner Progress Indicator, continue to advance English Learners on the ELA and Math Academic Indicators, and provide coordinated support for dually identified EL and SWD students. The action integrates direct services to students with the staff capacity building required to deliver those services consistently, in full alignment with the school's Differentiated Assistance work in partnership with FCSS.		
6	BROAD COURSE OF STUDY	Aspen Meadow Public School (AMPS) provides all students with a comprehensive educational experience that extends beyond core academic subjects. The core academic program includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education. The broad course of study extends this core program through a sequential arts education sequence in visual arts and music for students in grades TK through 6. **Visual Arts Program.** All students in grades TK through 6 will continue to participate in standards-aligned visual arts instruction that develops creativity, cultural understanding, and cross-curricular connections. The art teacher will deliver the visual arts curriculum during the regular school day. Upper-grade students will have the opportunity to extend their learning through specialized ceramic classes that use the school kiln during after-school programming. The extended opportunity allows students to engage in more complex, multi-session art projects that develop persistence and creative problem-solving. **Music Education Sequence.** Students in grades TK through 4 will continue to receive foundational music instruction focused on vocal development, rhythm, musical literacy, and cultural appreciation. Students in grades 5 and 6 will advance to specialized Band and Choir programs that build on these foundational skills through instrumental and choral performance opportunities. The credentialed music teacher will continue to develop the choral and band programs with specific attention to incorporating multicultural musical traditions that expose students to diverse global cultures. **Culturally Responsive Arts Programming.** Both the visual arts and music programs will intentionally incorporate multicultural and diverse art forms, helping students develop understanding and appreciation of various cultural traditions while building their own creative expression skills. This culturally responsive approach supports identity development, global awareness, and cross-cultural understanding for all students.	$178,089	Y

Action #	Title	Description	Total Funds	Contributing
		Arts as a Pathway for English Learner Language Acquisition. For English Learners, musical instruction offers an additional pathway for language acquisition through song, engaging different cognitive processes in language development. Multicultural musical traditions integrated into the choral and band programs provide language-rich experiences that complement the school's integrated and designated ELD instruction. **Rationale and Connection to Academic Indicators** Research consistently demonstrates that arts education provides significant benefits that extend across all subject areas. Music education enhances students' ability to think critically about societal structures and interdisciplinary connections, and arts instruction strengthens neural pathways that support memory formation and content retention across subject areas. These programs directly support core academic skill development by strengthening students' communication abilities, attention span, and memory function, all of which are critical factors in closing achievement gaps and accelerating learning across the indicators identified in the school's needs assessment. Through this broad course of study, AMPS will continue to provide all students with access to sequential visual arts and music instruction during the regular school day and through extended learning opportunities. The visual arts and music programs complement the core academic program, support language acquisition for English Learners, and contribute to the school's mission of developing exceptional leaders who are creative, culturally aware, and academically prepared.		

Goal

Goal #	Description	Type of Goal
2	**Professional Excellence & Capacity Building:** Provide educators and staff with evidence-based professional development to better serve diverse learners. By building internal capacity and supporting staff growth, the school aims to improve teacher retention and instructional quality.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Aspen Meadow Public School (AMPS) developed this LCAP goal in direct response to the analysis of local data, the school's Differentiated Assistance eligibility, and educational partner input gathered during the 2025-26 school year. The goal reflects four converging findings from the school's needs assessment and engagement work.

Differentiated Assistance Eligibility and the Need for Evidence-Based Practice: AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. Differentiated Assistance requires the selection and implementation of evidence-based interventions, which in turn requires that all staff receive professional learning aligned with those interventions. The 2025 Dashboard identified Students with Disabilities, Homeless Youth, and Black or African American students as priority student groups across the Academic, Chronic Absenteeism, and Suspension Rate Indicators. Effectively serving these student groups requires teacher capacity in specific evidence-based practices, including Universal Design for Learning, Inclusive Co-Teaching, Reciprocal Teaching, Curriculum-Based Measurement, restorative practices, the behavior versus disability distinction, trauma-informed teaching, and the Verbal De-Escalation Cycle. The goal was developed to ensure that staff receive the professional learning required to deliver these practices with fidelity.

Teacher Turnover and the Need for Sustained Capacity Building: A 47% turnover and novice rate among general education staff during the 2025-26 school year, with 7 of 15 teachers being new or in induction status, affected the consistency of classroom management, instructional practice, and relationship-building across grade levels. New and induction-level teachers require dedicated coaching and time to build the strong adult-student relationships and consistent instructional routines that support student attendance, behavior, and academic achievement. The goal was developed to ensure that AMPS invests in the sustained capacity building required to stabilize the staff, develop early-career teachers, and improve teacher retention over time.

Educational Partner Input: Teachers shared through the three Kelvin Climate and Culture data review sessions and the weekly Friday professional learning meetings that they want to be more involved in the decision-making process, including decisions about how categorical and one-time funds are used to support classroom instruction. Teachers also requested dedicated time to work and plan with their instructional aides so that classroom intervention can be delivered with coherence and consistency. Students, in turn, identified the need for greater consistency and fairness in adult interactions, and parents requested clearer communication and stronger family engagement. Each of these requests requires teacher and staff capacity that is built through structured, evidence-based professional learning. The goal was developed to position professional learning as the vehicle through which the staff capacity required by these requests will be developed.

Connection to New Curriculum Adoption and the Differentiated Assistance Action Plan

AMPS is adopting the Innovamat mathematics curriculum for grades K through 5 for the 2026-27 school year. This adoption requires extensive teacher training, instructional coaching delivered by a dedicated Math Instructional Coach, and ongoing support during implementation. AMPS is also continuing to implement schoolwide ELD practices, the Empower Hour intervention block, the after-school Tier 2 Reading Intervention, the discipline matrix incorporating restorative practices, the multi-tiered behavioral support system, and the Differentiated Assistance Action Plan with FCSS. Each of these structures requires staff who are continuously building capacity in the practices that make the structures effective. The goal was developed to coordinate the professional learning required across all of these initiatives within a single, coherent framework.

Goal Statement and Connected Actions: The goal was developed to provide educators and staff with evidence-based professional development to better serve diverse learners, build internal capacity, support staff growth, and improve teacher retention and instructional quality. The actions associated with this goal include the Professional Learning action, which serves as the primary vehicle for delivering the professional learning, and the staff capacity-building components described across the MTSS Academic, MTSS Social-Emotional, Services to Support Students with Disabilities, Strengthening English Learner Program and Services, and Administrators and Educators that Support the Educational Program actions. The Teacher Certification component of the Professional Learning action, funded through Title II at $11,000, supports the credential clearance work required to retain effective teachers. Together, these actions are designed to build the staff capacity required to deliver the direct services to students described across the LCAP, address the priorities identified through Differentiated Assistance, and sustain instructional quality and teacher retention over time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 71.9%	2022-23: 66.7%	2023-24: 66.7%	2024-25: 100%	-5.2%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access.	2023-24 ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 3	2024-25 ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 3	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5	ELA: 0 ELD: +2 Math: 0 Social Science: +2 Science: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	CTE: NA Health: 2 PE: 4 VAPA: 4 World Language: N/A	CTE: NA Health: 2 PE: 5 VAPA: 5 World Language: NA	CTE: NA Health: 3 PE:5 VAPA: 5 World Language: N/A	CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A	CTE: NA Health: +1 PE: +1 VAPA: +1 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: This action has been fully implemented. Meadow Public School has employed a principal and appropriately credentialed teachers in all TK–6 classrooms. All educators participated in summer professional development and continue to engage in ongoing professional learning throughout the school year, including embedded professional development and Professional Learning Communities (PLCs). Staffing and professional development structures are in place and operating consistently across the site.

Challenges: A staffing challenge occurred when a teacher resignation took place midyear for the fourth grade. This transition required additional coordination, onboarding, and coaching support to ensure instructional continuity and minimize disruption for students. The position has since been filled.

Limited professional development time due to instructional demands and competing district priorities has also been a challenge. This has required the school to prioritize certain professional learning topics over others and has made it more difficult to fully implement all planned initiatives, particularly those related to school climate and student support.

Successes: Despite the midyear staffing change, Aspen Meadow was able to promptly place an on-site substitute into the role, minimizing disruption for students. Ongoing professional development has supported teachers in strengthening their content knowledge and improving instructional practices. Teachers are demonstrating increased confidence in their subject areas and applying strategies from professional learning into daily instruction.

Action 2: Aspen Meadow has partially implemented a comprehensive professional learning system that includes summer professional development, non-instructional days, and ongoing weekly professional learning for both general education and special education staff. Educators receive differentiated support

from administrators, grade-level leads, and instructional coaches, including targeted coaching for sixth-grade teachers implementing Gradient Learning. Substitute coverage has been used to support classroom observations and coaching cycles, and the school successfully funded induction support for all eligible teachers to support credential clearance and retention.

Professional learning has been delivered across multiple priority areas, including instructional frameworks, MTSS systems, curriculum implementation, designated and integrated ELD supports, inclusive practices for Students with Disabilities, and leadership development. Substantive adjustments this year included a transition to OpenSciEd for science. Teachers have received initial OpenSciEd training, and additional training is scheduled before the end of the year to strengthen implementation. Administrative teams also participate in ongoing professional learning through Fresno County Superintendent of Schools (FCSS) and partner networks to build instructional leadership capacity and refine schoolwide systems.

While professional learning focused on instruction, MTSS, and curriculum implementation has been implemented consistently, full implementation has not yet been achieved in the area of school climate and student support initiatives. Specifically, PBIS, Leader in Me, restorative practices, and trauma-informed practices have not been fully launched or sustained at the intended level due to competing district priorities and limited professional development time. The school is actively revising the professional learning schedule to strengthen this focus area during the second half of the year.

Challenges; The primary challenge has been dedicating sufficient, consistent professional learning time to school climate and student support initiatives (PBIS, Leader in Me, restorative practices, and trauma-informed practices) while balancing instructional priorities, compliance requirements, and other site needs. These competing demands have limited the school's ability to fully implement and sustain this component of the professional learning plan. Aspen Meadow is reprioritizing the professional learning calendar and identifying more efficient delivery structures to strengthen implementation moving forward.

Successes: Instructional support and curriculum implementation have been strengthened through ongoing coaching and targeted teacher support. The OpenSciEd transition included initial training, and teachers report increased confidence in science instruction. Sixth-grade teachers have received focused coaching support on Gradient Learning implementation.

MTSS systems have improved through more consistent benchmark data reviews, increased use of i-Ready data to inform instruction and intervention, and implementation of BeyondSST to strengthen referral tracking, documentation, and follow-through for student supports.

Professional learning has also strengthened supports for specialized populations through sessions focused on designated and integrated ELD, accommodations and modifications, and inclusive instructional practices for English Learners and Students with Disabilities.

Leadership development has been advanced through administrator participation in FCSS and partner network learning opportunities, supporting growth in instructional leadership, data use, and systems development. The school also successfully funded induction support for all teachers who needed credential clearance, supporting educator effectiveness and retention.

Action 3: Aspen Meadow has fully implemented systems to ensure all students have access to standards-aligned instructional materials across core content areas. The school maintains consistent access to adopted core materials and has initiated curriculum review processes to identify instructional gaps, replacement needs, and appropriate supplemental resources. Purchasing processes have been aligned to enrollment changes and current instructional priorities to ensure materials remain available and responsive to student needs.

As part of this work, the school is currently conducting a full curriculum cycle review for mathematics. Aspen Meadow established a Math Adoption Committee to guide the review, pilot, and selection process for new instructional materials. The committee is actively reviewing and piloting resources to strengthen alignment to the California Math Framework and the Common Core State Standards.

Challenges: Curriculum work has required careful coordination with instructional priorities and assessment windows. Midyear enrollment shifts have also created materials adjustments and purchasing demands. While the math adoption process is underway, balancing the use of supplemental resources alongside existing materials has required additional planning to maintain consistency. In addition, launching and maintaining a large Math Adoption

Committee has been more time-intensive than anticipated and has required significant staff capacity, which has limited the school's ability to fully develop and implement a comprehensive curriculum review roadmap across all content areas at the same pace.

Successes: Students and teachers have consistent access to core instructional materials across content areas. Curriculum reviews and the work of the Math Adoption Committee have strengthened staff engagement in instructional decision-making and clarified instructional gaps that need to be addressed. This process has supported more intentional alignment of materials and instruction to California content standards, with particular progress in mathematics and science, including improved attention to expectations reflected in the California Math Framework.

Action 4: Aspen Meadow has fully implemented a comprehensive technology program designed to ensure equitable digital access for all students. Every student has been issued a dedicated device, and campus-wide internet connectivity is consistently maintained to support daily instruction. The IT Team provides ongoing technical support for both staff and students, maintains instructional platforms, and supports virtual communication and collaboration through Microsoft Teams. Implementation has occurred as planned, with reliable systems in place to sustain day-to-day digital learning and operations.

Challenges: Ongoing challenges have primarily involved routine device maintenance, troubleshooting technical issues, and providing timely support as needs arise throughout the school day. These challenges are managed through established IT response systems and consistent technical support processes.

Successes: All students have consistent access to digital instructional materials and learning platforms regardless of socioeconomic background. Teachers regularly integrate technology into instruction, and students consistently use devices to access curriculum resources, complete assessments, and engage with collaborative tools.

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.

The following material differences between budgeted expenditures and estimated actual expenditures occurred during the 2025-26 LCAP implementation year for Goal 2. Each difference is described below, organized by action.

Action 1: Administrators and Educators That Support the Educational Program: Estimated actual expenditures were higher than budgeted expenditures due to a small increase in the cost of teacher benefits during the 2025-26 school year. The variance reflects standard year-over-year adjustments in benefit costs rather than a change in staffing levels or scope of service.

Action 2: Professional Learning: Estimated actual expenditures were less than budgeted expenditures due to lower-than-projected costs for teacher induction services during the 2025-26 school year. The actual cost of teacher induction was lower than the amount projected during the 2025-26 LCAP budget development.

Action 3: Core Curricular Program Needs: Estimated actual expenditures were less than budgeted expenditures due to a timing difference in the planned core curriculum purchase. The core curriculum that was budgeted for purchase during the 2025-26 school year was instead purchased at the end of the 2024-25 school year. The curriculum was acquired as planned but the expenditure appeared in the prior year's budget, creating a material difference between the 2025-26 budgeted and estimated actual expenditures for this action.

Action 4: Closing the Digital Divide: Estimated actual expenditures were higher than budgeted expenditures due to an increase in the purchase of student laptops and other technology resources during the 2025-26 school year. The additional purchases supported the expansion of student device access and the replacement of devices required to maintain the school's one-to-one technology model.

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

Action 1: This action has been effective in making progress toward Goal 2. Effectiveness is being measured through professional development participation, classroom observations and coaching data, and midyear academic indicators including i-Ready diagnostic results, formative assessment data, and student work samples. Midyear data and instructional walkthroughs show improvements in teacher content knowledge, instructional practices, and consistency of instruction across classrooms.

Action 2: This action has contributed to progress toward Goal 2. Aspen Meadow is measuring effectiveness through professional development participation, coaching and observation evidence, benchmark assessment data, and MTSS documentation. Midyear indicators show improvements in instructional practice, stronger use of data to inform instruction, and increased educator capacity across grade levels.

At the same time, this work remains in progress. Continued refinement is needed to strengthen MTSS implementation, clarify intervention structures, and ensure consistent follow-through once academic and behavioral data are analyzed. Additional focus is also needed to fully implement and sustain school climate and student support initiatives so systems are proactive, consistent, and aligned to student needs.

Action 3: This action has been effective in supporting progress toward Goal 2 by strengthening instructional quality and ensuring equitable access to standards-aligned materials, particularly in mathematics. Effectiveness is monitored through classroom observations, teacher feedback, curriculum review findings, and midyear academic indicators, including i-Ready results. Midyear evidence indicates increased consistency in curriculum use, stronger alignment to grade-level standards, and more intentional instructional planning. The math adoption committee is further advancing this work by systematically identifying gaps, testing resources, and guiding improvements to ensure materials and instruction continue to meet student needs.

Action 4: This action has been effective in establishing the foundational conditions necessary for high-quality instruction and professional learning. Equitable access to devices, reliable connectivity, and timely technical support enables educators to deliver standards-aligned instruction, implement digital curriculum and assessment tools, analyze student data, and apply professional learning in daily practice.

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

Reflections on prior practice during the 2025-26 school year, including the analysis of California School Dashboard data, i-Ready Mathematics Diagnostic results, and educational partner input, did not result in changes to the goal, metrics, or targeted outcomes for LCAP Goal 2 for the 2026-27 school year. These elements will remain consistent with the prior year to allow for continued progress monitoring against the same measures and to support meaningful year-over-year comparison.

Reflections on prior practice did, however, result in two significant changes to the implementation of LCAP Goal 2 for the 2026-27 school year. First, based on educational partner input regarding the need to improve mathematics instruction and on the teacher-led math curriculum pilot conducted during 2025-26, Aspen Meadow Public School (AMPS) will adopt Innovamat as the new mathematics curriculum for grades K through 5. The Innovamat adoption will be supported by extensive professional development for teachers, delivered through the new Math Instructional Coach role and the structured Friday professional learning schedule described in the Professional Learning action. Second, AMPS will adopt the Positive Prevention Plus sex education and health curriculum for grades 4 through 6 to strengthen the school's health education program.

Together, these curriculum adoptions and the associated professional development represent substantive enhancements to the strategies AMPS is using in support of LCAP Goal 2, while the goal itself, the metrics, and the targeted outcomes remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	AMPS will continue to employ appropriately credentialed teachers in every classroom in grades TK through 6 to ensure that all students receive instruction from teachers who hold the credentials and authorizations required by California law. Teachers will deliver instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, and will be responsible for the integrated and designated English Language Development instruction described in the Strengthening English Learner Program and Services action. All educators will continue to participate in a structured professional learning program that includes: • Five summer preparation days held prior to the start of the school year • Two non-instructional days held during the school year • Weekly professional learning sessions and Professional Learning Communities (PLCs) embedded in the regular instructional schedule This professional learning schedule provides the time required to implement the staff capacity-building components described across the other 2026-27 LCAP actions, including the foundational literacy and mathematics professional learning, the trauma-informed teaching and de-escalation training, the Universal Design for Learning and Inclusive Co-Teaching training, the integrated and designated ELD instruction training, and the FCSS coaching cycles.	$1,680,755	Y
2	PROFESSIONAL LEARNING	Aspen Meadow Public School (AMPS) will provide all educators, including general education and special education staff, with evidence-based professional learning during the 2026-27 school year. The professional learning schedule includes six days of Summer Professional Learning, two non-instructional days during the school year, and weekly professional learning sessions and Professional Learning Communities (PLCs) embedded in the regular instructional schedule. This action serves as the professional learning vehicle through which the staff capacity-building components described across the other 2026-27 LCAP actions are delivered. AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The 2024 Dashboard triggered	$106,135	Y

Action #	Title	Description	Total Funds	Contributing
		eligibility for English Learners in Academics (Priority 4) and Suspension Rate (Priority 6), and the 2025 Dashboard triggered eligibility for Students with Disabilities in Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6); for Homeless Youth in Chronic Absenteeism and Suspension Rate; and for African American students in Chronic Absenteeism and Suspension Rate. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address these indicators, with the executive leadership team's data dive selecting Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across the priority student groups. The staff capacity-building required to implement the Differentiated Assistance Action Plan is delivered through this action. This includes training in trauma-informed classroom practices, the behavior versus disability distinction, restorative practices, the Verbal De-Escalation Cycle, Check-In/Check-Out and Check and Connect monitor preparation, the monthly adult-student mentoring protocol for grades 5 and 6, and the facilitation of the schoolwide Anti-Bullying Campaign and the student-led Upstander Team. Attendance Works resources support the professional learning components related to chronic absenteeism root causes and family engagement. **Instructional Coaching and Support** Teachers will receive differentiated support from grade-level lead teachers, administrators, and the Math Instructional Coach. Sixth-grade teachers will receive specialized coaching on implementing the Gradient Learning curriculum. AMPS will continue to engage FCSS for English Language Development (ELD) coaching and for phonics and phonemic awareness coaching cycles, including in-classroom demonstration lessons for grade-level teams. The FCSS coaching cycles directly support the school's Differentiated Assistance work, particularly for English Learners and Students with Disabilities in the academic indicators. Substitute teachers will be employed to enable peer observations and instructional coaching while maintaining instructional continuity. **Math Instructional Coach** AMPS will provide a dedicated Math Instructional Coach who will support teachers in enhancing mathematics instruction, offering targeted guidance and resources to improve student outcomes. The Math Instructional Coach will support teachers in delivering Tier 1 mathematics aligned to the California Common Core State Standards for Mathematics, balancing conceptual understanding, procedural fluency, and application, and using math discourse routines and visual models including bar models, number lines, and arrays.		

Action #	Title	Description	Total Funds	Contributing
		Coaching will include support for the adoption of the new Innovamat mathematics curriculum for grades K through 5. The Math Instructional Coach also supports the school's Differentiated Assistance work by addressing the Students with Disabilities performance gap on the Math Academic Indicator, which is the deepest performance gap of any student group on any academic indicator at AMPS. **School Climate and Student Support** Professional learning will support PBIS implementation with explicit adaptation for neurodiversity and Students with Disabilities, schoolwide implementation of Leader in Me, trauma-informed classroom practices, restorative practices including Restorative Circles and restorative re-entry meetings, restorative alternatives to short-term suspensions, Verbal De-Escalation Cycle techniques, self-regulation strategies, and the AMPS Discipline Matrix Process. Training will also address the behavior versus disability distinction so that staff are prepared to recognize when a behavior is a manifestation of a disability rather than willful misconduct. Targeted training will support Check-In/Check-Out implementation and Check and Connect monitor preparation, the monthly adult-student mentoring protocol for grades 5 and 6, and the facilitation of the schoolwide Anti-Bullying Campaign and the student-led Upstander Team. The School Climate and Student Support professional learning directly supports the school's Differentiated Assistance work by addressing the chronic absenteeism and suspension rate patterns that triggered eligibility for Students with Disabilities, Homeless Youth, and African American students. **Instructional Frameworks.** Professional learning will address MTSS referral processes, data analysis using i-Ready, and the implementation of Tier 1 and Tier 2 interventions including the after-school Teaching Fellows Reading model. Training will support Universal Design for Learning (UDL) for both ELA and mathematics, providing multiple means of representation, engagement, and expression, and Inclusive Co-Teaching for general education and special education teachers, including co-planning routines and shared progress monitoring. Staff will be trained on supporting access to grade-level rigor without removing rigor, including the gradual release of responsibility model. Curriculum-Based Measurement (CBM) for weekly progress monitoring in reading and mathematics will also be included, along with standardized Empower Hour implementation, including smooth transitions within three minutes, ten-minute focus lessons, self-running centers, and a walkthrough rubric for fidelity monitoring.		

Action #	Title	Description	Total Funds	Contributing
		ELA and Literacy Practices. Foundational literacy professional learning will be provided in phonics and phonemic awareness, with priority for teachers in transitional kindergarten through second grade and for education specialists serving SWD. Training will support Reciprocal Teaching strategies (predicting, questioning, clarifying, summarizing) applied in ELA and across content areas, and Question-Answer Relationship (QAR) techniques applied to ELA texts and mathematics word problems. **Mathematics Practices.** Professional learning will support Explicit Math Instruction with Collaborative Grapple, including Predictive Turn and Talks, Public Records of Thinking, and probing facilitation techniques. Foundational mathematics professional learning will be provided with priority for teachers in transitional kindergarten through second grade and for education specialists serving SWD. Specially Designed Instruction (SDI) for mathematics will include QAR techniques applied to mathematics word problems and applied tasks. **Curriculum Implementation.** Professional learning will support the implementation of the following curricula: • Core Knowledge / CKLA • Innovamat (new mathematics curriculum adoption) • Amplify Science • Gradient Learning for sixth grade • Amplify Language Studio ELD Curriculum (TK through 5) and Cengage materials (grade 6) **Specialized Populations.** Professional learning will support designated and integrated ELD strategies for English Learners, with attention to the elimination of the part-time ELD position and the redistribution of designated ELD responsibility to all general education teachers. Training will support ELPAC-aligned instruction and ELPAC practice test administration. For Students with Disabilities, training will support accommodations and modifications with particular attention to consistency across the school day during Tier 1 instruction, state testing accommodations for dually identified EL and SWD students including preparation of students to use accommodations effectively in advance of CAASPP, Functional Behavioral Assessment and Behavior Intervention Plan fidelity including documentation, progress monitoring, and timely revision, special education and general education collaboration around the shared SWD caseload, culturally and linguistically responsive practice, and inclusion model implementation.		

Action #	Title	Description	Total Funds	Contributing
		Leadership Development The Administrative and Leadership Team will participate in additional professional learning through workshops, conferences, and leadership coaching focused on strategic planning, core leadership competencies, and the leadership of the school's Differentiated Assistance partnership with FCSS. **Teacher Certification** To support teacher effectiveness and retention, AMPS will fund teacher induction expenses for credential clearance Through this comprehensive professional learning plan, AMPS will build the staff capacity required to deliver the direct services to students described across the 2026-27 LCAP, including the MTSS Academic, MTSS Social-Emotional, Services to Support Students with Disabilities, Strengthening English Learner Program and Services, and Broad Course of Study actions. The integration of foundational literacy and mathematics training, trauma-informed and restorative practices, UDL and Inclusive Co-Teaching, and ELD instruction within a coordinated professional learning schedule is designed to support sustained improvement across all California School Dashboard indicators during the 2026-27 school year.		
3	CORE CURRICULAR PROGRAM NEEDS	Aspen Meadow Public School (AMPS) will ensure that all students have access to standards-aligned curriculum and instructional materials across all content areas during the 2026-27 school year. AMPS will continue to conduct annual curriculum reviews to identify gaps, replacement needs, and supplemental resource requirements. Materials will be purchased based on enrollment projections, curriculum adoption cycles, and identified instructional needs to support effective implementation of California content standards. **New Mathematics Curriculum Adoption: Innovamat** For the 2026-27 school year, AMPS will purchase the Innovamat mathematics curriculum for grades K through 5. Innovamat is a research-informed mathematics program aligned with the California Common Core State Standards for Mathematics. The adoption is intended to strengthen Tier 1 mathematics instruction by balancing conceptual understanding, procedural fluency, and application, and by supporting the use of math discourse routines and visual models such as bar models, number lines, and arrays. Implementation of Innovamat will be supported through coaching delivered by the Math Instructional Coach, as described in the Professional Learning action.	$53,700	N

Action #	Title	Description	Total Funds	Contributing
		AMPS will also adopt the Positive Prevention Plus health curriculum for grades 4 through 6, in alignment with the California Healthy Youth Act under Education Code section 51930 and section 51938, which establishes requirements for comprehensive sexual health and HIV prevention education in California schools.		
4	CLOSING THE DIGITAL DIVIDE	Aspen Meadow Public School (AMPS) will continue to maintain a comprehensive technology program during the 2026-27 school year to ensure that all students have equitable digital access regardless of socioeconomic background. The technology program is foundational to the school's ability to deliver standards-aligned instruction, administer required assessments, and support both Tier 1 instruction and Tier 2 intervention as described across the 2026-27 LCAP actions. Each student will continue to receive a dedicated device for accessing instructional and curricular materials, including i-Ready Reading and Mathematics, the Amplify Language Studio ELD Curriculum, the Innovamat mathematics curriculum, the Gradient Learning Platform for sixth grade, and other digital instructional resources used during the school day and through extended learning programming. The IT Team will continue to provide technical support, maintain campus-wide internet connectivity, ensure device accessibility for both staff and students, and support virtual collaboration through Microsoft Teams.	$119,970	N

Goal

Goal #	Description	Type of Goal
3	**Family & Community Partnership:** Cultivate active home-to-school relationships by involving parents in decision-making and school initiatives. Use consistent communication and family engagement strategies to foster a safe, and positive school climate.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Aspen Meadow Public School (AMPS) developed this LCAP goal in direct response to the analysis of local data and educational partner input gathered during the 2025-26 school year. The goal reflects three converging findings from the school's needs assessment and engagement work.

Dashboard Performance on Chronic Absenteeism and Suspension Rate: The 2025 California School Dashboard identified chronic absenteeism as a critical schoolwide priority, with All Students and every numerically significant student group receiving a Red performance level. Suspension rates were also in Red for the All Students group and for the Students with Disabilities, Homeless Youth, and Black or African American student groups. Both indicators are most effectively addressed when families are active partners in the school's improvement work, since families directly influence student attendance, behavior, and engagement at school.

Educational Partner Input: The 2025-26 Kelvin Climate and Culture Survey results, the Student Focus Group findings, and the input gathered through the Parent Advisory Committee, the English Learner Parent Advisory Committee, the Parent Nest Connection Meetings, and the Parent Lighthouse Team consistently identified family engagement, school-home communication, and shared decision-making as priority areas for improvement. Parents requested more personal communication from the school, transparency about how school funding is being used, dedicated family events that strengthen home-school connection, English classes for parents of English Learner students, and structured opportunities for parents to engage in school leadership.

Differentiated Assistance Partnership with FCSS: AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards and is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address chronic absenteeism. The Differentiated Assistance work depends on coordinated, ongoing family partnership to be effective for the Students with Disabilities, Homeless Youth, and Black or African American student groups identified for targeted monitoring.

Goal Statement and Connected Actions: The goal was developed to cultivate active home-to-school relationships, involve parents in decision-making and school initiatives, and use consistent communication and family engagement strategies to foster a safe and positive school climate. The actions associated with this goal include the parent leadership and engagement structures described in the Opportunities Provided to Support Parent Engagement and Participation action, the family-facing components of the MTSS Social-Emotional and Chronic Absenteeism Action Plans (including quarterly attendance celebrations, proactive truancy and SART meetings, restorative re-entry meetings, and weekly attendance and behavior data sharing with the school community), and the school climate and anti-bullying work described in the Promoting a Positive School Climate, Health, and Safety action. Together, these

actions are designed to position families as essential partners in the school's improvement work and to strengthen the conditions that support student attendance, engagement, behavior, and academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 3 10. 4 11. 3 12. 3	2024-25: 9. 4 10. 4 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +2 10. +1 11. +2 12. +2
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24: 1. 4 2. 3 3. 3 4. 4	2024-25: 1. 4 2. 4 3. 4 4. 5	2025-26: 1. 4 2. 4 3. 4 4. 5	2026-27: 1. 4 2. 5 3. 4 4. 5	1. 0 2. 1 3. 1 4. 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 77% Sense of Safety 79% School connectedness	2024-25: 68% Sense of Safety 80% School Connectedness	2025-26: 56% Sense of Safety 58% School Connectedness	2026-27: 70% Sense of Safety 70% School Connectedness	-21% Sense of Safety -21% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 78% Sense of Safety 90% School connectedness	2024-25: 98% Sense of Safety 93% School Connectedness	2025-26: 93% Sense of Safety 91% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+15% Sense of Safety +1% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 95% Sense of Safety 73% School connectedness	2024-25: 100% Sense of Safety 93% School Connectedness	2025-26: 98% Sense of Safety 96% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+3% Sense of Safety +23% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: Aspen Meadow has fully implemented a coordinated set of school climate, student support, safety, and family engagement actions to strengthen student well-being, promote positive behavior, and expand learning experiences.

Expanded Learning and Field Trips: All classes participated in the annual Jog-a-Thon to raise funds for expanded learning experiences. In prior years, the CMO covered the cost of one bus per class for field trips. Due to budget constraints this year, classes either use Jog-a-Thon funds for transportation and trip costs or may apply for Community Schools funding. Field trips supported through Community Schools must meet established criteria to be approved for coverage.

Student Health and Wellness Services: The school provides health services through a nurse's aide on campus 29 hours per week, with access to a full-time nurse who supports testing, staff training related to student health conditions, and participation in relevant IEP and 504 meetings. In addition, Big Smiles partnered with the school this year to provide free dental care to students whose families requested services.

Safety Planning and Emergency Preparedness: The School Safety Plan was reviewed and revised in fall 2025 in collaboration with parents and staff. School Resource Officers (SROs) led staff safety training at the beginning of the school year and facilitated additional group trainings with office staff. Emergency drills—including fire drills, the Great ShakeOut, and lockdown drills—have been conducted and will continue throughout the year. Administrators, SROs, and staff follow the established plan to ensure drills are implemented accurately. These safety routines are aligned with the school's PBIS pillars: Be Safe, Be Ready to Learn, Be Respectful, and Be Responsible.

Recognition, Culture-Building, and Family Engagement: The school has implemented a recognition system aligned to Covey's 7 Habits. Students demonstrating a Habit are recognized weekly through schoolwide intercom shout-outs and receive certificates from teachers. Monthly Family Circles, led by grade-level teams, celebrate the 7 Habits and intentionally include families; families from the presenting grade level are invited to attend each assembly.

The Community Schools team has coordinated multicultural and family engagement events, including a Native American Assembly and Hispanic Heritage Dress-Up Day this year, with a Black History Assembly scheduled for February and a Hmong Heritage Assembly scheduled for April. Additional schoolwide events—including Lunch on the Lawn, the Winter Performance, Pastries with Your Special Person, and a Masquerade Dance—have strengthened family participation. Parent volunteers and Fresno City College volunteers organized and operated a Scholastic Book Fair in December and will host a second Book Fair in March.

The school also implemented schoolwide culture-building activities, including Red Ribbon Week (October) and World Kindness Day (November), with Random Acts of Kindness Week scheduled for February. A schoolwide Anti-Bullying Day has not yet been implemented; the Staff Leadership Team is actively discussing how to launch this initiative.

Attendance and Behavior Incentives
Classes with no behavioral referrals and those demonstrating strong attendance are recognized through free dress days and quarterly pizza parties. In addition, from December through May, classes that achieve 95% attendance for 10 days within a month earn celebrations such as a pizza party, glow-in-the-dark dance party, extra recess, or similar incentives.

Student Voice and Feedback Systems
Due to staffing limitations, reduced stipends, and budget constraints, the school did not implement a formal Student Leadership (Lighthouse) Team this year. However, each class has student leadership roles and jobs, and some upper-grade students voluntarily support teachers in lower-grade classrooms. To strengthen continuous improvement and gather stakeholder input, the school administered a fall parent survey and is currently administering a winter survey to parents, students, and staff to collect school climate feedback.

Challenges: A key challenge has been limited on-site health staffing. Because the nurse's aide is available only 29 hours per week and the full-time nurse is shared across three school sites, office staff must manage student health needs when the nurse's aide is off campus. Another challenge has been limited stipend funding, which has restricted the school's ability to staff and sustain a formal Student Leadership (Lighthouse) Team and elevate student voice in schoolwide initiatives. Finally, new requirements for parent volunteers to complete a background check and TB test have reduced the volunteer pool. The school covered costs for the first group of parents, but additional families must now pay the fee, creating barriers for some volunteers.

Action 2: Aspen Meadow has fully implemented systems to ensure families have meaningful opportunities to participate in school governance and decision-making through school committees. Families receive meeting invitations and updates through ParentSquare in multiple languages, and interpreters are provided as needed to ensure equitable access for multilingual families. Children are welcome to attend meetings, and age-appropriate activities are provided so parents and guardians can participate fully while engaging with school administrators and staff.

Community Schools staff have also supported outreach to English Learner families by making direct invitations to attend ELAC and EL-PAC meetings, strengthening participation from families who may otherwise face barriers to engagement.

In addition, the school has fully implemented a monthly Parent Lighthouse Leadership Team. This team meets regularly to study and discuss one of the 7 Habits and identify practical ways to apply the habit in daily family life. The group also supports school culture-building by helping organize family events and fundraisers.

Challenges: The primary challenge has been identifying meeting times that work for the greatest number of families. To address varying work schedules and family obligations, meeting times are rotated so families have multiple opportunities to attend across the year.

Successes: Family participation has included a diverse group of caregivers, including parents of Unduplicated Pupils and Students with Disabilities. Their consistent involvement has strengthened school-family relationships and increased partnership around student needs. This engagement has supported a more connected school community and improved collaboration around student supports.

Action 3: Aspen Meadow has fully implemented a comprehensive family engagement and partnership action designed to strengthen school-home collaboration, increase family participation in school activities, and connect families to meaningful learning and support opportunities. All families are invited to attend Family Nest Connection meetings with administrators, and the school offers parent workshops (including Suicide Prevention and Parent Partnership sessions) to build family awareness and engagement. Families are also invited to participate in an i-Ready Growth Assembly each semester and to attend all multicultural assemblies and schoolwide cultural events.

Volunteer Participation and Communication Systems: The school has fully implemented structured volunteer opportunities for families. Parents who complete the volunteer training and meet requirements for background checks and TB testing are invited to support classrooms, yard duty, special events, and other school needs throughout the year. Families indicate how they would like to volunteer by completing a Volunteer Survey in the fall.

The school maintains consistent two-way communication through weekly newsletters and ParentSquare messaging, with correspondence provided in English and Spanish. In addition, selected information has been made available in Russian and Hmong to improve access for more families.

Community Partnerships and Events
Community Schools and ASES partnered to host a Harvest Party in late October, which included family trunk decorating and candy distribution, as well as student performances from the Hip Hop club and the band/choir. Community Schools also partnered with Educational Employees Credit Union, which sent representatives to meet with classes and engage families who chose to attend.

The Community School Coordinator facilitated additional events, including “Pastries with Your Special People,” and built in opportunities for families to provide input during these events. The coordinator also connected school leadership to community-based organizations such as GOPublicSchools to help link families with resources and support services.

The school leadership team, in collaboration with the Community Schools team, implemented cultural and engagement events throughout the year. A Math Mania event was held schoolwide for students and families in partnership with Community Schools, and a Literacy Event is scheduled for the second semester as part of continued implementation.

Program Adjustments: Two planned components were adjusted due to feasibility constraints. The Aspen Community Garden was halted due to zoning information and budget limitations that prevented continued use of the garden space. In addition, Aspen Meadow did not participate as a Community Engagement Initiative (CEI) team this year. These adjustments did not interrupt implementation of the broader family engagement and partnership systems described above.

Challenges: A key challenge has been the new requirement that all volunteers complete a background check and TB test before volunteering. This has reduced volunteer participation for some families, including parents without valid identification who are unable to complete the background check. The process also includes a cost; while the school covered expenses for several parents, additional families have had to pay out-of-pocket. The absence of the Community Garden has also been challenging for families who valued the community-building and hands-on experience it provided. Additionally, administrator capacity to consistently monitor weekly newsletter distribution across all classrooms has been a challenge due to competing responsibilities.

Successes: Family participation and family leadership increased this year compared to prior years. The Scholastic Book Fair was successful, raising funds to support student books and to benefit the Parent and Staff Lighthouse Teams. Family feedback also indicates strong communication and engagement outcomes: results from the Fall Kelvin Survey show that families reported feeling informed about school decision-making at high rates, SED (90%), EL (89%), and SWD (77%).

Action 4: Aspen Meadow has fully implemented its Annual Maintenance Plan (AMP), including completion of the Facilities Inspection Tool (FIT) report. Results have been publicly reported through the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report.

To support a safe and well-maintained learning environment, the school employs full-time and part-time janitorial staff along with a full-time contracted maintenance company. These services ensure that campus facilities are consistently clean, operational, and safe for all students, staff, and visitors.

Facility Improvements for 2025–2026

Multiple classroom renovations began in spring 2025 and were completed prior to the start of the 2025–2026 school year, ensuring students returned to upgraded learning spaces with new flooring, fresh paint, and new cabinetry. The Main Office was also relocated and renovated in time for the new school year, creating a more welcoming and accessible entrance for students, families, and visitors, conveniently located closer to the parking lot.

The school completed a full expansion project consisting of three relocatable classrooms and a new set of restrooms to support 5th- and 6th-grade classes. This project was completed before the start of the school year, increasing instructional capacity and improving campus functionality.

Through ongoing maintenance, regular inspections, and strategic facility improvements, Aspen Meadow continues to demonstrate its commitment to providing a safe, clean, and modern learning environment that supports student success and well-being.

Challenges: The most significant challenge has been securing sufficient funding to maintain and update buildings, classrooms, and playground areas on an ongoing basis. Coordinating city permitting requirements and contractor schedules within limited timeframes has also been difficult, particularly given that students are on campus for the majority of the school year.

Successes: The establishment of a designated position has proven highly effective in ensuring ongoing compliance with state and local requirements. The school continues to meet all local inspection requirements and state reporting mandates. The Chief Operating Officer oversees a dedicated team of qualified custodial, IT, nutrition, and maintenance staff who work collaboratively to maintain a safe, clean, and well-functioning school environment. The school has also successfully secured a bond to support improvements to facilities and infrastructure.

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.

The following material differences between budgeted expenditures and estimated actual expenditures occurred during the 2025-26 LCAP implementation year for Goal 3. Each difference is described below, organized by action.

Action 1: Promoting a Positive School Climate, Health, and Safety: Estimated actual expenditures were less than budgeted expenditures due to a reduced cost for security staffing during the 2025-26 school year. The variance reflects lower-than-projected staffing costs for the school's safety and supervision support and does not represent a reduction in the scope of school climate, health, or safety services.

Action 2: Parent Input in Decision-Making: Estimated actual expenditures were less than budgeted expenditures due to a reduction in hours and hourly costs for the receptionist position during the 2025-26 school year. The variance reflects lower-than-projected staffing costs associated with adjusted receptionist hours and does not represent a reduction in the parent engagement and communication services supported through this action.

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

Action 1: This action has been effective. Family Circles have strengthened school culture by keeping the 7 Habits visible and establishing a consistent community-building routine that includes families for the first time this year. The Big Smiles partnership successfully expanded access to preventive dental services for families who may otherwise face barriers related to time or resources. Weekly announcements and regular ParentSquare communication from administrators have reinforced schoolwide priorities related to attendance, behavior, and safety.

Effectiveness: This action has been effective in maintaining schoolwide focus on the 7 Habits and PBIS pillars while strengthening family engagement and school-home partnership. The Family Circles and expanded family engagement activities have contributed to increased participation, reflected in higher attendance at events and meetings and a stronger volunteer presence on campus this year.

Action 2: This action has been effective in strengthening family voice and shared decision-making. Families who participate report increased connection to the school and greater understanding of school systems and expectations. The strengthened partnership has also supported improved student outcomes, reflected in fewer behavioral incidents and growth in academic and social-emotional development among students whose families are engaged in these governance and leadership structures.

Action 3: This action has been effective in advancing the school's family engagement goals by expanding family participation, strengthening partnerships, and improving communication and access to school information. Survey results indicate that most families feel informed about school decision-making, while also highlighting that additional targeted outreach and engagement strategies are needed to further strengthen participation and partnership with families of Students with Disabilities.

Action 4: This action has been effective in supporting progress toward the stated goal. Data from the help ticket system and feedback from staff and parent surveys are used to guide next steps and inform continuous improvements to school facilities.

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

Reflections on prior practice during the 2025-26 school year, including the analysis of California School Dashboard data on the Chronic Absenteeism and Suspension Rate Indicators, the Kelvin Climate and Culture Survey results, the Student Focus Group findings, and input from the Parent Advisory Committee (PAC) and the English Learner Parent Advisory Committee (EL-PAC), did not result in changes to the goal, the metrics, or the targeted outcomes for LCAP Goal 3 for the 2026-27 school year. The goal, metrics, and targeted outcomes will remain consistent with the prior year to allow for continued progress monitoring against the same measures and to support meaningful year-over-year comparison.

However, reflections on prior practice did result in two changes to the implementation of LCAP Goal 3 for the 2026-27 school year. First, in response to student and family input identifying bullying as a contributor to chronic absences and a concern for school climate, Aspen Meadow Public School (AMPS) will implement anti-bullying curriculum resources, including those available through StopBullying.gov, to further strengthen and improve school climate and student engagement. This change supplements the schoolwide Anti-Bullying Campaign and student-led Upstanders Club described in the MTSS Social-Emotional and Suspension Rate Indicator action plans.

Second, AMPS no longer has access to an active community garden due to zoning barriers. The community garden, established during the 2024-25 academic year through funding provided by the California Community Schools Partnership Program (CCSPP) Implementation Grant, contributed to community partnerships and family engagement during the prior school year. Because the garden is no longer accessible, AMPS will continue to strengthen family engagement and community partnership through the other practices described across the LCAP, including the Family Resource Counselor outreach, the Community Schools Coordinator partnership work, the family-facing events and assemblies, and the parent leadership development programming.

These changes represent substantive enhancements and adjustments to the strategies the school is using to achieve LCAP Goal 3, while the goal itself, the metrics, and the targeted outcomes remain unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Aspen Meadow Public School (AMPS) will continue to enhance student engagement, health, safety, and school climate during the 2026-27 school year. These coordinated efforts reflect the direct connection between a positive school environment, physical and emotional safety, and student well-being, all of which support academic achievement and consistent attendance. **Differentiated Assistance Eligibility and Integrated School Climate Work** AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The 2024 Dashboard triggered eligibility for English Learners in Academics (Priority 4) and Suspension Rate (Priority 6), and the 2025 Dashboard triggered eligibility for Students with Disabilities in Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6); for Homeless Youth in Chronic Absenteeism and Suspension Rate; and for African American students in Chronic Absenteeism and Suspension Rate. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the indicators that triggered Differentiated Assistance eligibility, with the executive leadership team's data dive selecting Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across the priority student groups.	$226,133	N

Action #	Title	Description	Total Funds	Contributing
		The school climate and student engagement components of the Differentiated Assistance work are integrated through this action, including the Anti-Bullying Curriculum using StopBullying.gov resources, the Kelvin Survey administration, the Weekly Shout-outs and PBIS recognition, and the School Ambassadors program. Attendance Works resources support the schoolwide attendance culture work that aligns with school climate. Together, these components support the chronic absenteeism, suspension rate, and student engagement improvements required for the priority student groups identified through Differentiated Assistance. **Student Engagement and Expanded Learning** AMPS will continue to provide outdoor learning opportunities, field trips, and expanded learning experiences designed to deepen student motivation and connection to academic content. These experiences extend learning beyond the classroom and contribute to student engagement, particularly for students whose chronic absenteeism is driven in part by the connectedness and engagement concerns identified in the 2025-26 Kelvin Survey. **Health Services** AMPS will continue to provide a School Nurse and Health Aides in response to educational partner feedback. Through partnerships with Big Smiles and See2Succeed, students will continue to access onsite dental care and vision services to support overall health and readiness to learn. **Safety Measures** The School Safety Plan will continue to be regularly reviewed, revised, and clearly communicated to all educational partners. The School Resource Officer will continue to lead safety training, emergency drills, and campus supervision aligned with PBIS practices. An online visitor security program will continue to monitor campus access. **School Climate Initiatives** AMPS will continue to foster a positive, welcoming environment through several coordinated practices. **Recognition Programs.** Weekly announcements will continue to recognize students demonstrating the PBIS pillars (Be Safe, Be Responsible, Be Ready to Learn, and Be Respectful), classes with no behavioral referrals, and classes with superior attendance rates. Recognition includes certificates, free dress days, and quarterly pizza parties. This recognition system aligns with the Weekly Shout-outs		

Action #	Title	Description	Total Funds	Contributing
		and recognition components described in the MTSS Social-Emotional action and directly supports the Chronic Absenteeism and Suspension Rate Indicators identified through the school's Differentiated Assistance designation. **Community Building.** Grade-level teachers will lead Monthly Family Circles that celebrate the 7 Habits framework from Leader in Me. Multicultural events and diversity celebrations will enhance cultural awareness, and schoolwide activities including dances and family fun nights will build community connections. **Student Leadership.** The School Ambassadors program will continue to empower student leaders to design and implement schoolwide initiatives, lead assemblies, conduct campus tours, greet visitors, and assist with student recruitment. **Climate Assessment.** AMPS will continue to administer the Kelvin Survey to students, families, and staff three times per year. The data will continue to be used to inform school climate initiatives and to monitor progress on the indicators that affect student engagement, attendance, and behavior, including the Chronic Absenteeism and Suspension Rate Indicators that triggered the school's Differentiated Assistance eligibility. **Anti-Bullying Curriculum and Anti-Bullying Focus.** AMPS will implement an anti-bullying curriculum using the resources available through StopBullying.gov to build student knowledge, social-emotional skills, and Upstander behaviors. The school community will continue to promote Anti-Bullying and Kindness Week to foster a safer, healthier learning environment. This work integrates with the schoolwide Anti-Bullying Campaign and student-led Upstander Team described in the MTSS Social-Emotional and Suspension Rate Indicator action plans, both of which originated from student focus group input in 2025-26 school year.		
2	PARENT INPUT IN DECISION-MAKING	At Aspen Meadow Public School, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2026-27 school year, these structures will continue to ensure meaningful family engagement: • **English Learner Advisory Committee (ELAC)/DELAC:** Advises on programs and services for English Learners at the site level. • **EL-PAC:** Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable.	$86,802	N

Action #	Title	Description	Total Funds	Contributing
		• **Parent Advisory Committee (PAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). • **Community Engagement Initiative (CEI) Team:** Collaborates to strengthen school-community partnerships and deepen engagement. • **Parent Leadership Team:** Meets monthly to provide meaningful input in school decision-making. • **El Dorado Charter SELPA Community Advisory Committee:** Advises on the Special Education Local Plan, annual priorities, parent education, and other special education-related activities. Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. Aspen Meadow Public School is committed to maintaining and strengthening these committees and the Parent Leadership Team ensuring that parent voices, especially those of historically underrepresented groups, are included in shaping school programs and policies.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Aspen Meadow Public School (AMPS) will continue to engage all parents during the 2026-27 school year, including parents of unduplicated pupils, English Learners, Students with Disabilities, Homeless Youth, Foster Youth, and African American students, as educational partners through multiple coordinated pathways. The action recognizes that meaningful family engagement supports both academic improvement and the chronic absenteeism and suspension reduction priorities identified through the 2026-27 needs assessments. **Differentiated Assistance Eligibility and Integrated Family Engagement Work** AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The 2024 Dashboard triggered eligibility for English Learners in Academics (Priority 4) and Suspension Rate (Priority 6), and the 2025 Dashboard triggered eligibility for Students with Disabilities in Academics (Priority 4), Chronic Absenteeism (Priority 5), and Suspension Rate (Priority 6); for Homeless Youth in Chronic Absenteeism and Suspension Rate; and for African American students in Chronic Absenteeism and Suspension Rate. AMPS is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address the indicators that triggered Differentiated Assistance eligibility, with the executive leadership team's data dive selecting Chronic Absenteeism (Priority 5) as the entry point for sustained improvement across the priority student groups.	$79,906	N

Action #	Title	Description	Total Funds	Contributing
		The family-facing components of the Differentiated Assistance work are integrated through this action, including the quarterly attendance celebrations, the proactive truancy and Student Attendance Review Team (SART) meetings, the weekly attendance and behavior data sharing with the school community, the restorative re-entry meetings with parents, the Family Resource Counselor outreach to Homeless Youth and Foster Youth families, and the planned exploration of English classes for parents. Attendance Works family communication resources directly support these components. **Engagement Opportunities** AMPS will continue to provide parents with multiple ways to participate in the school community, including the Family Nest Connection meetings with administrators, parent workshops, family-accessible assemblies, volunteer opportunities, and regular Kelvin Survey administration three times per year so that parents can provide feedback on school programs and initiatives. AMPS will continue to host monthly Black, Indigenous, and People of Color (BIPOC) meetings in conjunction with the Expanded Learning Opportunities Program (ELOP). To strengthen classroom volunteer capacity, AMPS will continue to fund background checks for parents who wish to serve as classroom volunteers, building on the volunteer base of approximately seven parents funded through this process during the 2025-26 school year, in addition to those who completed the process independently. **Communication Channels** AMPS will continue to maintain consistent communication with families through weekly newsletters and ParentSquare messaging, with all correspondence provided in English and Spanish based on language survey data and the 15% or above translation needs criteria. Teachers will continue to send weekly newsletters and personal positive messages to families highlighting student growth and achievement, as described in the Strengthening English Learner Program and Services action. **Community Connections** The Community Schools Coordinator will continue to facilitate parent meetings and workshops, conduct family outreach, and develop partnerships with community-based organizations to connect families with resources and support services. The Community Schools Coordinator will continue to meet monthly with the school leader and with the Family Engagement Coordinator to plan		

Action #	Title	Description	Total Funds	Contributing
		family engagement events and align resources that strengthen the home-school connection. **Family Events** The Leadership Team will continue to host family nights and events designed to build school-home partnerships while communicating important information about attendance policies, behavior expectations, and academic initiatives. Existing family-facing engagement opportunities include Harvest Fest, the Winter Program, the Native American Heritage Month Assembly, the Black History Month Assembly, the Masquerade Ball, Touch-a-Truck (a career day for TK through grade 2), math tutoring, bus transportation for field trips, Pastries with Parents, the Math-Mania family event, and parent literacy events. Once per semester, classroom teachers will host student-parent activities designed to strengthen school-home partnerships and engage families in supporting language and literacy development. **Parent Leadership Development** The Leadership Lighthouse Team will continue to collaborate with school leaders to implement Parent Leadership Classes, offering two six-week cycles annually that culminate in graduation ceremonies with certificates of completion. Workshop topics will continue to address schoolwide initiatives and respond to specific requests from educational partners. **Parent Engagement Components from the 2026-27 Needs Assessments** The following parent engagement components are drawn from the 2026-27 needs assessments for the ELA Academic, Math Academic, Chronic Absenteeism, and Suspension Rate Indicators, and directly support the school's Differentiated Assistance work. **Quarterly Attendance Celebrations for Families.** AMPS will host quarterly celebrations for families of students who have achieved the attendance goal established by the Attendance Team. These celebrations reinforce the home-school partnership around consistent attendance and recognize families who have supported their child's daily presence at school. **Proactive Truancy and SART Meetings.** Truancy and Student Attendance Review Team (SART) meetings will continue throughout the year with a more proactive structure that prioritizes early family partnership, attendance contracts, and coordinated case management with the Family Resource Counselor and the Community Schools Coordinator. The structure shifts the family conversation		

Action #	Title	Description	Total Funds	Contributing
		from reactive (after chronic absenteeism has developed) to proactive (at the first signs of attendance risk). **Weekly Attendance and Behavior Data Shared with the School Community.** Weekly attendance and behavior referral data will continue to be shared with the school community to celebrate progress toward goals and to reinforce a schoolwide focus on consistent attendance and positive behavior. **Restorative Re-Entry Meetings with Parents.** When a student is suspended, the student will continue to attend a re-entry meeting with a parent to re-establish expectations and to support a restorative return to school. The re-entry meeting is restorative in nature and includes the student learning replacement skills for future situations. **Family Engagement around the Differentiated Assistance Plan.** AMPS will continue to share California School Dashboard, i-Ready, and ELPAC data with families during the Parent Advisory Committee (PAC), English Learner Parent Advisory Committee (EL-PAC), Parent Nest Connection, and English Learner Advisory Committee (ELAC) meetings. The school leader will continue to gather family input through these meetings, and the input will inform the integrated chronic absenteeism and suspension reduction plan developed through the Differentiated Assistance partnership with FCSS. **English Classes for Parents.** Building on the request from English Learner parents during the 2025-26 school year, AMPS will explore offering English classes for parents who wish to learn the language so they can better support their students. This responds directly to family voice gathered through the EL-PAC and ELAC meetings. **Family Engagement with Mental Health and Family Resources.** The Family Resource Counselor will continue to serve Homeless Youth and Foster Youth through targeted outreach, including home visits and regular family meetings, addressing barriers to attendance and learning by providing essential resources such as transportation assistance (bus passes and gas cards), food, clothing, and school supplies. For the 2026-27 school year, this program will expand to serve a greater number of Foster Youth and Homeless Youth students, as described in the MTSS Social-Emotional action.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	Aspen Meadow Public School (AMPS) will continue to provide all students and staff with a safe, clean learning environment during the 2026-27 school year through regular maintenance, facility monitoring, and ongoing modernization. A safe and well-maintained campus is foundational to the academic, social-	$455,364	N

Action #	Title	Description	Total Funds	Contributing
		emotional, and behavioral improvement priorities identified across the 2026-27 needs assessments, and is a precondition for the student engagement, attendance, and connectedness work described in the MTSS Social-Emotional action. **Facility Inspection and Reporting** AMPS will continue to complete the Facility Inspection Tool (FIT) assessment annually to evaluate building systems, cleanliness, and structural integrity. Any identified issues will be prioritized and addressed promptly to ensure optimal learning conditions. FIT results and remediation progress will continue to be documented and reported annually through the School Accountability Report Card (SARC), the Local Indicators Report, and the Local Control and Accountability Plan (LCAP). **Custodial and Maintenance Services** AMPS will continue to maintain high standards of cleanliness and safety through dedicated custodial staff and contracted maintenance services. Preventative maintenance practices and timely response to facility needs will remain a priority to minimize disruptions to the learning environment. **Facility Modernization Priorities for 2026-27** During the 2026-27 school year, AMPS will focus on advancing facility modernization efforts by actively pursuing and securing additional funding sources to address aging infrastructure. A primary priority will be the replacement and upgrade of outdated HVAC systems to improve air quality, energy efficiency, and overall comfort for students and staff. AMPS will also begin planning and initiate the early phases of a cafeteria remodel project to enhance the functionality and capacity of the space. The improvements will be designed to better serve students during meal times and to expand the use of the space for after-school programming, student activities, and family engagement events. **Campus Safety and Emergency Preparedness** Student and staff safety will remain the highest priority across the campus during the 2026-27 school year. AMPS will continue its partnership with ActVnet, an emergency safety program connected directly with the Fresno Police Department. The partnership strengthens campus emergency communication, response coordination, and overall school safety preparedness. ActVnet is a web-based safety solution that can be accessed from any web-enabled device and is designed to improve emergency response processes as well		

Action #	Title	Description	Total Funds	Contributing
		as overall school safety and security. The platform allows AMPS to communicate critical site information, including shut-off valve locations, emergency protocols, and school personnel information. ActVnet also provides law enforcement with real-time access to live camera feeds from the school site, allowing first responders to quickly gain situational awareness during an emergency. This real-time communication and coordination between AMPS and first responders enhances the school's ability to respond effectively and maintain a safe learning environment for all students and staff. The adaptable web-based architecture of the platform makes it a valuable safety resource that can be used across a variety of devices and emergency situations.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,244,355	$157,493

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
37.65%	0%	$0	37.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The following actions and services within Goal 1, Action 2 are provided on a schoolwide basis and funded with LCFF Supplemental and Concentration (S&C) funds: Instructional Aides; Summer Programming including the Expanded Learning Opportunities Program (ELOP) and academic tutoring; and online intervention tools including Reflex, Frax, NextGen Math, and mClass. The required descriptions are provided below, with a single combined Identified Needs section followed by separate responses for each action. Aspen Meadow Public School (AMPS) serves a student population that is 82% Socioeconomically Disadvantaged, 23% English Learners, 15%	**Instructional Aides** Instructional Aides deliver push-in support, small-group instruction, and targeted academic assistance across all grade levels, with emphasis on the unduplicated student groups described above. Instructional Aides provide real-time academic support within the general education classroom, enabling unduplicated student group students to receive additional adult-guided instruction during core ELA and Mathematics blocks without being removed from grade-level content. Instructional Aides reinforce language scaffolds for English Learners during integrated and designated English Language Development (ELD), support the daily Empower Hour	• #1: ELA CAASPP • #2: Math CAASPP • #3: CA Science Test

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiencing homelessness, and 1% Foster Youth. Unduplicated student groups at AMPS perform significantly below standard on the 2025 California School Dashboard. English Learners performed 79.9 points below standard on the ELA Academic Indicator and 78.6 points below standard on the Math Academic Indicator. Homeless Youth performed 47.3 points below standard on ELA and 65.4 points below standard on Math, and received a Red performance level on the Chronic Absenteeism Indicator at 28.9%. Socioeconomically Disadvantaged students performed 46.4 points below standard on ELA and 65.1 points below standard on Math. The 2025-26 i-Ready Diagnostic data showed that only 4.4% of students in grades 3 through 6 are mid or above grade level in mathematics and only 8.9% are mid or above grade level in reading, with the lowest grade-level performance concentrated among unduplicated student groups. Only 12.8% of English Learners and 7.7% of Homeless Youth in grades 3 through 6 are on grade level in Reading. Unduplicated student groups also have limited access to outside academic enrichment, tutoring, and summer learning opportunities that families with greater financial resources can provide for their children. These cumulative effects of pandemic-era learning disruption, summer learning loss, language acquisition needs, and limited access to outside enrichment require an integrated set of supports during the school day, during extended learning hours, and through standards-aligned digital intervention tools. The 2025-26 needs assessment also identified that AMPS has been short-staffed during the year, with classroom teachers benefiting from additional adult support during Tier 1 instruction, the daily Empower Hour intervention block, and Tier 1.5 classroom intervention. The needs assessment further identified the importance of foundational literacy skills for	intervention block, and support the delivery of accommodations for students who are dually identified as English Learners and Students with Disabilities. The action is provided on a schoolwide basis because instructional aide support is most effective when delivered within the regular classroom environment alongside grade-level peers, preserving access to grade-level content for unduplicated student group students while providing the differentiated support those students need to meet grade-level standards. Schoolwide deployment avoids stigmatizing pull-out models that can reduce student engagement and self-concept for unduplicated student groups. **Summer Programming Including ELOP and Academic Tutoring** Summer programming through the Expanded Learning Opportunities Program (ELOP) and academic tutoring provides additional instructional time during after-school, intersession, and summer periods, when students whose learning was most disrupted by the pandemic and who have fewer outside enrichment opportunities most benefit from sustained academic intervention. The action provides additional adult-guided instructional time, mitigates summer learning loss, and accelerates academic recovery for the school's unduplicated student groups. Sixteen English Learners in grades 4 through 6 received after-school Tier 2 Reading Intervention four times per week for 45 minutes during 2025-26 and demonstrated an average i-Ready Reading growth of 26.9% from fall to spring, providing local evidence of the model's effectiveness. The action is provided on a schoolwide basis because the universal availability of ELOP and summer programming protects access for unduplicated student groups while preserving the integrated school community that supports student belonging, engagement, and consistent attendance. English Learner, Foster Youth, Homeless Youth, and	

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	English Learners and for students in transitional kindergarten through second grade, where early identification of reading difficulties has the greatest impact on long-term reading outcomes.	Socioeconomically Disadvantaged students receive priority placement within the schoolwide program to ensure that the unduplicated student groups for whom the action is principally directed have first access to limited intervention slots. **Online Intervention Tools (Reflex, Frax, NextGen Math, and mClass)** The online intervention tools work together to address foundational and grade-level skill gaps for unduplicated student groups. Reflex provides interactive math fact fluency practice that builds the procedural fluency required for grade-level mathematics tasks. Frax targets specialized development of fraction concepts and operations, an area where unduplicated student group students often have the deepest gaps. NextGen Math provides Common Core-aligned intervention content that supports differentiated instruction in core mathematics topics. mClass is a reading difficulties screener administered in grades K through 2 that supports early identification of students at risk for reading difficulties, including characteristics of dyslexia, allowing AMPS to intervene at the earliest grades when intervention is most effective. The intervention tools are provided on a schoolwide basis because universal access to evidence-based intervention tools is foundational to the school's MTSS framework, because unduplicated student group students benefit from consistent, daily use of the tools alongside grade-level peers, and because schoolwide deployment ensures that the tools are integrated into the regular instructional program rather than offered as separate, fragmented interventions. English Learner, Socioeconomically Disadvantaged, Foster Youth, and Homeless Youth students receive priority access to the diagnostic data review and intervention placement processes that use these tools.	

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Goal 1, Action 3	The following services within Goal 1, Action 3 are provided on a schoolwide basis and funded with LCFF Supplemental and Concentration (S&C) funds: the School Psychologist providing mental health supports; the Leader in Me (Covey) program; professional development on Positive Behavioral Interventions and Supports (PBIS); the Social-Emotional Learning (SEL) Counselor; and the Family Resource Counselor (FRC) who also serves as the Foster Youth and Homeless Liaison. The required descriptions are provided below, with a single combined Identified Needs section followed by separate responses for each service. **Identified Needs of Unduplicated Student Groups** Aspen Meadow Public School (AMPS) serves a student population that is 82% Socioeconomically Disadvantaged, 23% English Learners, 15% experiencing homelessness, and 1% Foster Youth, with 11% identified as African American. AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards and is partnering with the Fresno County Superintendent of Schools (FCSS) during the 2026-27 school year to address chronic absenteeism and suspension outcomes for unduplicated student groups. On the 2025 California School Dashboard Chronic Absenteeism Indicator, the All Students group received a Red performance level at 26.5%, and every numerically significant student group received a Red performance level, including English Learners at 23.9%, Socioeconomically Disadvantaged students at 27.8%, Homeless Youth at 28.9%, and African American students at 46.7%. On the Suspension Rate Indicator, the All Students group received a Red performance level at 6.9%, with Homeless Youth at 7.2% and African American students at 15.6% also in Red. The 2025-26 Kelvin Climate and Culture Survey and the Student Focus Group identified an adult-	**School Psychologist Providing Mental Health Supports** The School Psychologist provides Tier 3 behavioral and mental health support for students with significant challenges, with priority service to unduplicated student groups who are disproportionately affected by trauma, housing instability, and the cumulative stress of poverty. The School Psychologist works with classroom teachers to develop, implement, and monitor individualized student behavior plans, ensuring consistent application of intervention strategies across all educational settings. The position is provided on a schoolwide basis because the School Psychologist serves as a centralized expert resource available to all classrooms and to all students, supporting the consultative and collaborative model that is foundational to the school's MTSS framework. Schoolwide availability also allows the School Psychologist to identify and respond to emerging student needs in real time, including for students who have not previously been identified for Tier 3 intervention. **Leader in Me (Covey)** Leader in Me is the schoolwide Tier 1 social-emotional and leadership development framework at AMPS. The program develops leadership and life skills in students and staff through the 7 Habits, creating a high-trust school culture that supports academic achievement, consistent attendance, and positive behavior. Leader in Me directly addresses the adult-student connectedness deficit identified through the Kelvin Survey and the Student Focus Group by establishing shared language, consistent routines, and structured opportunities for student voice and leadership. The program is provided on a schoolwide basis because the universal implementation of Leader in Me creates the schoolwide cultural conditions that	• #8: Chronic Absenteeism Rate • #9: Suspension Rate • #19: Student school climate surveys

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	student connectedness deficit, particularly in grades 4 through 6, where 28% of students reported not feeling connected to a staff member. Student and family input also identified bullying as a contributor to chronic absences and disciplinary referrals. Unduplicated student groups at AMPS face cumulative social-emotional and behavioral barriers that affect both attendance and school engagement. These barriers include the continuing effects of pandemic-era trauma; housing instability for Homeless Youth; transitions among caregivers and schools for Foster Youth; the compounded stress of poverty for Socioeconomically Disadvantaged students; the equity concerns in discipline application identified by students; and the language and cultural transitions that affect English Learner students. Homeless Youth at AMPS face particularly compounded need, with approximately 43% also receiving Special Education services. Without coordinated, multi-tiered mental health, social-emotional, and family support services, these barriers translate into chronic absences, behavioral incidents, and disciplinary referrals that further disrupt unduplicated student groups' access to instruction.	allow unduplicated student groups to experience consistent expectations, shared accountability, and a sense of belonging across all classrooms and adult interactions. Unduplicated student groups particularly benefit from the schoolwide implementation because the consistent culture across all classrooms reduces the variability in adult interactions that can disproportionately affect students experiencing trauma, housing instability, or language transitions. **Professional Development on Positive Behavioral Interventions and Supports (PBIS)** PBIS professional development builds staff capacity to implement the schoolwide behavior framework with fidelity, with explicit adaptation for neurodiversity, trauma, and the cultural and linguistic backgrounds of AMPS's student population. The professional development addresses the behavior versus disability distinction, the de-escalation cycle, restorative practices, and the consistent application of behavior expectations across all classrooms. The service is provided on a schoolwide basis because PBIS effectiveness depends on consistent implementation across all classrooms and all adult interactions, and because unduplicated student groups are disproportionately affected by inconsistent behavior management practices that can result in higher suspension rates and lower school connectedness, as confirmed by the Student Focus Group findings on staff inconsistency and possible racial inequities in discipline. **Social-Emotional Learning (SEL) Counselor** The SEL Counselor provides Tier 2 targeted social-emotional support for students requiring additional intervention beyond the universal Leader in Me framework. The SEL Counselor delivers individual and small group counseling, coordinates the schoolwide implementation of Leader in Me, conducts parent	

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		workshops, and supports Tier 2 social-emotional interventions for students whose behavior or attendance patterns indicate elevated need. The position is provided on a schoolwide basis because Tier 2 social-emotional support is most effective when integrated into the regular school day and accessible to students in every grade level, and because unduplicated student groups disproportionately require Tier 2 social-emotional support due to the compounded effects of trauma, poverty, and family transitions. Unduplicated student groups receive priority access to one-on-one and small group counseling services to ensure that the principally directed beneficiaries receive the most focused application of the SEL Counselor's time. **Family Resource Counselor (Foster Youth and Homeless Liaison)** The Family Resource Counselor (FRC) serves as the designated Foster Youth and Homeless Liaison at AMPS and provides targeted outreach to Homeless Youth and Foster Youth families, including home visits and regular family meetings. The FRC addresses barriers to attendance and learning by providing essential resources such as transportation assistance (bus passes and gas cards), food, clothing, and school supplies, and by connecting families with community-based services that support housing stability, mental health, and family wellness. For the 2026-27 school year, the FRC role will expand to serve a greater number of Foster Youth and Homeless Youth students. The service is provided on a schoolwide basis because the FRC serves as a centralized point of access for Foster Youth, Homeless Youth, and their families across all grade levels, and because the FRC's coordinated case management is most effective when delivered through a single trusted school-based contact who can connect families to the full set of school and community resources. The schoolwide	

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		deployment also allows the FRC to respond to families' needs in real time and to coordinate with classroom teachers, the SEL Counselor, the School Psychologist, and the Attendance Team to provide wraparound support.	
Goal 1, Action 6	The following services within Goal 1, Action 6 are provided on a schoolwide basis and funded with LCFF Supplemental and Concentration (S&C) funds: the credentialed Art teacher delivering the schoolwide Visual Arts Program, and the credentialed Music teacher delivering the foundational music program in grades TK through 4 and the Band and Choir programs in grades 5 and 6. The required descriptions are provided below, with a single combined Identified Needs section followed by separate responses for how each service addresses the needs and why each is provided on a schoolwide basis, and the metrics for each service. **Identified Needs of Unduplicated Student Groups** Aspen Meadow Public School (AMPS) serves a student population that is 82% Socioeconomically Disadvantaged, 23% English Learners, 15% experiencing homelessness, and 1% Foster Youth. On the 2025 California School Dashboard, unduplicated student groups at AMPS performed significantly below standard on the ELA and Math Academic Indicators, and the All Students group received a Red performance level on the Chronic Absenteeism Indicator at 26.5%, with every numerically significant student group also in Red. The 2025-26 Kelvin Climate and Culture Survey identified an adult-student connectedness deficit, with 28% of students in grades 4 through 6 reporting that they do not feel connected to a staff member. Student input also identified the need for greater classroom engagement, more interactive learning, and more opportunities for creative expression and student voice.	**Visual Arts Program Delivered by the Credentialed Art Teacher** The credentialed Art teacher delivers standards-aligned visual arts instruction to all students in grades TK through 6 during the regular school day. The instruction develops creativity, cultural understanding, and cross-curricular connections that support academic learning across content areas. Research demonstrates that arts instruction strengthens neural pathways that support memory formation and content retention across subject areas, particularly for students experiencing literacy and language development needs, because visual arts requires students to engage cognitively through observation, planning, multi-step execution, and reflection. Visual arts instruction also provides an additional pathway for language acquisition for English Learners through the rich vocabulary, descriptive language, and oral and written reflection embedded in art critique and analysis. For students experiencing trauma, housing instability, or family transitions, visual arts instruction provides a structured, predictable creative outlet that supports emotional regulation and self-expression, both of which are protective factors against chronic absenteeism and behavioral incidents. Upper-grade students extend their learning through specialized ceramic classes that use the school kiln during after-school programming, providing additional cognitive engagement, persistence, and creative problem-solving opportunities. The Visual Arts Program is provided on a schoolwide basis because universal access to standards-aligned arts instruction during the regular school day is the most equitable arts delivery	• #1: ELA CAASPP • #2: Math CAASPP • #11: Access to a Broad Course of Study (% students participating in an enrichment or elective course

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	Unduplicated student groups at AMPS face the cumulative effects of pandemic-era learning disruption, language acquisition needs, housing instability, and limited access to outside arts enrichment opportunities that families with greater financial resources can provide for their children. Without schoolwide investment in the Visual Arts Program and the Music Education Program, unduplicated student groups would have limited opportunities to develop the creative expression, cultural literacy, and academic skills that arts education provides, and limited pathways for the cognitive engagement, sense of belonging, and identity development that support consistent attendance and academic engagement. For English Learners specifically, the absence of arts programming would reduce the language-rich, multimodal learning experiences that complement integrated and designated English Language Development (ELD) instruction. For students experiencing trauma, housing instability, or family transitions, the absence of arts programming would reduce opportunities for creative expression, emotional regulation, and the consistent positive adult relationships that arts teachers provide. For all unduplicated student groups, the absence of arts programming would limit the cross-curricular cognitive development that research connects to literacy, mathematics, and overall school engagement.	model, ensuring that unduplicated student groups receive the same access to arts learning that families with greater financial resources can purchase for their children through private lessons and outside programs. Schoolwide delivery also creates the shared cultural and creative experiences that support school connectedness and student engagement, both of which directly address the chronic absenteeism and student engagement needs identified in the Dashboard data and the Kelvin Survey. **Music Education Program Delivered by the Credentialed Music Teacher** The credentialed Music teacher delivers foundational music instruction to students in grades TK through 4, focused on vocal development, rhythm, musical literacy, and cultural appreciation. Students in grades 5 and 6 advance to specialized Band and Choir programs that build on these foundational skills through instrumental and choral performance opportunities. Research demonstrates that music education enhances students' ability to think critically about societal structures and interdisciplinary connections, and that the neural pathways developed through music instruction strengthen students' communication abilities, attention span, memory function, and phonological awareness, all of which are critical factors in closing achievement gaps in literacy and mathematics. For English Learners, musical instruction offers an additional pathway for language acquisition through song, rhythmic patterning, and repeated exposure to language structures, engaging different cognitive processes in language development that complement classroom ELD instruction. Multicultural musical traditions integrated into the choral and band programs provide language-rich, culturally affirming experiences that support identity development for AMPS's predominantly Hispanic and African American student	

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		population. For students experiencing trauma, housing instability, or family transitions, music education provides a structured group learning experience that supports emotional regulation, group identity, and the consistent positive adult relationships that support school connectedness. The Music Education Program is provided on a schoolwide basis because universal access to standards-aligned music instruction during the regular school day is the most equitable music delivery model, ensuring that unduplicated student groups receive the same access to music learning, instruments, and performance opportunities that families with greater financial resources can purchase for their children through private lessons and outside ensembles. Schoolwide delivery also creates the shared musical and cultural experiences that support school connectedness and student engagement, directly addressing the adult-student connectedness deficit identified in the Kelvin Survey and the schoolwide chronic absenteeism patterns identified on the Dashboard.	
Goal 2, Action 1	The following services within Goal 2, Action 1 are provided on a schoolwide basis and funded with LCFF Supplemental and Concentration (S&C) funds: the structured professional learning program for all educators and administrators (which includes five summer preparation days held prior to the start of the school year, two non-instructional days held during the school year, and weekly professional learning sessions and Professional Learning Communities (PLCs) embedded in the regular instructional schedule); and Substitute Teachers who maintain continuity of instruction, ensure that classrooms are staffed, and allow teachers to participate in instructional coaching and peer observations. The required descriptions are provided below. **Identified Needs of Unduplicated Student Groups**	**Structured Professional Learning Program** The structured professional learning program for all educators and administrators provides the time required to implement the staff capacity-building components described across the other 2026-27 LCAP actions, including the foundational literacy and mathematics professional learning, the trauma-informed teaching and de-escalation training, the Universal Design for Learning and Inclusive Co-Teaching training, the integrated and designated ELD instruction training, the FCSS coaching cycles, the PBIS and restorative practices training, the Innovamat mathematics curriculum implementation, and the staff capacity-building components specific to Students with Disabilities, English Learners, and Differentiated Assistance. The five summer preparation days held prior to the start of the school year provide intensive,	• #13: % Appropriately credentialed teachers

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	Aspen Meadow Public School (AMPS) serves a student population that is 82% Socioeconomically Disadvantaged, 23% English Learners, 15% experiencing homelessness, and 1% Foster Youth, with 15% identified as Students with Disabilities. On the 2025 California School Dashboard, unduplicated student groups at AMPS performed significantly below standard on the ELA and Math Academic Indicators, and every numerically significant student group received a Red performance level on the Chronic Absenteeism Indicator. English Learners performed 79.9 points below standard on the ELA Academic Indicator and 78.6 points below standard on the Math Academic Indicator. Homeless Youth and African American students received Red performance levels on both the Chronic Absenteeism and the Suspension Rate Indicators. AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. A 47% turnover and novice rate among general education staff during the 2025-26 school year, with 7 of 15 teachers being new or in induction status, affected the consistency of classroom management, instructional practice, and the adult-student relationship building that supports unduplicated student group attendance, engagement, and academic achievement. Without structured, sustained professional learning time and reliable substitute coverage, AMPS would not have the capacity to deliver the foundational literacy and mathematics instruction, the integrated and designated English Language Development (ELD), the trauma-informed and restorative practices, the Universal Design for Learning and Inclusive Co-Teaching, and the FCSS coaching cycles that unduplicated student groups require for academic learning recovery and improved outcomes on the California School Dashboard.	uninterrupted time for staff to build foundational capacity in the schoolwide instructional framework, the MTSS framework, the PBIS pillars, the Leader in Me program, the new Innovamat mathematics curriculum, and the school's response to Differentiated Assistance. The two non-instructional days held during the school year provide structured midyear capacity building responsive to fall data and emerging student needs. The weekly professional learning sessions and Professional Learning Communities (PLCs) embedded in the regular instructional schedule provide sustained, job-embedded professional learning that supports the cycle of instruction, data review, intervention placement, and instructional refinement throughout the year. The service is provided on a schoolwide basis because the consistency of instructional practice and classroom management across all classrooms is foundational to producing improved outcomes for unduplicated student groups. Schoolwide deployment ensures that every unduplicated student group student receives instruction from teachers who have built capacity in the same evidence-based practices, regardless of grade level or classroom assignment, eliminating the variation in instructional quality that disproportionately affects unduplicated student groups. Schoolwide deployment also supports the high rate of novice and early-career teachers at AMPS by ensuring that those teachers receive the same professional learning as more experienced colleagues, accelerating the capacity building required to serve unduplicated student groups effectively. The professional learning schedule also supports teacher retention by providing the credential clearance and induction supports that allow effective teachers to remain at AMPS over time, which directly benefits unduplicated student groups by reducing the disruption of staff turnover. **Substitute Teachers**	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated student groups at AMPS are most affected by inconsistent instructional practice and inconsistent classroom staffing because they have less access to outside supplemental instruction, tutoring, and stable adult relationships than their peers from families with greater financial resources. Both the professional learning program and the substitute teacher coverage are therefore foundational to closing the performance gap between unduplicated student groups and the All Students group on every California School Dashboard indicator.	Substitute Teachers maintain continuity of instruction by ensuring that classrooms are reliably staffed when classroom teachers are absent or released from instructional duties for professional development. The availability of qualified substitute coverage allows teachers to participate in instructional coaching cycles, peer observations, FCSS coaching cycles, and structured collaboration with grade-level teams without interrupting student learning. The service directly addresses the inconsistent implementation of evidence-based literacy and mathematics practices identified in the 2025-26 needs assessment by removing the structural barrier that prevents teachers from leaving the classroom for high-impact professional learning, peer observation, and modeling experiences. Without reliable substitute coverage, the schoolwide investment in instructional coaching, peer observation, and FCSS coaching cycles would not be possible to operationalize, and the professional learning program described above would be limited to the five summer days, two non-instructional days, and weekly PLC sessions, missing the embedded classroom-level coaching that is critical to translating professional learning into sustained classroom practice. The service is provided on a schoolwide basis because every classroom in every grade level requires reliable substitute coverage to maintain continuity of instruction for unduplicated student groups and to support the schoolwide implementation of instructional coaching and peer observation. Schoolwide deployment also ensures that unduplicated student group students experience consistent classroom routines and adult relationships even when their regular classroom teacher is engaged in professional development, eliminating the instructional disruption that disproportionately affects unduplicated student groups when classrooms are inadequately covered.	

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Goal 2, Action 2	The following services within Goal 2, Action 2 are provided on a schoolwide basis and funded with LCFF Supplemental and Concentration (S&C) funds: Math coaching delivered by the Math Instructional Coach; Science coaching; California Science Test (CAST) coaching; Leader in Me professional development; Gradient Learning Summer Training professional development for sixth grade teachers; New Math Curriculum (Innovamat) professional development for grades K through 5 teachers; and coaching provided by the Fresno County Superintendent of Schools (FCSS) in English Language Development, foundational literacy, and Differentiated Assistance. The required descriptions are provided below, with a single combined Identified Needs section followed by separate responses for the professional development components and the metrics for each. **Identified Needs of Unduplicated Student Groups** Aspen Meadow Public School (AMPS) serves a student population that is 82% Socioeconomically Disadvantaged, 23% English Learners, 15% experiencing homelessness, and 1% Foster Youth, with 15% identified as Students with Disabilities. On the 2025 California School Dashboard, unduplicated student groups at AMPS performed significantly below standard on the ELA and Math Academic Indicators. English Learners performed 79.9 points below standard on the ELA Academic Indicator and 78.6 points below standard on the Math Academic Indicator. Students with Disabilities performed 132.1 points below standard on the Math Academic Indicator, the deepest performance gap of any student group on any academic indicator at AMPS. Socioeconomically Disadvantaged students and Homeless Youth also performed significantly below standard on both academic indicators.	**Math Coaching Delivered by the Math Instructional Coach** The Math Instructional Coach supports teachers in enhancing mathematics instruction across grades TK through 6, offering targeted guidance and resources to improve student outcomes. The coach supports teachers in delivering Tier 1 mathematics aligned to the California Common Core State Standards for Mathematics, balancing conceptual understanding, procedural fluency, and application, and using math discourse routines and visual models including bar models, number lines, and arrays. The coaching directly addresses the 2025-26 needs assessment finding that AMPS did not have schoolwide, dedicated mathematics coaching capacity, and that the Tier 2 math intervention "bubble student" pattern (students progressing but not closing the gap with grade-level peers) requires adjusted instructional strategies. The service is provided on a schoolwide basis because consistent mathematics instructional practice across every grade level is foundational to producing improved outcomes for unduplicated student groups, particularly Students with Disabilities, who face the deepest performance gap on the Math Academic Indicator. Schoolwide deployment also ensures that novice and early-career teachers receive the same coaching support as more experienced colleagues, accelerating the capacity building required to serve unduplicated student groups effectively. **Science Coaching and California Science Test (CAST) Coaching** Science coaching supports teachers in delivering standards-aligned science instruction across grades TK through 6, with attention to the integration of literacy support that allows English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students to access the language of grade-level science	• #1: ELA CAASPP • #2: Math CAASPP • #3: CA Science Test

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 Science Indicator results showed All Students at 47.6 Science Points (Green) and Socioeconomically Disadvantaged students at 46.5 Science Points (Yellow), reflecting growth from the prior reporting cycle but continued need for sustained instructional improvement in science to support all student groups. AMPS is eligible for Differentiated Assistance based on performance on the 2024 and 2025 California School Dashboards. The 2025-26 needs assessment identified that AMPS does not have schoolwide, dedicated mathematics coaching capacity, and that the inconsistent implementation of evidence-based literacy and mathematics practices across classrooms is a primary driver of the academic performance gaps for unduplicated student groups. A 47% turnover and novice rate among general education staff during the 2025-26 school year, with 7 of 15 teachers being new or in induction status, requires sustained, content-specific coaching to translate professional learning into classroom-level implementation. Unduplicated student groups at AMPS are most affected by inconsistent instructional practice and limited teacher content knowledge because they have less access to outside academic enrichment, tutoring, and content-area supplemental instruction than their peers from families with greater financial resources. The professional development services in Goal 2, Action 2 are therefore foundational to closing the performance gap between unduplicated student groups and the All Students group on every California School Dashboard indicator.	content. CAST coaching supports fifth grade teachers in preparing students for the California Science Test, including the cross-grade-level content knowledge and the assessment-specific language that students need to demonstrate proficiency. The 2025 Science Indicator results reflect the sustained intellectual preparation work that the school leader has conducted with the fifth grade team, and the coaching is designed to expand this work to all grade levels and to formalize CAST preparation as a sustained schoolwide practice. The service is provided on a schoolwide basis because the development of grade-level science content knowledge requires sequential, multi-year instruction across all grade levels, and because unduplicated student groups particularly benefit from schoolwide consistency in the academic language and literacy supports embedded in science instruction. **Leader in Me Professional Development** Leader in Me professional development builds staff capacity to implement the schoolwide Tier 1 social-emotional and leadership development framework with fidelity across all classrooms. The professional development addresses the 7 Habits framework, the schoolwide cultural conditions that support student belonging and engagement, and the integration of Leader in Me with PBIS and restorative practices. The service is provided on a schoolwide basis because the universal implementation of Leader in Me depends on consistent staff capacity across all classrooms, and because unduplicated student groups particularly benefit from the consistent culture and shared language that schoolwide implementation creates. Schoolwide deployment directly addresses the adult-student connectedness deficit identified in the Kelvin Climate and Culture Survey and supports the chronic absenteeism reduction work in the Differentiated Assistance Action Plan.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Gradient Learning Summer Training Professional Development Gradient Learning Summer Training prepares sixth grade teachers to implement the Summit (Gradient) Learning Platform, which serves as the primary academic curriculum for sixth grade students at AMPS. The professional development addresses the platform's instructional design, the integration of student-driven learning and teacher coaching, and the use of platform-generated data to monitor student progress and adjust instruction. The service is provided on a schoolwide basis because every sixth grade student at AMPS receives instruction through the Gradient Learning Platform, and because consistent implementation across the sixth grade team is essential to ensuring that unduplicated student groups receive coherent, well-supported instruction during their final elementary year before transitioning to middle school. **New Math Curriculum (Innovamat) Professional Development** Innovamat professional development supports the adoption and implementation of the new K through 5 mathematics curriculum during the 2026-27 school year. The professional development addresses the curriculum's instructional design, the integration of conceptual understanding and procedural fluency, the use of math discourse routines and visual models, and the integration of the curriculum with the schoolwide MTSS framework and Empower Hour intervention block. The curriculum adoption itself was informed by educational partner input from teachers, who participated in a curriculum pilot during 2025-26 that compared two math curricula and selected Innovamat as the preferred adoption. The service is provided on a schoolwide basis because every K through 5 classroom will deliver Innovamat as the core mathematics curriculum during the 2026-27 school year, and because consistent implementation across	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		all classrooms and grade levels is essential to ensuring that unduplicated student groups, particularly Students with Disabilities and English Learners, experience coherent, scaffolded mathematics instruction throughout their elementary years. **Coaching Provided by the Fresno County Superintendent of Schools (FCSS)** FCSS provides coaching cycles to AMPS in English Language Development (ELD), foundational literacy, and the Differentiated Assistance Action Plan. ELD coaching includes professional development sessions, ELPAC practice test demonstrations at every grade level, and in-classroom observations with feedback on EL instructional practices. Foundational literacy coaching addresses phonics and phonemic awareness, with priority for teachers in transitional kindergarten through second grade and for education specialists serving Students with Disabilities. Differentiated Assistance coaching supports the implementation of the Action Plan focused on Chronic Absenteeism (Priority 5), the targeted monitoring of the Homeless Youth, African American, and Students with Disabilities student groups, and the integrated approach to attendance, behavior, and academic intervention. The service is provided on a schoolwide basis because FCSS coaching addresses content areas (ELD, foundational literacy, and Differentiated Assistance) that affect every classroom and every grade level, and because unduplicated student groups receive priority benefit from the schoolwide implementation of the practices that FCSS coaching supports.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	Aspen Meadow Public School (AMPS) serves a student population that is 23% English Learners, with approximately 28.3% of Students with Disabilities at AMPS dually identified as both Students with Disabilities and English Learners. On the 2025 California School Dashboard, AMPS received a Blue performance level on the English Learner Progress Indicator (ELPI), the highest performance level on the Dashboard, with 61.7% of English Learners making progress toward English language proficiency. This represents significant improvement over the three most recent reporting cycles (43.1% in 2023, 26% in 2024, 61.7% in 2025). However, English Learners remain significantly below standard on the academic indicators, performing 79.9 points below standard on the ELA Academic Indicator (Orange, moved from Red in 2024) and 78.6 points below standard on the Math Academic Indicator (Yellow, moved from Red in 2024). The 9.8% reclassification rate for 2024-25 reflects continued progress but also continued need for sustained ELD instructional improvement. AMPS is eligible for Differentiated Assistance based on 2024 California School Dashboard performance for English Learners in Academics (Priority 4). The 2025-26 needs assessment identified a gap between strong ELPI progress and English Learner performance on the academic indicators, indicating that English Learners are acquiring English proficiency at a rate that exceeds their ability to apply that language proficiency to grade-level academic content. This pattern suggests a need for stronger integration of language development with content instruction.	**Designated ELD Professional Development for Teachers** All general education teachers will receive professional development to support designated ELD instruction during the 2026-27 school year, in preparation for the redistribution of designated ELD responsibility to all classroom teachers. The professional development will address designated ELD instructional design within the regular classroom environment, including the use of in-classroom designated ELD as a replacement for pull-out models; integrated ELD strategies within content instruction; ELPAC-aligned instruction; culturally and linguistically responsive practice; evidence-based instructional strategies for English Learners, including manipulatives, think-pair-share routines, sentence frames, visual anchor charts, and metacognitive strategies; the use of bi-monthly ELPAC practice tests for formative assessment; and state testing accommodations for dually identified EL and SWD students. The professional development will be delivered through the continued partnership with the Fresno County Superintendent of Schools (FCSS) ELD Coach, including coaching cycles, ELPAC practice test demonstrations at every grade level, and classroom observations with feedback on EL instructional practice. The service directly addresses the identified need for teacher capacity in designated ELD delivery, the gap between strong ELPI progress and English Learner academic performance, and the school's Differentiated Assistance eligibility for English Learners in Academics. **EL Education ELD Supplemental Resource**	• #4: % EL who make progress towards English Language Proficiency (ELPI) • #5: ELPAC Proficiency.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Beginning in the 2026-27 school year, all general education teachers will be responsible for delivering both integrated and designated ELD instruction daily within their classrooms, reflecting the elimination of the part-time ELD teacher position due to budgetary constraints associated with declining enrollment. This change increases the urgency and importance of teacher capacity in designated ELD instructional design and delivery, and it increases the importance of standards-aligned, ELPAC-aligned ELD supplemental resources that teachers can use to design and deliver designated ELD across all grade levels. English Learners at AMPS require explicit, ELPAC-aligned language instruction that develops academic English across the four language domains (listening, speaking, reading, and writing); teachers who have built capacity in designated ELD instructional design, language scaffolding, and culturally and linguistically responsive practice; and standards-aligned ELD supplemental resources that support consistent designated ELD delivery across all grade levels and classrooms.	The EL Education ELD supplemental resource provides standards-aligned, ELPAC-aligned ELD instructional materials that teachers will use to design and deliver designated ELD across grades TK through 6 during the 2026-27 school year. The resource supports consistent designated ELD delivery across all grade levels and classrooms, providing teachers with structured lessons, instructional sequences, and student practice materials that align with the California ELD Standards. The resource directly addresses the identified need for standards-aligned ELD supplemental resources that support the redistribution of designated ELD responsibility to all classroom teachers, ensuring that English Learners receive consistent, high-quality designated ELD regardless of grade level or classroom assignment. The resource also supports the integration of language development with content instruction, closing the gap between English Learners' ELPI progress and their academic performance on the ELA and Math Academic Indicators.	

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

Not applicable

Additional Concentration Grant Funding

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

Aspen Meadow Public School will use additional grant add-on funds to fund Substitute Teachers to ensure continuity of instruction during teacher absences (See Goal 2, Action 1).

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 3,305,196	$ 1,244,355	37.648%	0.000%	37.648%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,007,007	$ 1,837,809	$ -	$ 194,412	$ 5,039,228.00	$ 3,911,700	$ 1,127,528

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					$ -	$ 14,000	$ -	$ 14,000	$ -	$ -	$ 14,000	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AMP	2026-27	$ 767,864	$ 471,491	$ 325,560	$ 913,795	$ -	$ -	$ 1,239,355	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AMP	2026-27	$ 445,274	$ 14,000	$ 220,982	$ 92,982	$ -	$ 145,310	$ 459,274	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 330,445	$ 6,000	$ 4,260	$ 283,083	$ -	$ 49,102	$ 336,445	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	Yes	Limited	English Learners	AMP	2026-27		$ 3,300	$ 3,300	$ -	$ -	$ -	$ 3,300	0.000%
1	6	BROAD COURSE OF STUDY	All	Yes	Schoolwide	All	AMP	2026-27	$ 178,089	$ -	$ 118,350	$ 59,739	$ -	$ -	$ 178,089	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,174,727	$ -	$ 1,172,501	$ 2,226	$ -	$ -	$ 1,174,727	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	AMP	2026-27	$ 482,028	$ 24,000	$ 506,028	$ -	$ -	$ -	$ 506,028	0.000%
2	2	PROFESSIONAL LEARNING	All	No						$ 36,000	$ -	$ 36,000	$ -	$ -	$ 36,000	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AMP	2026-27	$ 42,835	$ 27,300	$ 70,135		$ -	$ -	$ 70,135	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 53,700	$ 53,700		$ -	$ -	$ 53,700	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 70,970	$ 49,000	$ 89,970	$ 30,000	$ -	$ -	$ 119,970	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 203,133	$ 23,000	$ 55,492	$ 170,641	$ -	$ -	$ 226,133	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ 86,802	$ 86,802	$ -	$ -	$ -	$ 86,802	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 78,647	$ 1,259	$ 38,744	$ 41,162	$ -	$ -	$ 79,906	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ 137,688	$ 317,676	$ 261,183	$ 194,181	$ -	$ -	$ 455,364	0.000%

2026-27 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
$ 3,305,196	$ 1,244,355	37.648%	0.000%	37.648%	$ 1,244,355	0.000%	37.648%	**Total:**	$ 1,244,355
								LEA-wide Total:	$ -
								Limited Total:	$ 3,300
								Schoolwide Total:	$ 1,241,055

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	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AMP	$ 325,560	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONA	Yes	Schoolwide	All	AMP	$ 220,982	0.000%
1	5	STRENGTHENING EL PROGRAM & SERV	Yes	Limited	English Learners	AMP	$ 3,300	0.000%
1	6	BROAD COURSE OF STUDY	Yes	Schoolwide	All	AMP	$ 118,350	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	AMP	$ 506,028	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AMP	$ 70,135	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,199,028.00	$ 4,895,830.00

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	ASSESSMENTS OF LEARNING	No	$ 18,300	$ 19,916
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 1,347,112	$ 1,255,548
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 428,745	$ 404,514
1	4	SERVICES TO SUPPORT SWD	No	$ 323,972	$ 373,827
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 64,296	$ 832
1	6	BROAD COURSE OF STUDY	No	$ 168,633	$ 157,214
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,212,871	$ 1,100,384
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 410,289	$ 560,613
2	2	PROFESSIONAL LEARNING	No	$ 60,300	$ 49,576
2	2	PROFESSIONAL LEARNING	Yes	$ 108,672	$ 100,272
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 76,000	$ 23,602
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 114,456	$ 128,106
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	$ 240,097	$ 130,480
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 86,802	$ 59,681
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 87,007	$ 85,360
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 451,476	$ 445,905

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,200,621	$ 1,252,771	$ 1,200,621	$ 52,150	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 334,712	$ 316,881.00	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 334,802	$ 222,023.00	0.000%	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 64,296	$ 832.00	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 410,289	$ 560,613.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING	Yes	$ 108,672	$ 100,272.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,163,601	$ 1,200,621	0.000%	37.951%	$ 1,200,621	0.000%	37.951%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).