LCFF Budget Overview for Parents

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

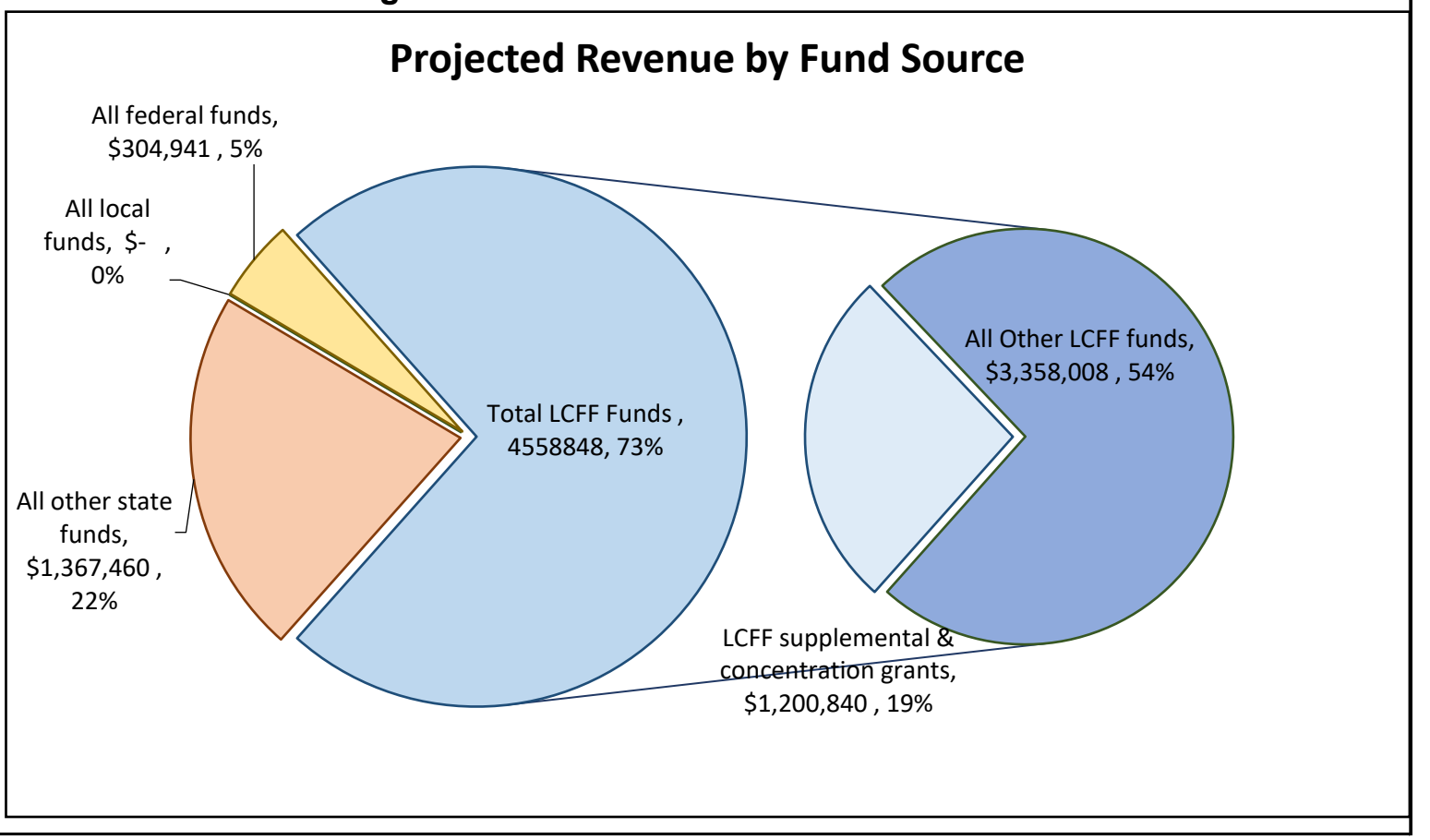
CDS Code: 10 62166 0140806

School Year: 2026 - 27

LEA contact information: Abel Ruiz, Site Director abel.ruiz@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

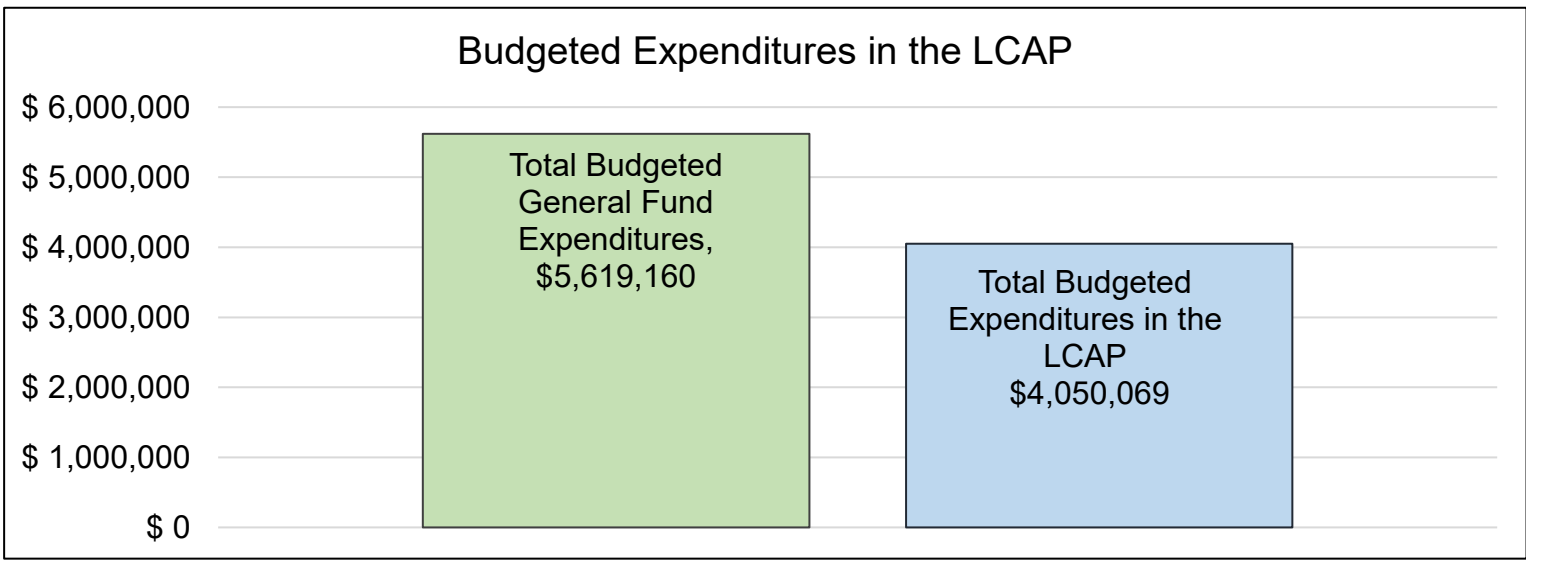


This chart shows the total general purpose revenue Aspen Ridge Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Ridge Public School is $6,231,249.00, of which $4,558,848.00 is Local Control Funding Formula (LCFF), $1,367,460.00 is other state funds, $0.00 is local funds, and $304,941.00 is federal funds. Of the $4,558,848.00 in LCFF Funds, $1,200,840.00 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 Ridge 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 Ridge Public School plans to spend $5,619,160.00 for the 2026 - 27 school year. Of that amount, $4,050,069.00 is tied to actions/services in the LCAP and $1,569,091.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

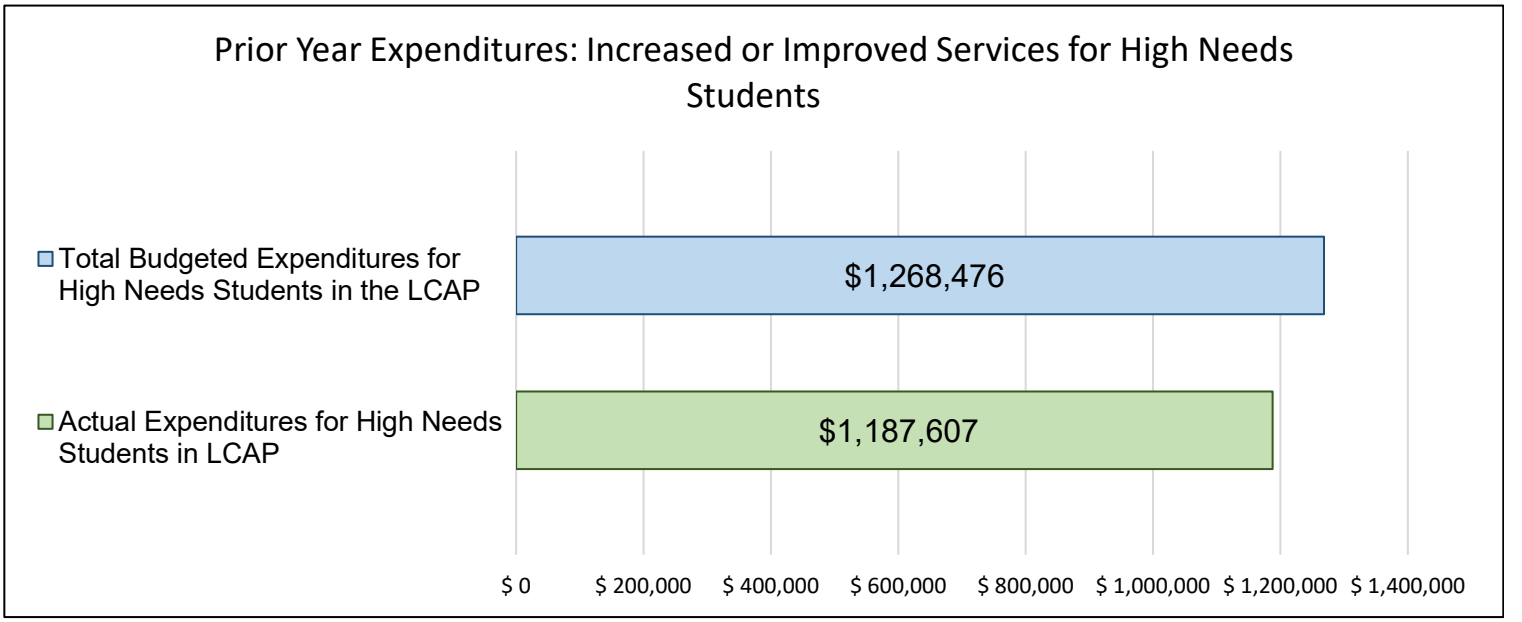
Budgeted General Fund Expenditures not included in the 2026-27 plan include meals program, operating and administrative expenses.

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

In 2026 - 27, Aspen Ridge Public School is projecting it will receive $1,200,840.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Ridge Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Ridge Public School plans to spend $1,200,840.00 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 Ridge 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 Ridge Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025 - 26, Aspen Ridge Public School's LCAP budgeted $1,268,476.00 for planned actions to increase or improve services for high needs students. Aspen Ridge Public School actually spent $1,187,607.00 for actions to increase or improve services for high needs students in 2025 - 26. The difference between the budgeted and actual expenditures of $80,869.00 had the following impact on Aspen Ridge Public School's ability to increase or improve services for high needs students:

Due to reduced enrollment, Aspen Ridge received reduced supplemental and concentration funding for high need students. Aspen Ridge'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 Ridge Public School	Abel Ruiz, Site Director	abel.ruiz@aspenps.org 559-374-0080

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 Ridge Public School (ARPS) provides all students with a rigorous college preparatory educational program that includes access to dual enrollment at Fresno City College at no cost, where students earn college credit while in high school. ARPS currently serves 301 students in grades 7-12, with a demographic composition that reflects the surrounding community: approximately 75% Hispanic, 12% African American, 6% White, 3% Asian, and 4% Two or More Races. Student group data indicate 16% English Learners, 12% experiencing homelessness, 1% Foster Youth, 19% Students with Disabilities, and 79% Socioeconomically Disadvantaged. ARPS graduated its inaugural Class of 2025 with a 100% high school graduation rate, and every graduate applied to and planned to attend a post-secondary institution.

ARPS students and their families have faced tremendous adversity, including anxiety, trauma, employment loss, and food and housing insecurity. Research consistently demonstrates that poverty profoundly and predictably influences child development, affecting language acquisition, physical and mental health, and academic achievement. The pandemic exacerbated these realities by magnifying economic inequality and reducing low-income families' access to healthcare, food, employment, and stable housing. These compounded stressors continue to shape the conditions in which ARPS students learn and grow.

Mission, Vision, and Strategic Direction

The ARPS mission is to transform the community by developing exceptional leaders through comprehensive leadership development integrated into all aspects of the school day. The school provides a personalized blend of rigorous academic and social-emotional learning alongside customized pathways to success for students, educators, and family leaders. ARPS promotes innovative approaches to educational challenges for all students while building a network of community partnerships committed to positive social change.

The ARPS vision is a greater quality of life in Fresno where all families have access to opportunities and contribute meaningfully to their communities. This vision rests on the belief that every child and adult can be a leader. ARPS recognizes that students will face future opportunities and challenges that cannot yet be imagined. As technological advances, global connectivity, and information exchange continue to evolve, ARPS students must develop essential leadership skills, problem-solving capacity, creative thinking, flexibility, analytical abilities, resource leveraging, and source discernment to thrive in a changing world.

Aspen Public Schools Strategic Plan 2024-2029

Aspen Public Schools is a non-profit charter management organization operating three public charter schools in Fresno, California. With approximately 80% of students across the network identifying as Black and Latino, Aspen focuses on providing equal educational opportunities in historically underserved neighborhoods through a college-preparatory approach. The recently revised Strategic Plan 2024-2029 organizes the work around five strategic goal areas.

- The first goal area, Meet the Needs of All Students, calls for teachers to establish individualized student goals with administrative support in year one. By 2028, Aspen aims for all students to meet their growth goals, with 80% achieving stretch goals, all classrooms demonstrating positive mindsets and inclusive practices that address students' social, emotional, academic, health, and wellness needs, 90% of students reporting a sense of belonging, and 80% expressing confidence that they are on track to meet educational goals.
- The second goal area, Reimagine Family Partnerships, begins with defining a shared vision and outlining roles for families as partners in their children's education. By 2029, the target is for 80% of parents and guardians to report that school-family partnerships improve outcomes for all students, with the same proportion indicating that their engagement in school activities and committees contributes significantly to their child's development and family well-being.
- The third goal area, Invest in Staff, commits to weekly professional development aligned with personal and professional growth goals during year one. By 2028, Aspen targets 90% staff satisfaction, 80% of staff demonstrating wellness practices that positively impact productivity and joy, and all teachers and instructional staff with three or more years at Aspen scoring proficient or distinguished on core competency evaluations.
- The fourth goal area, Establish Operational Effectiveness, focuses initially on auditing current operational systems and revising all policies and procedures in the Aspen Wiki. By 2029, Aspen expects 80% of staff to be satisfied with systems and processes and at least 95% to access and use day-to-day operational systems independently.
- The fifth goal area, Align Mission and Vision, marks Aspen's 20th year with year-one work to define leadership across the school community, select resources to build leadership skills, pursue community school certification, and collect alumni success stories. By 2029, all parents and students should be able to identify instances where leadership skills changed their lives, and every community member should feel supported to achieve success with their unique gifts recognized. Together, these five goal areas express Aspen's commitment to excellence and equity as the network continues serving the Fresno community for the next five years and beyond.

Academic Program

Aspen Ridge utilizes the Summit Learning Platform as its primary academic curriculum. This high school model delivers high expectations and exemplary support through personalized learning plans, rigorous academic classes, one-on-one mentoring, and a small school environment in which every student is well known. The Summit Learning model promotes Habits of Success through a comprehensive high school program featuring A-G approved courses and dual enrollment opportunities at Fresno City College.

Students manage their learning through the Summit Personalized Learning platform, which centers on four components. Cognitive Skills equip students with interdisciplinary 21st century competencies. Content Knowledge is acquired at each student's own pace with appropriate supports. Habits of Success promote independence, sustainability, perseverance, and healthy development. Sense of Purpose helps students understand their interests, values, and skills as they construct credible post-high school pathways.

Community Schools and Funding Alignment

As a recipient of the California Community Schools Partnership Program Implementation Grant, ARPS continues to expand services for students and families through partnerships with community based organizations, state and local agencies, and institutions of higher education. The ARPS LCAP is developed in alignment with the California Community Schools Framework and the Multi-Tiered System of Support (MTSS) Framework. ARPS is not eligible for Equity Multiplier Funds.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Aspen Ridge Public School has $15,974 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 Ridge 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)
- Consultation with the Student Advisory Committee pursuant to California Education Code 52062(a),
- Consultation with the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Consultation with the English Learner Parent Advisory Committee per EC 52062(a)(2)
- 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 Ridge 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	Red	Orange	Red	--	Yellow	Orange	Green
English Learners	Red	--	Orange	--	--	--	--
Long-Term English Learners	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	--	--	--
Homeless	N/A	--	Red	--	--	--	--
Socioeconomically Disadvantaged	N/A	Orange	Red	--	Orange	Red	Orange
Students with Disabilities	N/A	--	Red	N/A	--	--	--
Black or African American	N/A	--	--	N/A	--	--	--
Asian	N/A	--	--	N/A	--	--	--
Filipino	N/A	--	--	N/A	--	--	--
Hispanic or Latino	N/A	Orange	Red	--	Yellow	Red	Green
White	N/A	--	--	N/A	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	--

2025 California School Dashboard Science Indicator Results: On the 2025 California School Dashboard, Aspen Ridge Public School (ARPS) earned a Green performance level on the Science Indicator for both All Students and the Hispanic student group. The schoolwide average was 46.4 Science Points, and the Hispanic student group, which represents the largest demographic at ARPS, averaged 45.4 Science Points. Because ARPS serves grades 7-12, these results reflect student performance on the California Science Test (CAST) administered to students in grade 8 and once in high school, along with any students assessed using the California Alternate Assessment (CAA) for Science.

A Green performance level signals that ARPS is performing above the statewide expectation for the Science Indicator at both the schoolwide level and for the Hispanic student group. The 1.0-point gap between the schoolwide average (46.4 SPs) and the Hispanic student group average (45.4 SPs) is narrow, suggesting that science outcomes for the largest student group at ARPS closely mirror schoolwide performance rather than reflecting a significant disparity. This pattern is meaningful for an LCAP context because the Hispanic student group constitutes approximately 75% of enrollment at ARPS, and consistency

between the All Students average and the largest student group average indicates that schoolwide instructional practices in science are reaching this group effectively.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Aspen Ridge 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. 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, and California Community Schools Partnership Program (CCSPP) Grant funding; while also measuring program effectiveness to improve student outcomes.

This process also aligns with Aspen Ridge Public School's Strategic Plan and WASC Accreditation Focus on Learning Action Plan. 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, ELPI, Chronic Absenteeism, and Suspension Rate indicators.

ELA Academic Indicator (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard ELA Academic Indicator is calculated using two components: Distance from Standard (DFS) and participation rate. DFS measures the distance between a student's score on the Smarter Balanced Summative Assessment and the lowest possible scale score for Level 3 (Standard Met), with negative values indicating performance below proficient. Status is determined by averaging the DFS values of all assessed students at the school, and the combination of current-year Status and prior-year Change determines the Performance Level (color). At Aspen Ridge Public School (ARPS), students in grades 7, 8, and 11 are administered the Smarter Balanced ELA assessment, with eligible students assessed through the California Alternate Assessment (CAA) using the CDE crosswalk to a Smarter Balanced scale score.

2023-24 ELA CAASPP	
	DFS
All Students	-48
SED	-59.9
Hispanic	-55.4

2025 California School Dashboard ELA Results: ARPS earned a Yellow Performance Level on the ELA Academic Indicator for All Students, with a schoolwide Status of -34.1 points from standard. The Hispanic student group, which represents approximately 75% of enrollment, mirrored schoolwide performance closely at -42.7 DFS (Yellow). Socioeconomically Disadvantaged (SED) students performed at -45.5 DFS (Orange). Three additional student groups posted Status values significantly below standard but did not receive a color due to size or data conditions: English Learners at -102.3 DFS, Long-Term English Learners (LTEL) at -132.8 DFS, and Students with Disabilities (SWD) at -129.1 DFS. The clustering of EL, LTEL, and SWD Status values approximately 90 to 100 DFS points below the schoolwide average indicates substantial within-school achievement gaps that the LCAP must address even where Dashboard color reporting is unavailable.

2024-25 ELA CAASPP	
	DFS
All Students	-34.1
SED	-45.5
Hispanic	-42.7

Supporting Local Assessment Data: Internal diagnostic data confirm the Dashboard findings and provide grade-band detail. On the i-Ready Reading Diagnostic for grades 7-8, only 10.1% of students performed at Mid or Above grade level, while 11.5% scored Early On grade level. The remaining 78.4% of middle grade students performed below grade level, including 48.6% who scored three or more grade levels below standard. Student group results in grades 7-8 show 8.7% of English Learners, 7.7% of students experiencing homelessness, 21.9% of SED students, and 4% of SWD on grade level in reading.

On the Renaissance STAR Reading Assessment for grades 9-12, 12.6% of students scored Standard Exceeded and 24.4% scored Standard Met, for a combined proficiency rate of 37%. An additional 21% scored Standard Nearly Met, and 42% scored Standard Not Met. Student group performance shows 0% of English Learners meeting or exceeding the standard, 26.7% of students experiencing homelessness, 28.6% of SED students, and 29.1% of SWD meeting or exceeding

the standard. While high school proficiency rates are higher than middle school rates, fewer than four in ten students in grades 9-12 demonstrated grade-level reading performance.

Identified Strengths: ARPS has established and operationalized diagnostic assessment systems (i-Ready in grades 7-8 and Renaissance STAR in grades 9-12) that produce actionable data across grade levels and student groups. A small but identifiable cohort of students are performing at proficiency, with 10.1% of middle school students at or above grade level and 37% of high school students meeting or exceeding the standard. SED students consistently perform higher than EL, LTEL, and SWD student groups, posting 21.9% on grade level in grades 7-8 and 28.6% meeting or exceeding in grades 9-12, suggesting that current schoolwide supports are reaching this group with partial effectiveness. The increase in proficiency rates from middle school to high school suggests some instructional progression across grade spans. Data collection and review systems are in place and can be leveraged for more frequent, structured progress monitoring.

Greatest Needs and Priority Student Groups: The most critical ELA need at ARPS is the persistent and severe underperformance of Long-Term English Learners and English Learners. LTEL students have averaged approximately -132 DFS on the Dashboard, with proficiency consistently below 10% on i-Ready and STAR. EL students have averaged approximately -102 DFS, with 0% meeting or exceeding the standard on STAR Reading in grades 9-12. SWD students performed at -129.1 DFS schoolwide, with only 4% of SWD in grades 7-8 reading at grade level. The schoolwide pattern of more than 60% of middle school students performing two or more grade levels below standard, combined with 63% of high school students not yet meeting the standard, indicates that ELA underperformance is a schoolwide concern with concentrated impact on EL, LTEL, and SWD students.

Resource Inequities: Aspen Ridge Public School 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:

1. Targeted intervention support for students performing two to three or more grade levels below standard is implemented inconsistently across classrooms.
2. Staffing and resources for co-teaching, push-in support, and small group instruction for SWD and EL students are limited.
3. Data systems and progress monitoring tools, while present, are not consistently used to inform daily instructional decisions.

Root Cause Analysis: The educational partners engaged in this analysis (site administration and the Chief Academic Officer) identified five interconnected root causes. Foundational literacy skills in reading comprehension, vocabulary, and fluency are underdeveloped from earlier grades, and ARPS receives students with these gaps already in place. Standards-aligned, rigorous Tier 1 instruction is implemented inconsistently across classrooms. Targeted supports for EL and LTEL students, particularly in academic language development, are insufficient. Professional development focused on differentiation, literacy strategies, and integrated ELD has been limited. Finally, progress monitoring and data-driven instructional adjustment cycles are not yet consistent.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Implement a Tiered Literacy Intervention Model under MTSS.** Adopt structured literacy intervention programs, including i-Ready Personalized Instruction and a targeted intervention curriculum, to serve all students performing below grade level with priority access for EL, LTEL, and SWD student groups.
2. **Strengthen Designated and Integrated ELD.** Provide daily, protected Designated ELD instruction for EL students, deliver professional development on integrated ELD strategies across content areas, and adopt an ELD intervention curriculum focused on academic vocabulary, writing, and discourse, targeting EL and LTEL students.
3. **Improve Tier 1 Core Instruction.** Implement instructional frameworks emphasizing close reading, writing across content areas, and use of complex texts, supported by ongoing instructional coaching and walkthrough feedback for all students.

4. **Expand Support for SWD and High-Needs Students.** Provide targeted small group instruction aligned to IEP goals, serving SWD and SED student groups.
5. **Establish Data Cycles and Progress Monitoring.** Implement six to eight week data cycles using i-Ready and Renaissance data, train staff on data analysis and instructional response, and monitor student group performance regularly through PLCs, with focus on EL, LTEL, and SWD.
6. **Sustain Professional Development.** Provide ongoing training for all instructional staff in Tier 1 strategies, differentiation, literacy across content areas, ELD strategies, and data-driven instruction.

Math Academic Indicator (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard Mathematics Academic Indicator is calculated using two components: Distance from Standard (DFS) and participation rate. DFS measures the distance between a student's score on the Smarter Balanced Summative Assessment and the lowest possible scale score for Level 3 (Standard Met), with negative values indicating performance below proficient. Status is determined by averaging the DFS values of all assessed students at the school, and the combination of current-year Status and prior-year Change determines the Performance Level (color). At Aspen Ridge Public School (ARPS), students in grades 7, 8, and 11 are administered the Smarter Balanced Mathematics assessment, with eligible students assessed through the California Alternate Assessment (CAA) using the CDE crosswalk to a Smarter Balanced scale score.

2023-24 Math CAASPP	
	DFS
All Students	-106.6
SED	-118
Hispanic	-118.2

2024-25 Math CAASPP	
	DFS
All Students	-109.5
SED	-122.2
Hispanic	-122.1

2025 California School Dashboard Math Results: ARPS earned an Orange Performance Level on the Mathematics Academic Indicator for All Students, with a schoolwide Status of -109.5 points from standard, the lowest schoolwide indicator color on the ARPS Dashboard. The Hispanic student group, which represents approximately 75% of enrollment, performed at -122.1 DFS (Red), and Socioeconomically Disadvantaged (SED) students performed at -122.2 DFS (Red). Three additional student groups posted Status values significantly below standard but did not receive a color due to size or data conditions: English Learners at -171.4 DFS, Long-Term English Learners (LTEL) at -184.4 DFS, and Students with Disabilities (SWD) at -174.8 DFS. The clustering of EL, LTEL, and SWD Status values approximately 60 to 75 DFS points below the schoolwide average indicates substantial within-school achievement gaps in mathematics, with the deepest underperformance concentrated among multilingual learners and students with disabilities.

Supporting Local Assessment Data: Internal diagnostic data confirm the Dashboard findings and provide grade-band detail. On the i-Ready Math Diagnostic for grades 7-8, only 8.1% of students performed at Mid or Above grade level, while 14.8% scored Early On grade level. The remaining 77.1% of middle grade students performed below grade level, including 36.2% who scored three or more grade levels below standard. Student group results in grades 7-8 show 8.7% of English Learners, 15.4% of students experiencing homelessness, 20% of SED students, and 8% of SWD on grade level in mathematics.

On the Renaissance STAR Math Assessment for grades 9-12, 4% of students scored Standard Exceeded and 6.5% scored Standard Met, for a combined proficiency rate of 10.5%. An additional 12.1% scored Standard Nearly Met, and 77.4% scored Standard Not Met. Student group performance shows 5% of English Learners meeting or exceeding the standard, 0% of students experiencing homelessness, 8.5% of SED students, and 8% of SWD meeting or exceeding the standard. Unlike the pattern observed in ELA, where high school proficiency rates exceeded middle school rates, mathematics proficiency rates remain low across both grade spans, with grade 9-12 proficiency (10.5%) only modestly higher than grades 7-8 (8.1%).

Identified Strengths: A small percentage of students are meeting or exceeding standards in mathematics, with 10.5% in grades 9-12 and 8.1% in grades 7-8, indicating a foundation on which to build. SED students (20%) and students experiencing homelessness (15.4%) in grades 7-8 show slightly higher on-grade-level performance than EL and SWD student groups, suggesting that current targeted supports may be having a partial impact for these groups. The presence

of students distributed across all performance bands, rather than 100% concentrated in the lowest band, indicates a range of ability within classrooms that can support peer learning and differentiated instruction. Diagnostic assessment systems (i-Ready and Renaissance STAR) are operational and produce actionable data for instructional planning.

Greatest Needs and Priority Student Groups: The greatest mathematics need at ARPS is overall academic achievement, as the majority of students are performing below grade level. The most critical student groups are LTEL students at -184.4 DFS, EL students at -171.4 DFS, and SWD at -174.8 DFS, all of which represent the lowest performance levels on the Dashboard. Students performing three or more grade levels below standard, who account for 36.2% of grades 7-8 enrollment, require intensive Tier 3 intervention. Students experiencing homelessness in grades 9-12 (0% meeting standard) represent a particularly acute need. The data point to a strong, schoolwide need for intensive mathematics intervention, with especially urgent focus required for multilingual learners and students with disabilities.

Resource Inequities: Aspen Ridge Public School 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:

Two resource inequities contribute to current performance. First, targeted intervention resources for high-need student groups (EL, LTEL, SWD, and students experiencing homelessness) are insufficient relative to the depth and breadth of need indicated by Dashboard and diagnostic data. Second, access to differentiated instruction and intensive supports for students performing multiple grade levels below standard is limited.

Root Cause Analysis: The educational partners engaged in this analysis (site administration and the Chief Academic Officer) identified three interconnected root causes. Gaps in foundational literacy and numeracy skills were not addressed early enough, and ARPS receives students with these gaps already established. Targeted support for English language development alongside core mathematics instruction is insufficient, leaving multilingual learners without the language scaffolds needed to access grade-level content. Intensive, consistent intervention for students performing multiple grade levels below standard is not yet in place at the scale and frequency required.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Implement a Multi-Tiered System of Supports (MTSS) for Mathematics.** Establish clearly defined Tier 2 and Tier 3 interventions targeting students performing two or more grade levels below standard, with priority access for EL, LTEL, and SWD student groups.
2. **Strengthen Designated and Integrated ELD in Mathematics Instruction.** Apply research-based ELD strategies for EL and LTEL students within mathematics classrooms, including academic vocabulary supports, sentence frames, and structured opportunities for mathematical discourse.
3. **Use Data-Driven Small Group Instruction.** Deliver targeted small group instruction informed by frequent progress monitoring using i-Ready diagnostics, with student grouping adjusted based on six to eight week data cycles.
4. **Expand Extended Learning Opportunities.** Provide after-school tutoring and extended-day mathematics support, prioritizing students experiencing homelessness and SED students.
5. **Provide Sustained Professional Development.** Train teachers on differentiation, scaffolding strategies, and supporting multilingual learners, with ongoing coaching and feedback cycles for all mathematics instructional staff.
6. **Increase Cross-Role Collaboration.** Strengthen collaboration among general education, special education, and ELD staff to better serve SWD and EL students through coordinated planning, co-teaching where feasible, and shared progress monitoring.

English Learner Progress Indicator (ELPI) (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard English Learner Progress Indicator (ELPI) reports the progress that English Learner (EL) students are making toward English language proficiency, using results from the Summative ELPAC and the Summative Alternate ELPAC. ELPI Status is calculated by dividing the sum of EL students who made progress between the prior and current year plus EL students who maintained the highest level from the prior year by the total number of EL students with both prior and current year ELPAC results. For students taking the Summative ELPAC, "making progress" is defined as advancing at least one ELPI level or maintaining ELPAC Level 4. For students taking the Summative Alternate ELPAC, "making progress" is defined as advancing at least one level, maintaining Level 3, or achieving a scale score change of at least plus ten. ELPI Change is calculated as Current Year Status minus Prior Year Status, and the combination of Status and Change determines the Performance Level (color). Beginning with the 2024 Dashboard, the California Department of Education added a Long-Term English Learner (LTEL) student group within the ELPI to enable distinct monitoring of this population.

2025 California School Dashboard ELPI Results: ARPS earned a Red Performance Level on the ELPI for the All English Learners group, with a Status of 26.3%, reflecting a significant decline from 51.5% reported on the 2024 Dashboard. The newly disaggregated LTEL student group performed at 27.3%, also reflecting a significant decline from 52% reported in 2024. Both student groups experienced approximately a 25 percentage point drop in ELPI Status year over year, indicating a substantial reduction in the rate at which ARPS is moving English Learners toward English language proficiency. The parallel decline across both the EL and LTEL groups suggests that the contributing factors are systemic rather than isolated to one subset of the multilingual learner population.

ELPI (Dashboard)	EL	LTEL
2023 Dashboard	29.2%	N/A
2024 Dashboard	51.5%	52%
2025 Dashboard	26.3%	27.3%

Supporting Data Context: ELPI data should be interpreted alongside the related academic performance data for the same student groups. On the 2025 Dashboard, English Learners performed at -102.3 DFS in ELA and -171.4 DFS in mathematics, and LTEL students performed at -132.8 DFS in ELA and -184.4 DFS in mathematics. Local assessment data reinforce the pattern: 0% of English Learners met or exceeded the standard on the Renaissance STAR Reading Assessment in grades 9-12, only 8.7% of English Learners were on grade level on the i-Ready Reading Diagnostic in grades 7-8, and 5% of English Learners met or exceeded the standard on Renaissance STAR Math in grades 9-12. The convergence of low ELPI Status, low academic proficiency, and significant year-over-year decline indicates that ARPS multilingual learners are not yet receiving the level or quality of language and academic support required for sustained progress.

Identified Strengths: Assessment systems, including i-Ready and Renaissance STAR, are operational and produce data that can be used to monitor English Learner academic progress alongside ELPAC results. Structures for Designated ELD instruction are in place at ARPS, providing a foundation that can be strengthened rather than newly built. Instructional staff have demonstrated willingness to engage in professional development and instructional improvement, which is a critical precondition for implementing the strategies needed to reverse the ELPI decline. Among ARPS student groups, SED students show comparatively higher performance than EL and LTEL peers on academic indicators, suggesting that some schoolwide supports are reaching certain high-need populations and that targeted language-focused approaches may produce similar gains for multilingual learners. Existing systems for data collection and review can be further leveraged to drive instructional decisions.

Greatest Needs and Priority Student Groups: The most critical ELPI need at ARPS is the support of English Learners and Long-Term English Learners. English Learners have experienced a significant decline in ELPI Status alongside very low academic performance across content areas. Long-Term English Learners present the largest and most persistent gaps across all data points, with academic Status values among the lowest of any student group at ARPS and an ELPI Status that mirrors the EL group's decline. Across both populations, students require expanded academic language development support spanning reading, writing, speaking, and listening across all content areas. The current ELD curriculum requires strengthening to ensure it is robust, standards-aligned, and

consistently implemented.

Resource Inequities: Aspen Ridge Public School 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:

Three resource inequities contribute to current performance. First, access to high-quality Designated and Integrated ELD instruction is inconsistent across classrooms and grade levels. Second, targeted supports and interventions specifically designed for Long-Term English Learners are limited, leaving this group without the acceleration structures required to close persistent gaps. Third, professional development focused on language acquisition and scaffolding strategies has been insufficient to build the instructional capacity required across all content-area teachers.

Root Cause Analysis: The educational partners engaged in this analysis (site administration, the Chief Academic Officer, ELD teachers, parents, and students) identified four interconnected root causes. Designated and Integrated ELD are implemented inconsistently across grade levels and classrooms, producing uneven student access to language development opportunities. Instructional focus on academic language development across the four domains of reading, writing, speaking, and listening has been limited. ELPAC and ELPI data are not yet consistently used to inform instructional decisions and intervention planning. Student motivation to complete the ELPAC assessment has been identified as a factor potentially affecting the validity of current Status data, suggesting that engagement strategies are needed alongside instructional improvements.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Strengthen Designated ELD Implementation.** Ensure daily, protected Designated ELD instruction aligned to standards, with focus on academic vocabulary, structured writing, and language production, targeting EL and LTEL students.
2. **Implement Integrated ELD Across All Content Areas.** Provide professional development on language objectives, sentence frames and scaffolds, and structured academic discourse, monitoring implementation through classroom walkthroughs, targeting EL and LTEL students.
3. **Develop Targeted LTEL Acceleration Supports.** Create intervention classes or support blocks specifically for LTEL students, focused on closing gaps in reading comprehension and writing, targeting the LTEL student group.
4. **Establish EL Progress Monitoring Systems.** Implement six to eight week data cycles using ELPAC, i-Ready, and Renaissance data, with tracking of progress toward reclassification, targeting EL and LTEL students.
5. **Provide Sustained Professional Development and Coaching.** Deliver ongoing training in Designated versus Integrated ELD, differentiation and scaffolding, and strategies to support multilingual learners, supported by coaching and feedback cycles for all instructional staff.
6. **Increase Student Motivation and Engagement.** Create a tiered system of incentives for student progression toward reclassification, targeting EL and LTEL students.

Science Academic Indicator (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard Science Indicator is calculated using two components: Science Points (SPs) and participation rate. Science Points convert each student's scale score on the California Science Test (CAST) onto a common 0 to 100 scale, where 0 represents the lowest possible score and 100 represents the highest. This common scale allows performance to be compared across the three grade spans in which the CAST is administered (grades 5, 8, and once in high school). For students who take the California Alternate Assessment (CAA) for Science, scores are matched

to the CAST through a crosswalk in which Level 1, 2, or 3 performance is assigned the highest scale score within that level on the CAST, and the resulting scale score is used to calculate Science Points. Status is determined by averaging Science Points across all assessed students, and the combination of current-year Status with prior-year Change determines the Performance Level (color). The State Board of Education also requires a 95% participation rate; if that threshold is not met, a Lowest Obtainable Scale Score is assigned to non-tested students until the rate is reached, and that assigned score is factored into the average. At Aspen Ridge Public School (ARPS), which serves grades 7-12, students assessed under the CAST or CAA for Science include those in grade 8 and students assessed once in high school. The California Department of Education has stated that the Science Indicator will not be used for state or federal support determinations based on the 2025 Dashboard and will be displayed for informational purposes only.

2023-24 CAST (Science Points)	
All Students	44.2
SED	43
Hispanic	42.4

2025 California School Dashboard Science Results: ARPS earned a Green Performance Level on the Science Indicator for All Students, with a Status of 46.4 Science Points. The Hispanic student group, which represents approximately 75% of enrollment, also earned a Green Performance Level at 45.4 Science Points, mirroring schoolwide performance with a narrow gap of 1.0 point. Socioeconomically Disadvantaged (SED) students performed at 43.6 Science Points (Orange), trailing the schoolwide average by 2.8 points. The source worksheet did not include Status values for English Learners, Long-Term English Learners, Students with Disabilities, or students experiencing homelessness, and ARPS should request and review these student group results to complete the equity analysis for the Science Indicator.

2024-25 CAST (Science Points)	
All Students	46.4
SED	43.6
Hispanic	45.4

Comparison to Other Academic Indicators: The Science Indicator is the strongest academic performance area on the ARPS Dashboard. While ELA performance for All Students is Yellow at -34.1 DFS and Math performance is Orange at -109.5 DFS, science performance is Green at 46.4 Science Points. The within-school equity pattern is also more favorable in science. In ELA and mathematics, SED students perform 11 to 13 DFS points below the schoolwide average, but in science, the SED gap narrows to 2.8 Science Points. The Hispanic student group gap in science (1.0 Science Point below schoolwide) is also narrower than the corresponding ELA gap (-8.6 DFS points below schoolwide) and Math gap (-12.6 DFS points below schoolwide). This pattern indicates that science instruction at ARPS is reaching student groups more equitably than instruction in ELA and mathematics, and that the conditions supporting science performance warrant examination for potential transfer to other content areas.

Identified Strengths: The All Students Status of 46.4 Science Points represents the strongest content-area performance on the ARPS Dashboard and earns a Green Performance Level, providing a foundation on which to build toward higher levels of proficiency. The Hispanic student group performs nearly identically to the schoolwide average at 45.4 Science Points, indicating relatively equitable outcomes in science compared to the gaps observed in ELA and mathematics. SED students at 43.6 Science Points trail the schoolwide average by less than three points, representing a smaller achievement gap than is typically seen in other content areas at ARPS. Science appears to be a more stable content area for ARPS with less student group disparity, suggesting that current instructional practices are producing more equitable outcomes than those observed in ELA and mathematics.

Greatest Needs and Priority Student Groups: The primary need for the Science Indicator is to move from moderate performance toward higher performance levels on the CAST Dashboard indicator, increasing the percentage of students meeting or exceeding the standard. SED students, who performed at 43.6 Science Points and received an Orange Performance Color, remain a priority for targeted support to close the modest but persistent gap with the schoolwide average. ARPS also needs to strengthen science literacy, including reading, writing, and academic language in science, across all student groups, recognizing that science achievement depends heavily on students' ability to access complex texts and communicate scientific reasoning. The school must also address the absence of reported Status values for English Learners, LTEL students, SWD, and students experiencing homelessness, either by confirming that these groups did not meet n-size requirements or by obtaining the values to enable targeted planning.

Resource Inequities: Aspen Ridge Public School 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:

Two resource inequities contribute to current science performance. First, professional development focused specifically on CAST expectations and the Next Generation Science Standards (NGSS) science and engineering practices has been limited, leaving teachers without consistent training on the assessment-aligned instructional shifts required to move performance from Green toward Blue. Second, support for integrating literacy strategies into science instruction is uneven, particularly for SED students and students performing below grade level in reading, who depend on intentional literacy scaffolds to access grade-level science content.

Root Cause Analysis: The educational partners engaged in this analysis (site administration, the Chief Academic Officer, teachers, parents, and students) identified five interconnected root causes. Gaps in academic vocabulary and reading comprehension affect students' ability to access and demonstrate understanding in science. The use of data to inform science instruction and intervention has been limited, reducing the school's ability to identify and respond to specific instructional gaps. Targeted support for struggling learners in science, especially SED students, is underdeveloped. Alignment between instruction, assessment, and CAST expectations requires strengthening to ensure that classroom learning experiences mirror the cognitive demands of the state assessment. Finally, teachers need additional training in scaffolding instruction to support a broader range of learners within rigorous, NGSS-aligned science instruction.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Implement NGSS-Aligned Instruction.** Provide consistent NGSS-aligned instruction with a focus on science and engineering practices across all science classrooms, targeting all students.
2. **Integrate Disciplinary Literacy in Science.** Apply disciplinary literacy strategies, including science-specific reading, writing, and academic discourse, with priority focus on SED students and students performing below grade level in reading.
3. **Provide Professional Development on CAST and NGSS.** Deliver targeted training on CAST expectations, NGSS instructional shifts, and inquiry-based instruction, targeting all science instructional staff.
4. **Use Common Formative Assessments and Data Cycles.** Implement common formative assessments aligned to NGSS, with structured data analysis cycles to monitor student progress and adjust instruction, targeting all students.
5. **Expand Hands-On Labs and Project-Based Learning.** Increase access to hands-on laboratory investigations and project-based learning experiences to deepen conceptual understanding and engagement, targeting all students.
6. **Provide Targeted Small Group Science Support.** Deliver small group instruction and intervention in science for struggling students, with priority access for SED students and other below-grade-level learners.

Implementation Considerations

Science instructional improvement will be coordinated with the broader ELA literacy improvement work, recognizing that disciplinary literacy in science depends on the foundational literacy gains targeted in the ELA needs assessment. The CAST is administered once at the elementary level (grade 5), once at the middle school level (grade 8), and once during high school, so ARPS instructional planning must address science learning across the full grade 7-12 span rather than only in the tested grades, ensuring that students arrive at the grade 8 and high school assessments with sustained exposure to NGSS-aligned instruction. While the Science Indicator will not be used for state or federal support determinations on the 2025 Dashboard, ARPS will continue to monitor and act on Science Indicator results because they reflect a meaningful measure of science program effectiveness and a key component of college and career

readiness. The relative strength of science performance at ARPS, particularly the smaller student group gaps observed in this content area, warrants further examination to identify the instructional practices and conditions producing these results and to consider whether elements can be applied to ELA and mathematics instruction.

Chronic Absenteeism Indicator (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard Chronic Absenteeism Indicator reports the percentage of students who are absent for 10% or more of the instructional days they were enrolled. The Dashboard reports a Chronic Absenteeism Indicator for schools serving any grades K-8, and Performance Levels are determined by combining current-year Status with the Change from the prior year. Because Aspen Ridge Public School (ARPS) serves grades 7-12, Dashboard color reporting applies to students in grades 7 and 8, while attendance performance for students in grades 9-12 is monitored through internal records and reported as part of the school's local indicator analysis. This dual reporting structure requires ARPS to analyze both Dashboard data for the middle grades and locally collected attendance data for the high school grades to develop a complete picture of schoolwide chronic absenteeism.

2025 California School Dashboard and Local Attendance Results: On the 2025 California School Dashboard, ARPS earned an Orange Performance Level for All Students (grades K-8) on the Chronic Absenteeism Indicator, with a Status of 28.4%. The Hispanic student group, which represents approximately 75% of enrollment, performed similarly at 29.6% (Orange), and Socioeconomically Disadvantaged (SED) students performed at 27.3% (Orange). Three additional student groups posted Status values but did not receive a color due to size or data conditions: English Learners at 13.6%, Long-Term English Learners (LTEL) at 15.8%, students experiencing homelessness at 27.3%, and Students with Disabilities (SWD) at 15.4%.

2023-24: Chronic Absenteeism		
Gr 7-8	Total #	Rate
All Students	47	32.2%
SED	44	33.3%
Hispanic	33	32.7%

2023-24: Chronic Absenteeism		
Gr 7-12	Total #	Rate
All Students	72	31.4%
EL	11	35.5%
Homeless	19	39.6%
SED	69	33.3%
SWD	14	27.5%
Hispanic	55	32.9%

Local attendance data for ARPS grades 7-12 in the 2024-25 school year indicate a schoolwide chronic absenteeism rate of 33.2%, which is higher than the K-8 Dashboard rate and reflects the inclusion of high school grades not captured in Dashboard reporting. Student group rates for grades 7-12 are: English Learners at 26.2%, students experiencing homelessness at 42.6%, SED students at 33.8%, SWD at 21.2%, and Hispanic students at 35.7%. The grade 7-12 data show that students experiencing homelessness face the highest chronic absenteeism rate of any student group at 42.6%, more than nine percentage points above the schoolwide average. Hispanic students and SED students also perform above the schoolwide average in the grade 7-12 frame, indicating that these groups face concentrated absenteeism challenges.

2024-25: Chronic Absenteeism		
Gr 7-8	Total #	Rate
All Students	40	28.4%
SED	33	27.3%
Hispanic	32	29.6%

2024-25: Chronic Absenteeism		
Gr 7-12	Total #	Rate
All Students	83	33.2%
EL	11	26.2%
Homeless	23	42.6%
SED	71	33.8%
SWD	11	21.2%
Hispanic	70	35.7%

Comparison Between Grade Spans

The grade 7-12 chronic absenteeism rate (33.2%) is approximately five percentage points higher than the Dashboard K-8 rate (28.4%), suggesting that attendance challenges intensify in the high school grades. Several student group patterns shift between the two data sets. English Learner chronic absenteeism rises from 13.6% (K-8 Dashboard) to 26.2% (grades 7-12), and SWD chronic absenteeism rises from 15.4% (K-8 Dashboard) to 21.2% (grades 7-12). The pattern for students experiencing homelessness is most pronounced, rising from 27.3% to 42.6% across the two frames. These shifts indicate that high school students at ARPS face greater barriers to consistent attendance than middle school students and that targeted high-school-specific strategies are needed alongside schoolwide approaches.

Identified Strengths: ARPS has established systems for tracking and monitoring attendance data, providing the infrastructure required for early identification and intervention work. Staff demonstrate commitment to following up on absences and communicating with families, indicating that the human capacity for outreach is in place. English Learner and Long-Term English Learner students at the K-8 Dashboard level show lower chronic absenteeism rates (13.6% and 15.8%) than the overall schoolwide average, indicating that current language-focused supports may be contributing to stronger attendance patterns for these groups in the middle grades. There is increased awareness across the staff of the connection between attendance, engagement, and academic performance. Existing structures, including counseling and family outreach, provide a foundation that can be expanded through more systematic Tier 2 and Tier 3 supports.

Greatest Needs and Priority Student Groups: The most critical chronic absenteeism need at ARPS is the schoolwide rate of 28.4% on the K-8 Dashboard and 33.2% for grades 7-12, both of which exceed state and Dashboard performance thresholds for acceptable attendance. Hispanic students at 29.6% (K-8) and 35.7% (grades 7-12) represent the highest-rate student group at the school in both data frames, reflecting the demographic concentration at ARPS and the equity importance of addressing this need. SED students at 27.3% (K-8) and 33.8% (grades 7-12) face barriers tied to economic instability. Students experiencing homelessness face the most acute challenge at 27.3% (K-8) and 42.6% (grades 7-12), with the grade 7-12 rate representing the highest student group rate observed at ARPS across either grade frame. Across all groups, students with patterns of repeated absences and disengagement require structured intervention before absences accumulate to chronic levels.

Resource Inequities: Aspen Ridge Public School 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:

Five resource inequities contribute to current chronic absenteeism rates.

1. Staffing and resources dedicated specifically to attendance intervention and outreach are limited relative to the depth of need.
2. Access to targeted supports for high-need families, including SED families and families experiencing homelessness, is inconsistent.
3. Structured Tier 2 and Tier 3 attendance interventions are not yet fully in place.
4. Systems for incentivizing positive attendance and engagement are limited.
5. Coordination between school, family, and community resources is uneven, leaving some families without access to the wraparound supports needed to overcome attendance barriers.

Root Cause Analysis: The educational partners engaged in this analysis (school leadership team and administrators, teachers and attendance clerks, counselors and student support staff, parents, and students) identified six interconnected root causes. ARPS lacks a comprehensive MTSS framework for attendance, leaving Tier 2 and Tier 3 supports underdeveloped. Proactive systems for early identification and intervention are limited, so students often reach chronic absenteeism thresholds before structured outreach begins. External barriers including transportation, health issues, and housing instability affect a substantial portion of the student population. Student disengagement is tied to academic struggles in ELA and mathematics, creating a reinforcing cycle between attendance and achievement. Communication and follow-up with families regarding attendance is inconsistent. Finally, student connection to school, including belonging, engagement, and relevance, is limited for some students, weakening the intrinsic motivation to attend.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Implement MTSS for Attendance.** Develop tiered supports, including Tier 1 schoolwide attendance expectations and incentives, Tier 2 targeted outreach for students with emerging attendance concerns, and Tier 3 intensive case management for chronically absent students, targeting all students with focus on SED, Hispanic, and students experiencing homelessness.
2. **Establish Early Identification and Monitoring Systems.** Conduct weekly or biweekly attendance monitoring, flag students at risk after three to five absences, and assign staff for follow-up and intervention, targeting all students.

3. **Strengthen Family Engagement and Communication.** Increase proactive communication regarding attendance expectations, provide support in addressing barriers such as transportation and health, and offer meetings, workshops, and resources for families, targeting SED, Hispanic, and homeless families.
4. **Increase Student Engagement.** Implement strategies that improve school connectedness, the relevance of learning, and student voice and participation, aligning these strategies with academic interventions to reduce the cycle of disengagement, targeting chronically absent and at-risk students.
5. **Establish Incentives and Recognition Programs.** Recognize and reward improved and consistent attendance through schoolwide and classroom-based incentives, targeting all students.
6. **Expand Counseling and Support Services.** Provide targeted support for students facing social-emotional challenges and family or economic instability, and coordinate with community agencies when needed, targeting SED, students experiencing homelessness, and other at-risk students.

Suspension Rate Indicator (2025 CA School Dashboard)

Indicator Methodology and Context: The California School Dashboard Suspension Rate Indicator reports the percentage of students who were suspended at least once during the school year, with the calculation based on the unduplicated count of students suspended divided by the cumulative enrollment for the school year. The indicator includes both in-school and out-of-school suspensions. Performance Levels (colors) are determined by combining current-year Status with prior-year Change. Suspension Rate is one of the State Priority 6 (School Climate) indicators on the Dashboard and is used in determinations for differentiated assistance and other state and federal support designations. At Aspen Ridge Public School (ARPS), suspension rate is reported schoolwide for grades 7-12 and disaggregated by student group.

2023-24: Suspension		
	Total #	Rate
All Students	33	14.2%
Hispanic	3	9.7%
SED	32	15.3%
SWD	8	15.4%
Hispanic	23	13.5%

2024-25: Suspension		
	Total #	Rate
All Students	42	15.8%
EL	4	9.5%
Homeless	10	17.2%
SED	39	16.9%
SWD	13	25.0%
Hispanic	33	16.1%

2025 California School Dashboard Suspension Rate Results: ARPS earned a Red Performance Level on the Suspension Rate Indicator for All Students, with a Status of 15.8%, indicating a significant equity concern that requires concentrated attention through the LCAP. Five additional student groups also received a Red Performance Color: Students with Disabilities (SWD) at 25%, students experiencing homelessness at 17.2%, SED students at 16.9%, Hispanic students at 16.1%, and the All Students group itself. English Learners performed at 9.5% (Orange) and Long-Term English Learners (LTEL) at 10.8% (no color reported), both of which represent suspension rates below the schoolwide average.

The SWD rate of 25% is the highest among reported student groups and is approximately 9.2 percentage points above the schoolwide rate, indicating significant disproportionality in disciplinary outcomes for students with disabilities. Students experiencing homelessness at 17.2% and SED students at 16.9% are also above the schoolwide average, suggesting that students facing external stressors related to housing and economic instability are experiencing disciplinary consequences at higher rates than their peers.

Patterns of Student Group Performance: The data reveal two distinct patterns at ARPS. First, students with disabilities, students experiencing homelessness, SED students, and Hispanic students experience suspension at rates at or above the schoolwide average, with SWD facing the most pronounced disproportionality. Second, English Learners and Long-Term English Learners experience suspension at rates below the schoolwide average (9.5% and 10.8%), which represents a relative strength for these student groups even within an overall Red Performance Level for the school. The proximity of the Hispanic rate (16.1%) and SED rate (16.9%) to the schoolwide rate (15.8%) indicates that disciplinary outcomes for the largest demographic groups at ARPS are not extremely disproportionate from one another, although the schoolwide rate itself remains too high. The contrast between these patterns and the SWD rate of 25% indicates that the most acute equity concern is the disciplinary experience of students with disabilities, which

warrants targeted analysis of referral patterns, behavior support structures, and IEP implementation fidelity.

Identified Strengths: English Learners (9.5%) and Long-Term English Learners (10.8%) show suspension and discipline rates that are meaningfully lower than the overall student population (15.8%), aligning with Dashboard indicators of relatively stronger behavioral outcomes for multilingual learners at ARPS. The overall discipline rate of 15.8%, while above acceptable thresholds, indicates that the majority of students are not engaged in disciplinary incidents during the school year, reflecting partial effectiveness of schoolwide behavior systems including PBIS. Discipline rates for the Hispanic student group (16.1%) and SED student group (16.9%) are close to the overall rate, indicating some consistency across these student groups and reflecting a positive sign in reducing extreme disproportionality between the largest demographic groups at the school. ARPS has structures in place that can be strengthened, including PBIS, counseling services, and family communication systems, providing a foundation on which to build Tier 2 and Tier 3 supports.

Greatest Needs and Priority Student Groups: The most critical need on the Suspension Rate Indicator is to reduce the schoolwide rate from 15.8% and to address disproportionality, particularly for student groups receiving a Red Performance Color. The highest-need student group is SWD at 25%, which is significantly above all other groups and the overall rate, indicating that the disciplinary experience of students with disabilities represents both an equity concern and a potential indicator of unmet behavioral and instructional needs. Students experiencing homelessness at 17.2% and SED students at 16.9% face elevated rates that are tied to external risk factors including housing instability, food insecurity, and economic stress. Across all student groups, ARPS requires stronger Tier 2 and Tier 3 behavioral supports, especially for SWD and high-need populations who are most likely to experience suspension under current practice.

Resource Inequities: Aspen Ridge Public School 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:

1. Access to behavioral intervention staff, including counselors and behavior specialists, is limited relative to the volume and intensity of need.
2. Mental health services, particularly for students experiencing homelessness and SED students, are insufficient to address the underlying stressors that contribute to behavioral incidents.
3. Structured Tier 2 and Tier 3 intervention frameworks for SWD are not yet fully implemented at the scale and consistency required.
4. Professional development in trauma-informed practices and culturally responsive classroom management has been limited, reducing the school's instructional capacity to prevent disciplinary incidents through proactive classroom strategies.

Root Cause Analysis: The educational partners engaged in this analysis (site administration, the Chief Academic Officer, teachers, parents, and students) identified five interconnected root causes. PBIS and schoolwide behavior expectations are implemented inconsistently across classrooms and contexts, leaving students without uniform behavioral expectations and predictable responses. Early identification and intervention systems for at-risk students are limited, so students often reach the point of suspension before structured Tier 2 supports are activated. Targeted behavioral supports for SWD are insufficient, contributing to the disproportionate suspension rate observed for this group. External factors including housing instability and socioeconomic stress affect students experiencing homelessness and SED students and influence the school behaviors that result in disciplinary referrals. Finally, staff capacity in behavior management and de-escalation strategies requires strengthening to enable proactive responses to escalating situations before they result in suspension.

2026-27 Action Plan: ARPS will implement six coordinated strategies addressing the identified root causes:

1. **Strengthen Tier 1 PBIS Implementation.** Implement PBIS schoolwide with fidelity, including clear behavioral expectations, consistent acknowledgment systems, and uniform responses to minor behaviors, targeting all students.
2. **Develop Targeted Tier 2 and Tier 3 Behavioral Interventions.** Provide check-in/check-out, behavior contracts, and social skills groups for students requiring additional support, with priority access for SWD, students experiencing homelessness, and SED students.
3. **Expand Restorative Practices.** Implement restorative practices to reduce suspensions and improve student-staff and student-peer relationships, targeting all students with focus on those with prior disciplinary incidents.
4. **Increase Access to Counseling and Mental Health Services.** Expand counseling and mental health supports with prioritization for high-need student groups, including SWD, students experiencing homelessness, and SED students.
5. **Provide Sustained Professional Development.** Deliver training in trauma-informed practices, de-escalation strategies, and culturally responsive classroom management for all instructional and support staff.
6. **Use Data Teams to Monitor Discipline Outcomes.** Establish data teams to regularly review discipline data and Dashboard indicators, identifying patterns by student group and adjusting interventions based on monthly and quarterly trends, targeting all students with student group disaggregation.

Use of LREBG Funds: 2026-27

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

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 Ridge Public School (ARPS) will expend its entire 2026-27 LREBG allocation of **$15,974**.

Needs Assessment: ARPS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified persistent academic achievement gaps in mathematics and English language acquisition as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, the Mathematics Academic Indicator reflected a Red Performance Level for both the Socioeconomically Disadvantaged (SED) student group (-122.2 Distance from Standard) and the Hispanic student group (-122.1 DFS), with English Learners (-171.4 DFS), Long-Term English Learners (-184.4 DFS), and Students with Disabilities (-174.8 DFS) performing significantly below the schoolwide average of -109.5 DFS (Orange). The English Learner Progress Indicator reflected a Red Performance Level for both English Learners (26.3%) and Long-Term English Learners (27.3%), with both groups experiencing approximately a 25 percentage point decline from 2024 baseline values. Local diagnostic data reinforced the Dashboard findings, with 0% of English Learners meeting or exceeding standards on the Renaissance STAR Reading Assessment in grades 9-12 and 36.2% of grade 7-8 students performing three or more grade levels below standard in mathematics. The needs assessment identified the need for sustained academic intervention beyond the regular school day and additional academic support for English Learners as the primary learning recovery priorities for 2026-27.

Expenditure 1: Summer School Credit Recovery Program

Position (LCAP Goal and Action): Summer School Credit Recovery (Goal 1, Action 6: Promoting a College-Going Culture)

Amount of LREBG Funds: $5,974

Rationale: The Summer School Credit Recovery program, delivered through the Edgenuity online learning platform with credentialed teacher supervision, provides extended learning opportunities for students requiring credit recovery to remain on track for graduation and A-G completion. The program supports unduplicated students, including Hispanic, SED, and English Learner students, who are disproportionately represented among students requiring credit recovery to maintain progress toward post-secondary readiness. The Edgenuity platform delivers standards-aligned coursework that allows students to recover credits in core academic subjects, including mathematics and ELA, addressing the foundational academic gaps that contribute to the underperformance reflected on the 2025 Dashboard. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs and additional academic services.

Evidence Tier: Tier 2 (Moderate Evidence). Summer learning programs that deliver structured, standards-aligned instruction by credentialed educators and that provide intensive academic intervention during intersessional periods produce measurable academic gains and mitigate summer learning loss, particularly for students from low-income households, English Learners, and students performing below grade level. Studies meeting ESSA Tier 2 evidence standards demonstrate that extended learning opportunities are among the most effective interventions for accelerating learning recovery and supporting on-time graduation.

Metric(s): California School Dashboard Mathematics Academic Indicator (metric #1 & #2) performance levels for SED and Hispanic student groups (target: improvement from Red Performance Level); English Learner Progress Indicator (metric #6) performance level (target: improvement from Red Performance Level at 26.3%);.

Expenditure 2: Credentialed Teachers for Summer School Credit Recovery and Additional Academic Support for English Learners

Position (LCAP Goal and Action): Credentialed Teachers (Goal 2, Action 1: Administrators and Educators That Support the Educational Program)

Amount of LREBG Funds: $10,000

Rationale: Credentialed teachers funded through this expenditure will provide instruction during the Summer School Credit Recovery program and will deliver additional academic support for English Learners during the 2026-27 school year. Credentialed teacher delivery is essential to the effectiveness of the Edgenuity-based credit recovery program because students require teacher facilitation, instructional support, and progress monitoring to successfully complete credit recovery coursework. Additional academic support for English Learners addresses the significant decline in the ELPI Status and the deep underperformance of EL and LTEL students in ELA (-102.3 DFS and -132.8 DFS respectively) and mathematics (-171.4 DFS and -184.4 DFS respectively) reflected on the 2025 Dashboard. Credentialed teacher support ensures that EL and LTEL students receive qualified instructional intervention aligned with Designated and Integrated English Language Development practices. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for instructional supports for English Learners.

Evidence Tier: Tier 2 (Moderate Evidence). Instruction delivered by credentialed educators during summer programming and through structured intervention produces measurable academic gains, particularly when the instruction is content-specific, aligned to grade-level standards, and responsive to individual student needs. Studies meeting ESSA Tier 2 evidence standards support the effectiveness of credentialed teacher-delivered intervention for English Learners and for students performing below grade level in core academic content.

Metric(s): California School Dashboard Mathematics Academic Indicator (metric #2) performance levels for SED and Hispanic student groups (target: improvement from Red Performance Level); English Learner Progress Indicator (metric #6) performance level for English Learners (target: improvement from Red Performance Level at 26.3%) and Long-Term English Learners (target: improvement from Red Performance Level at 27.3%).

LCAP Alignment: Both expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. Summer School Credit Recovery is included under Goal 1, Action 6 (Promoting a College-Going Culture). Credentialed Teachers for Summer School Credit Recovery and Additional Academic Support for English Learners are included under Goal 2, Action 1 (Administrators and Educators That Support the Educational Program). The LREBG-funded portions

represent components of the total action expenditures, with remaining costs funded through LCFF base, Supplemental and Concentration funds, Title I, Title III, 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. Administrators identified continued investment in summer credit recovery and additional academic support for English Learners as priorities during the November 8, 2025 and April 4, 2026 working sessions. Teachers emphasized the need for sustained credentialed teacher delivery during summer programming and the need for additional academic support for English Learners during the September 29, 2025, January 20, 2026, and April 13, 2026 engagement sessions. The combined ELAC, DELAC, and EL-PAC committee specifically supported additional academic support for English Learners during the October 10, 2025, January 30, 2026, and March 10, 2026 meetings. Parents, including those representing Unduplicated Pupils, supported continued summer credit recovery and English Learner intervention during the September 29, 2025, January 20, 2026, and April 13, 2026 engagement sessions. The Parent Advisory Committee identified academic intervention supports, including Title I and LREBG-funded interventions, as appropriate priorities during the October 28, 2025, March 3, 2026, and May 7, 2026 meetings. The needs assessment and expenditure plan were reviewed through the PAC and combined ELAC/DELAC/EL-PAC advisory processes.

2024 CA School Dashboard

The following table reflects Aspen Ridge 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	Orange	Yellow	N/A	Orange	Orange
English Learners	--	--	Yellow	N/A	--	--
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Yellow	N/A	Orange	Orange
Students with Disabilities	N/A	--	Orange	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Yellow	N/A	Red	Red
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	N/A	--	N/A	N/A	N/A

Aspen Ridge Public School conducted a comprehensive needs assessment for ELA & Math Academic Indicators to address its student group performance.

ELA Needs Assessment - Performance Data Analysis

Dashboard Indicators:

- All Students: ORANGE performance level in ELA
- Socioeconomically Disadvantaged (SED): ORANGE performance level in ELA
- Hispanic Students: RED performance level in ELA (most severe concern)

Assessment Results:

Middle School (7-8th i-Ready):

All Students: Fall 21% → Spring 36% (+15%)

SED Students: Fall 21% → Spring 31% (+10%)

Hispanic Students: Fall 23% → Spring 29% (+6%)

High School (9-12 STAR):

- All Students: Fall 51% → Spring 41% (-10%)
- SED Students: Fall 46% → Spring 39% (-7%)
- Hispanic Students: Fall 47% → Spring 39% (-8%)

Areas of Growth

1. Middle school students demonstrated growth across all subgroups from fall to spring
2. Hispanic middle school students showed a starting proficiency (23%) slightly higher than the overall average (21%)
3. Current intervention systems (English Success blocks, Self-Directed Learning periods) provide foundational structure for improvement
4. Addition of a second counselor has supported student needs beyond academics
5. Existing partnership with Fresno County Superintendent of Schools (FCSS) can be leveraged for targeted ELA support

Areas of Need

1. Hispanic students show the lowest growth rate in middle school (+6% vs. +15% overall)
2. All high school student groups show concerning declines in ELA performance
3. Hispanic high school students demonstrated an 8% decline (47% to 39%)
4. Gap between Hispanic and overall student performance widened from Spring results
5. Need for differentiated instructional strategies in ELA for student subgroups
6. Improved systems to monitor progress and adjust interventions mid-year

Root Cause Analysis

- Inconsistent Instructional Approaches: Disparity between middle school growth and high school decline suggests inconsistent implementation of ELA instructional strategies across grade levels
- Language Acquisition Barriers: High Hispanic student representation among English Learners (25% of SWD are dually identified as EL) indicates language barriers affecting ELA performance
- Limited Culturally Responsive Practices: Student survey results showing only 58% feel connected to peers/adults and only 33% report strong sense of belonging suggests need for more culturally responsive teaching practices
- Intervention Timing and Access: After-school tutoring had inconsistent attendance; intervention programs need restructuring for better access
- Staffing Challenges: Recent teacher vacancies and substitute coverage potentially impacted instructional quality and consistency
- Monitoring System Gaps: Lack of mid-year correction when high school performance began declining suggests gaps in progress monitoring systems

Resource Inequities

1. Staffing: Potential inequitable distribution of experienced ELA teachers across grade levels; need for bilingual staff to support Hispanic students

2. Professional Development: Limited targeted training for supporting Hispanic students and long-term English learners in ELA
3. Intervention Resources: After-school intervention timing created access barriers for SED students with transportation limitations
4. ELD Program Limitations: Space constraints and staffing limitations prevented optimal implementation of designated ELD courses
5. Assessment Systems: Potential misalignment between assessment systems (I-Ready vs. STAR) limiting cohesive tracking of student progress

Plan of Action for 2025-26

Instructional Strategies

- Targeted ELA Coaching: Contract with FCSS to provide specialized ELA coaching focusing on research-based strategies for Hispanic students and long-term English learners
- Vertical Alignment: Establish consistent ELA instructional approaches across middle and high school with clear articulation and collaboration between grade levels
- Culturally Responsive Teaching: Implement professional development on culturally responsive teaching practices in ELA instruction to increase engagement and relevance for Hispanic students

Assessment & Progress Monitoring

1. Enhanced Monitoring System: Implement bi-weekly progress checks for Hispanic students in ELA with immediate intervention adjustments when progress slows.
2. Common Formative Assessments: Develop grade-level common formative assessments aligned to state standards with specific focus on areas where Hispanic students demonstrate gaps.
3. Data Analysis Protocol: Establish teacher data teams to regularly analyze ELA performance with specific attention to Hispanic student subgroup performance.

Intervention Restructuring

1. In-School Intervention: Shift ELA intervention fully to school day model to eliminate access barriers for SED students
2. Small Group Instruction: Implement weekly small group instruction focusing on targeted skill deficits identified through assessment data
3. Peer Tutoring Program: Establish cross-age peer tutoring program pairing high-performing high school students with middle school students struggling in ELA

EL/Hispanic Student Support

- Enhanced ELD Program: Reconfigure designated ELD offerings to better meet needs of long-term English learners, particularly Hispanic students
- Home Language Support: Incorporate strategic primary language support in ELA instruction for Spanish-speaking students
- Family Literacy Initiative: Launch family literacy program designed to engage Hispanic families in supporting reading at home

Professional Development

1. Differentiated Instruction: Provide training on differentiation strategies specific to ELA for diverse learners
2. EL Strategies: Implement comprehensive SDAIE and integrated ELD training for all ELA teachers (Provided by FCSS)
3. Data-Driven Instruction: Train teachers on using assessment data to inform instructional decisions with focus on closing achievement gaps

Metrics for Measuring Progress

1. Short-term: Monthly progress monitoring of Hispanic student performance in ELA through formative assessments
2. Mid-term: Quarterly benchmark assessments with specific targets for Hispanic student growth

3. Long-term: Improvement goal of minimum 10-point growth for Hispanic students on CAASPP ELA with target of moving from RED to ORANGE performance level

This comprehensive approach addresses the root causes of underperformance while building on existing systems and targeting specific needs of Hispanic students to close the achievement gap in ELA for the 2025-26 school year.

Math Needs Assessment - Performance Data Analysis

Dashboard Indicators:

- All Students: ORANGE performance level in Math
- Socioeconomically Disadvantaged (SED): ORANGE performance level in Math
- Hispanic Students: RED performance level in Math (most severe concern)

Assessment Results:

Middle School (7-8th i-Ready):

- All Students: Fall 10% → Spring 31% (+21%)
- SED Students: Fall 6% → Spring 31% (+25%)
- Hispanic Students: Fall 7% → Spring 28% (+21%)

High School (9-12 STAR):

- All Students: Fall 44% → Spring 47% (+3%)
- SED Students: Fall 39% → Spring 42% (+3%)
- Hispanic Students: Fall 39% → Spring 41% (+2%)

Areas of Growth

1. Significant growth in middle school math performance across all subgroups (over 20% increase)
2. SED students in middle school demonstrated the highest growth rate (+25%), outpacing the overall average
3. High school students maintained slight upward trajectory in math performance
4. Math tutoring appears to have had positive results, as noted in the LCAP midyear update
5. Existing intervention structure (Math Success blocks, 2-year algebra course, tutoring program) provides foundation for ongoing improvement

Areas of Need

1. Initial proficiency rates in middle school math were extremely low (10% overall, 6% SED, 7% Hispanic)
2. Hispanic students in middle school ended with lowest final proficiency (28% vs. 31% overall)
3. High school growth rates were minimal across all groups (+2-3%)
4. Hispanic high school students showed the least growth (+2%)

5. Inconsistent attendance in after-school tutoring limited effectiveness for some students
6. RED performance level for Hispanic students indicates significant underperformance relative to state expectations

Root Cause Analysis

1. Mathematical Foundation Gaps: Extremely low initial proficiency rates in middle school (6-10%) suggest significant gaps in foundational math skills from elementary education
2. Instructional Consistency Issues: Large disparity between middle school growth rates (+21-25%) and high school growth rates (+2-3%) indicates inconsistent effectiveness of math instruction across grade spans
3. Access Barriers to Support: After-school tutoring attendance issues mentioned in the LCAP suggest transportation or scheduling barriers, particularly impacting SED students
4. Language Barriers in Mathematical Reasoning: Hispanic student performance likely impacted by dual challenges of mathematical concepts and academic language acquisition (25% of SWD are dually identified as EL)
5. Limited Differentiation: Despite similar growth rates, starting and ending points for Hispanic students remained lower than peers, suggesting insufficient differentiation strategies
6. Engagement and Relevance: Student survey data showing only 54% feel meaningfully involved suggests potential engagement issues in mathematics curriculum

Resource Inequities

1. Staffing Challenges: Recent math teacher vacancy (8th grade position covered by substitute) likely impacted instructional quality and consistency
2. Professional Development: Limited math-specific professional development for adapting instruction to diverse learners, particularly long-term English learners
3. Intervention Timing: After-school tutoring timing created access barriers for students with transportation limitations
4. Instructional Resources: Potential inequities in access to supplemental math resources tailored to language learners' needs
5. Assessment Alignment: Potential misalignment between assessment systems (I-Ready vs. STAR) limiting cohesive tracking of student progress

Plan of Action for 2025-26

Instructional Strategies

1. Mathematics Coaching Partnership: Expand collaboration with Fresno County Superintendent of Schools (FCSS) to include targeted math coaching for teachers, with emphasis on strategies for language learners
2. Conceptual Understanding Focus: Implement balanced approach to mathematics instruction emphasizing conceptual understanding alongside procedural fluency, particularly for Hispanic students struggling with math language
3. Vertical Alignment: Establish consistent mathematical practices and vocabulary across middle and high school with clear articulation between grade levels
4. Real-World Applications: Increase use of culturally relevant, real-world math applications to boost engagement and relevance for all students

Assessment & Progress Monitoring

1. Diagnostic Assessment Cycle: Implement more frequent diagnostic assessments (monthly) with immediate instructional adjustments based on results
2. Skill-Specific Tracking: Develop tracking system for specific math skill mastery to better identify precise areas of need for targeted intervention
3. Student Self-Assessment: Implement student-led tracking of mathematical growth to increase ownership and metacognition
4. Cross-Grade Analysis: Establish regular analysis of assessment data across grade levels to identify systemic gaps and strengths

Intervention Restructuring

1. In-School Tutoring Model: Fully implement in-school math tutoring to eliminate access barriers, as planned in the LCAP update
2. Skill-Based Grouping: Implement weekly small group instruction using skill-based flexible grouping across grade levels
3. Two-Tier Intervention Approach: Develop two-tier intervention approach targeting both foundational skill gaps and grade-level content support
4. Extended Learning Time: Provide additional math learning time through structured Friday support sessions with teachers and instructional aides

English Learner Math Support

1. Math Language Development: Create explicit math vocabulary and language development components within math instruction for all students, with additional support for English learners
2. Visual Modeling: Increase use of visual models and manipulatives to support conceptual understanding regardless of language proficiency
3. Bilingual Resources: Develop or acquire bilingual resources to support Hispanic students in connecting mathematical concepts across languages
4. Parent Math Support: Implement family math workshops focused on helping parents support mathematical thinking at home

Professional Development (Addition of Math Instructional Coach in 2025-26)

- Mathematical Discourse Strategies: Train teachers on facilitating mathematical discourse for language learners
- Differentiation in Mathematics: Provide focused professional development on differentiation strategies specific to mathematics
- Data-Driven Mathematics Instruction: Train teachers on using assessment data to inform targeted mathematical instruction
- Math Anxiety Reduction: Implement strategies to address math anxiety and build mathematical confidence, particularly for underperforming groups

Metrics for Measuring Progress

1. Short-term: Bi-weekly skill mastery checks with targets for Hispanic student improvement
2. Mid-term: Quarterly benchmark assessments with specific growth targets by student group:

- Middle School: 5% growth per quarter
- High School: 3% growth per quarter
- Hispanic Students: Additional 1% accelerated growth target

3. Long-term: Goal of minimum 15-point growth for Hispanic students on CAASPP Math with target of moving from RED to ORANGE performance level

This comprehensive approach addresses the root causes of math underperformance while building on existing programs and targeting specific needs of Hispanic students to close the achievement gap in mathematics for the 2025-26 school year.These findings have been incorporated into ARPS's 2025-26 LCAP.

2023 CA School Dashboard

The following table reflects Aspen Ridge 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	Orange	Red	N/A	Yellow	Orange
English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Red	N/A	Yellow	Red
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	N/A	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Red	N/A	Yellow	Orange
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 Performance

Suspension Rate: Aspen Ridge Public School received a RED Performance level for the Suspension Rate Indicator for all students (20.4%), and the Hispanic (22.3%); and Socioeconomically Disadvantaged (22.3%) student groups. The leadership team conducted a needs assessment and root cause analysis which revealed the need to implement consistent preventative Tier 1 Behavior supports including Positive Behavior Support Intervention. In addition, there is a need to further strengthen the Multi-tiered System of Support (MTSS) to align with PBIS, and universal screeners to improve school climate, student engagement, implementing systems in place and hold all adults accountable. PBIS, is an evidence-based framework to improve student outcomes and prevent problematic behaviors.

2022-23: Suspension		
Student Group	**Total**	**Rate**
All Students	40	20.4%
Hispanic	35	22.3%
SED	35	22.3%

This past year, we continued to implement Second Step SEL curriculum for middle school (grades 7-8); and added Imago SEL curriculum for students in grades 9-11, combined with PBIS, PBIS incentives and restorative practices. Teachers also received ongoing professional development on the SEL curriculum

adoption, and PBIS. In addition, a counseling intern was added this year, to provide small group instruction, implement alternatives to suspension and restorative practices. These practices have resulted in a decline in suspension rates this school year. This work will continue in the 2024-25 school year in collaboration with families.

Mathematics: Aspen Ridge Public School received a RED Performance level for the Math Academic Indicator for the Socioeconomically Disadvantaged (SED) student group. The following chart provides the distance from scale score student performance on the Spring 2023 Math CAASPP – for grades 7-8. Overall students are performing significantly below grade level as measured by the Math CAASPP assessment. The plan this year was to hire an intervention teacher to provide tiered academic support but due to staffing challenges the position remained vacant. However, we did design and offer an ELA and Math intervention course (Success course) an additional course taught by our teachers. The Leadership Team identified students for the ELA and Math Success course based on their performance on the iReady trimester assessment, and used this data to monitor student progress, and differentiate instruction to address student learning gaps, and the diverse learning needs of our students. After-school tutoring has also been provided four days per week, to accelerate learning and improve student outcomes.

2022-23 Math CAASPP	
Student Group	**DFS**
All Students	-103.5
Hispanic	-109.5
SED	-122.5

Reflections: Technical Assistance

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

Aspen Ridge Public School is not eligible for Technical Assistance.

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 Ridge 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 applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners 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	Aspen Ridge Public School (ARPS) engaged its administrative leadership, including the Site Director, Principal, and Chief Academic Officer, in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through two structured working sessions. These meetings were designed to review implementation progress, examine current-year student outcome data, discuss the planned use of federal Title funds and Learning Recovery Emergency Block Grant (LREBG) funds, and inform the refinement of goals, actions, and budgeted expenditures for the 2026-27 LCAP. Discussions related to the planned use of Title funds and LREBG funds were conducted with all educational partners as part of the LCAP development process, ensuring that proposed expenditures across these funding sources were informed by educational partner input and aligned with identified student needs. **Meeting Date: November 8, 2025** Administrators reviewed mid-year LCAP implementation updates, including the status of actions across each LCAP goal, mid-year student achievement data from i-Ready and Renaissance STAR diagnostics, attendance trends for the first portion of the school year, the effectiveness of academic and behavioral interventions delivered through the schoolwide MTSS framework, current staffing needs and patterns, and school climate data including suspension and behavioral referral trends. The November session also included review of the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. The session was used to identify mid-year adjustments to the current-year LCAP and to surface emerging needs that would inform 2026-27 planning and funding alignment. **Meeting Date: April 4, 2026** Administrators reviewed end-of-cycle implementation data and discussed proposed refinements to the 2026-27 LCAP. Discussion focused on academic intervention effectiveness, attendance intervention scaling, professional development priorities, and the alignment of LCAP actions with the Aspen Public Schools Strategic Plan 2024-2029. The session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that federal categorical and one-time funding sources were aligned with the actions and student groups prioritized in the 2026-27 LCAP. The April session provided the opportunity to review draft 2026-27 LCAP actions and to confirm that proposed actions and corresponding funding allocations reflected administrative leadership perspectives on student need, staff capacity, and program priorities.

Educational Partner(s)	Process for Engagement
	Recommendations and Feedback Provided - Administrative recommendations emerging from these two sessions included: 1. **Continue Strengthening Attendance Interventions.** Expand MTSS-aligned tiered attendance supports, strengthen early identification systems, and increase proactive family engagement to address chronic absenteeism, particularly for Hispanic, Socioeconomically Disadvantaged, and homeless student groups. 2. **Expand Academic Supports for Struggling Students.** Restructure Math Success and English Success intervention courses, implement the Tiered Literacy Intervention Model under MTSS, and strengthen Tier 2 and Tier 3 supports for students performing two or more grade levels below standard, with prioritized access for English Learners, Long-Term English Learners, and Students with Disabilities. Administrators identified Title I, Title III, and LREBG funds as appropriate sources to support these expanded academic interventions. 3. **Increase Monitoring of Student Progress Data.** Implement consistent six to eight week data cycles using i-Ready, Renaissance STAR, ELPAC, and common formative assessment data, with student group performance reviewed through Professional Learning Community structures to inform timely instructional adjustments. 4. **Maintain Focus on Social-Emotional Supports.** Continue implementation of the Second Step social-emotional learning curriculum, strengthen Tier 2 and Tier 3 behavioral supports through the schoolwide PBIS framework, and sustain access to counseling and mental health services for high-need student groups. 5. **Maintain Focus on Staff Professional Development.** Provide sustained, evidence-based professional learning aligned to the priority instructional shifts identified across the LCAP, with continued investment in instructional coaching cycles, behavior academies, restorative justice training, and curriculum implementation support. Administrators identified Title II as the primary federal funding source for professional learning, complemented by Title III for ELD-focused professional development.
Teachers	Aspen Ridge Public School (ARPS) engaged its teaching staff in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured engagement opportunities held across the school year. These sessions were designed to gather teacher perspectives on student needs, instructional supports, and program effectiveness, and to inform the refinement of goals, actions, and budgeted expenditures for the 2026-27 LCAP. Discussions related to the planned use of Title funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions, ensuring that teacher input informed funding decisions across federal categorical and one-time funding sources. **Meeting Date: September 29, 2025** Teachers reviewed early-year student outcome data, including initial i-Ready and Renaissance STAR diagnostic results, attendance patterns from the opening weeks of the school year, and the implementation status of LCAP actions carried forward from the prior year. The September session focused on identifying instructional priorities for the school year and gathering teacher input on the supports needed to address the academic, language, and social-

Educational Partner(s)	Process for Engagement
	emotional needs of incoming students. Teachers also reviewed the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. **Meeting Date: January 20, 2026** Teachers reviewed mid-year implementation data, including mid-year i-Ready and Renaissance STAR growth, attendance trends, intervention program participation and outcomes, school climate indicators, and progress monitoring data from English Success and Math Success intervention courses. The January session was used to surface mid-year challenges and emerging student needs and to inform proposed refinements to LCAP actions for the remainder of the current year and for 2026-27. Discussion also addressed teacher perspectives on professional development needs and the supports required to serve English Learners, Long-Term English Learners, and Students with Disabilities effectively. **Meeting Date: April 13, 2026** Teachers reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on academic intervention effectiveness, attendance and engagement strategies, professional development priorities for 2026-27, and the alignment of LCAP actions with classroom-level needs observed during the school year. The April session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that teacher input informed the funding alignment across the 2026-27 LCAP actions. **Topics Discussed** Across the three sessions, teachers discussed academic achievement data from state assessments and local diagnostics, instructional supports and curriculum implementation, intervention programs including English Success and Math Success, attendance concerns and chronic absenteeism patterns, school climate and student behavior, professional development needs aligned to priority instructional shifts, student engagement strategies, and the supports required to effectively serve English Learners and Students with Disabilities. **Recommendations and Feedback Provided -** Teacher recommendations emerging from these three sessions included: 1. **Increase Intervention and Tutoring Opportunities.** Expand within-day intervention course access through English Success and Math Success, increase small group instruction time for students performing below grade level, and provide additional structured tutoring opportunities for students requiring Tier 2 and Tier 3 support. Teachers identified Title I and LREBG funds as appropriate sources for expanded intervention. 2. **Provide Additional Collaboration and Professional Development Time.** Increase dedicated planning time for Professional Learning Communities and cross-role collaboration between general education, ELD, and special education staff, and ensure sustained, evidence-based professional development aligned to the priority instructional shifts identified across the LCAP. Teachers identified Title II as the primary federal source for professional development, complemented by Title III for ELD-focused professional learning.

Educational Partner(s)	Process for Engagement
	3. **Strengthen Communication with Families.** Improve consistency and accessibility of family communication regarding student progress, attendance, intervention placement, and reclassification processes, with continued emphasis on multilingual communication and varied scheduling to support family participation. 4. **Continue Implementation of Data-Driven Instruction.** Strengthen six to eight week data cycles using i-Ready, Renaissance STAR, ELPAC, and common formative assessment data, with student group performance reviewed through PLC structures to inform timely instructional adjustments and flexible intervention grouping. 5. **Expand Student Engagement Strategies.** Increase student voice opportunities through the Student Lighthouse Team and School Ambassadors program, expand engagement programming aligned to the schoolwide PBIS framework, and strengthen instructional strategies that improve school connectedness and the relevance of learning for students who are at risk of disengagement.
Classified/Other Staff	Aspen Ridge Public School (ARPS) engaged its classified staff and other personnel, including instructional aides, attendance clerks, the Community School Coordinator, counseling support staff, and operational staff, in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through two structured working sessions. These meetings were designed to gather classified staff perspectives on operational, safety, attendance, and student support concerns observed from across non-classroom roles, and to inform the refinement of LCAP goals, actions, and budgeted expenditures. Discussions related to the planned use of Title funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions, ensuring that classified staff input informed funding decisions across federal categorical and one-time funding sources. **Meeting Date: November 8, 2025** Classified and other personnel reviewed early-year and mid-year data, including attendance trends, student behavior patterns and referral data, campus safety observations, student supervision practices, and the operational systems that support the daily functioning of the school. The November session was used to surface concerns observed from operational and student support vantage points and to identify mid-year adjustments to current-year LCAP actions. The session also included review of the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. **Meeting Date: April 4, 2026** Classified and other personnel reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on attendance and behavior trends through the full school year, the effectiveness of campus safety and supervision structures, school climate observations from across non-classroom roles, and the operational supports required to sustain LCAP implementation. The April session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that classified staff input informed the funding alignment across 2026-27 LCAP actions. **Topics Discussed**

Educational Partner(s)	Process for Engagement
	Across the two sessions, classified and other personnel discussed student attendance and behavior trends, campus safety, student supervision practices and structures, school climate observations from non-classroom vantage points, operational supports required to sustain school programs, and communication systems used across departments and between school staff and families. **Recommendations and Feedback Provided -** Classified and other personnel recommendations emerging from these two sessions included: 1. **Improve Communication Between Departments.** Strengthen the coordination and information-sharing structures connecting instructional, attendance, counseling, and operational teams, ensuring that classified staff have timely access to the information required to support students and that observations from non-classroom roles inform schoolwide decision-making. 2. **Continue School Safety Efforts.** Maintain and refine the School Safety Plan, drill and training schedule, and visitor management procedures, with continued support from the School Resource Officer (SRO) and operational staff to sustain a safe campus environment for students and staff. 3. **Strengthen Student Behavioral Supports.** Expand classified staff capacity to support student behavior through participation in PBIS implementation, trauma-informed practices training, and the planned 2026-27 behavior academies and restorative justice training described in the Professional Learning action, particularly for instructional aides supporting students with the most acute behavioral needs. 4. **Maintain Consistent Attendance Follow-Up Procedures.** Sustain consistent weekly attendance monitoring, early identification of students approaching chronic absenteeism thresholds, and timely outreach to families, with continued coordination between attendance clerks, counselors, administration, and the Community School Coordinator to address attendance barriers in a unified manner.
Students	Aspen Ridge Public School (ARPS) engaged its students in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured engagement opportunities held across the school year. Student engagement was conducted through a combination of student leadership team meetings, classroom-based discussions, and student survey administration, ensuring that student voice informed the refinement of LCAP goals, actions, and budgeted expenditures. Discussions related to the planned use of Title funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions at an age-appropriate level, ensuring that students understood how schoolwide programs and supports are funded and that student input informed funding decisions across federal categorical and one-time funding sources. **Meeting Date: September 29, 2025** Students reviewed school climate observations from the opening weeks of the school year, academic support needs based on early diagnostic results and classroom experiences, student engagement opportunities including elective and extracurricular offerings, and attendance and campus safety concerns observed across grade levels. The September session was used to surface student priorities for the school year and to inform classroom-level and

Educational Partner(s)	Process for Engagement
	schoolwide responses. Students were also introduced to the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports at a level appropriate for student understanding. **Meeting Date: January 20, 2026** Students reviewed mid-year experiences across the school, including the effectiveness of intervention courses such as English Success and Math Success, the implementation of the Second Step social-emotional learning curriculum, student perspectives on school climate and connectedness, and emerging concerns related to attendance and campus safety. The January session was used to gather student input on mid-year refinements to LCAP actions and to identify priorities for 2026-27 planning. Discussion also addressed student perspectives on student voice opportunities and the planned expansion of the Student Lighthouse Team to three leadership teams focused on leadership, academics, and culture. **Meeting Date: April 13, 2026** Students reviewed end-of-cycle experiences and provided input on the draft 2026-27 LCAP. Discussion focused on the supports students identified as most valuable during the school year, the engagement and extracurricular opportunities students wanted to see continued or expanded, attendance barriers students observed among peers, and student recommendations for strengthening school climate and student recognition programs. The April session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that student input informed the funding alignment across 2026-27 LCAP actions. **Topics Discussed** Across the three sessions, students discussed school climate and student connectedness, academic support needs and intervention experiences, student engagement opportunities, extracurricular and enrichment activities, attendance barriers observed across the student body, and campus safety concerns and observations. **Recommendations and Feedback Provided** - Student recommendations emerging from these three sessions included: 1. **Increase Opportunities for Student Voice and Leadership.** Expand the Student Lighthouse Team to fully implement three leadership teams focused on leadership, academics, and culture, sustain the School Ambassadors program, and increase student-led planning and implementation of schoolwide events, with at least one student engagement event and one family engagement event per quarter. 2. **Provide Additional Academic Support Opportunities.** Strengthen access to within-day intervention through English Success and Math Success courses, expand opportunities for small group instruction, and continue access to teacher office hours, summer credit recovery through Edgenuity, and dual enrollment opportunities through Fresno City College. Students identified the need for sustained academic support across content areas to address gaps for peers performing below grade level. 3. **Expand Extracurricular Activities and Events.** Increase the range of extracurricular, enrichment, and engagement events available across the school year, including field trips, multicultural events, family fun

Educational Partner(s)	Process for Engagement
	nights, college and career exploration days, recognition assemblies, and additional schoolwide activities that build student connection to the school community. 4. **Continue Improving Positive School Culture and Student Recognition Programs.** Sustain the schoolwide PBIS framework aligned to the RAVEN Way expectations, continue Raven Cards and weekly recognition structures, and expand student recognition programs that celebrate growth across academic, behavioral, attendance, and leadership dimensions.
Student Advisory Committee (SAC)	Aspen Ridge Public School (ARPS) engaged its Student Advisory Committee in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured working sessions held across the school year. The Student Advisory Committee provided a formal structure for student leadership input on schoolwide priorities, complementing the broader student engagement activities described in the Students educational partner section. Discussions related to the planned use of Title funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions at an age-appropriate level, ensuring that committee members understood how schoolwide programs and supports are funded and that committee input informed funding decisions across federal categorical and one-time funding sources. **Meeting Date: October 28, 2025** The Student Advisory Committee reviewed early-year student outcome data, attendance trends from the opening weeks of the school year, school climate observations, and the implementation status of LCAP actions carried forward from the prior year. The October session focused on identifying student priorities for the school year and gathering committee input on the supports and programs students considered most valuable. The committee also reviewed the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports at a level appropriate for student understanding. **Meeting Date: March 3, 2026** The Student Advisory Committee reviewed mid-year implementation data, including mid-year student achievement results, attendance initiatives and outcomes, school climate trends, the effectiveness of intervention supports including English Success and Math Success courses, and student experiences with college and career readiness opportunities such as dual enrollment, Bulldog Bound, and UC Scout coursework. The March session was used to gather committee input on mid-year refinements to LCAP actions and to identify priorities for 2026-27 planning, including continued recognition and incentive structures and expanded student leadership opportunities. **Meeting Date: May 7, 2026** The Student Advisory Committee reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on the supports the committee identified as most valuable during the school year, the academic and engagement opportunities students wanted to see continued or expanded, the effectiveness of attendance and recognition programs, and committee recommendations for strengthening communication about academic expectations. The May session also included discussion of the proposed 2026-27 use of Title I, Title II, Title

Educational Partner(s)	Process for Engagement
	III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that committee input informed the funding alignment across 2026-27 LCAP actions. **Topics Discussed** Across the three sessions, the Student Advisory Committee discussed student achievement data from state assessments and local diagnostics, attendance initiatives and chronic absenteeism reduction strategies, school climate including student connectedness and safety, intervention supports including English Success and Math Success, and college and career readiness opportunities including dual enrollment, Bulldog Bound, UC Scout, financial aid completion, and post-secondary planning. **Recommendations and Feedback Provided**- Student Advisory Committee recommendations emerging from these three sessions included: 1. **Continue Recognition and Incentive Programs for Attendance and Achievement.** Sustain Raven Cards and weekly recognition structures aligned to the RAVEN Way schoolwide expectations, expand recognition programs that celebrate growth across academic, attendance, and leadership dimensions, and continue schoolwide and classroom-based incentives that reinforce positive student behaviors and outcomes. 2. **Provide Additional Tutoring and Academic Intervention Supports.** Strengthen access to within-day intervention through English Success and Math Success courses, expand opportunities for small group instruction, and continue access to teacher office hours, summer credit recovery, and dual enrollment opportunities. The committee identified Title I and LREBG funds as appropriate sources for expanded academic intervention supports. 3. **Increase Student Activities and Leadership Opportunities.** Expand the Student Lighthouse Team to fully implement three leadership teams focused on leadership, academics, and culture, sustain the School Ambassadors program, and increase student-led planning and implementation of schoolwide events, with at least one student engagement event and one family engagement event per quarter. 4. **Strengthen Communication About Academic Expectations.** Improve consistency and clarity of communication regarding academic expectations, A-G requirements, intervention placement, and post-secondary planning, ensuring that students at all grade levels understand the supports available and the pathways toward college and career readiness.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Aspen Ridge Public School (ARPS) engaged parents and family members, including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured working sessions held across the school year. These sessions provided families with the opportunity to review school data, contribute to LCAP planning, and inform the refinement of goals, actions, and budgeted expenditures. Engagement with parents representing UP and SWD students was conducted in coordination with the Parent Advisory Committee (PAC), the English Learner Parent Advisory Committee (ELPAC), and other family forums, ensuring that the perspectives of families whose children are most impacted by LCAP investments were centered in the planning process. Discussions related to the planned use of Title

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	funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions, ensuring that parent input informed funding decisions across federal categorical and one-time funding sources. All sessions were offered with English and Spanish translation in alignment with the schoolwide 15% and above translation needs criteria. **Meeting Date: September 29, 2025** Parents reviewed early-year student outcome data, attendance trends from the opening weeks of the school year, family communication systems including ParentSquare and the Infinite Campus Parent Portal, and the implementation status of LCAP actions carried forward from the prior year. The September session was used to introduce the 2026-27 LCAP development process to families, gather input on family priorities for the school year, and discuss the supports and services families considered most important for their children. Families also reviewed the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. **Meeting Date: January 20, 2026** Parents reviewed mid-year implementation data, including mid-year student achievement results, attendance trends, intervention program participation and outcomes, services for English Learners and SWD students, school climate and safety, and family communication and engagement opportunities. The January session was used to gather family input on mid-year refinements to LCAP actions and to identify priorities for 2026-27 planning. Discussion included family perspectives on the ELPAC results and reclassification process for English Learners, IEP implementation and behavioral support planning for SWD students, and the supports required to address the academic and language needs of UP students. **Meeting Date: April 13, 2026** Parents reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on the academic, language, behavioral, and engagement supports families identified as most valuable, the communication and workshop opportunities families wanted to see continued or expanded, attendance and family engagement strategies, and family perspectives on college and career readiness opportunities including dual enrollment, Bulldog Bound, financial aid completion, and post-secondary planning. The April session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that family input informed the funding alignment across 2026-27 LCAP actions. **Topics Discussed** Across the three sessions, parents discussed academic performance across content areas and student groups, attendance and chronic absenteeism trends, family communication systems and accessibility, intervention supports including English Success and Math Success, support services for English Learners including Designated and Integrated ELD instruction and the reclassification process, support services for SWD including IEP implementation and inclusive practices, school safety and campus climate, and college and career readiness opportunities including dual enrollment with Fresno City College, UC Scout, and the Bulldog Bound program with Fresno State. **Recommendations and Feedback Provided** - Parent recommendations emerging from these three sessions included:

Educational Partner(s)	Process for Engagement
	1. **Increase Parent Communication and Workshops.** Strengthen multilingual family communication through ParentSquare, weekly newsletters, and direct outreach, and expand the parent workshop series to include topics such as assessment result interpretation, the Gradient Learning Platform, ELPAC results and the reclassification process, attendance, college and financial aid planning, internet safety, and social-emotional support at home. Families requested that workshops be scheduled at varied times to accommodate working family schedules. 2. **Continue Academic Intervention Supports.** Sustain within-day intervention through English Success and Math Success courses, expand small group instruction for students performing below grade level, and continue access to summer credit recovery and tutoring opportunities. Parents identified Title I and LREBG funds as appropriate sources for sustained academic intervention supports, with priority access for UP and SWD students. 3. **Provide Additional Resources for Families.** Expand access to community resources through the Community School Coordinator and the partnerships supported under the California Community Schools Partnership Program Implementation Grant, including health services through 4 Pillars Community Schools, Big Smiles, and See2Succeed, and mental health and basic-needs supports for families experiencing economic instability or housing insecurity. 4. **Strengthen Attendance Supports.** Continue proactive family outreach for students approaching chronic absenteeism thresholds, expand Student Attendance Review Team (SART) meetings and individualized attendance plans, and strengthen family-school collaboration to address attendance barriers including transportation, health, and housing instability. 5. **Continue Social-Emotional and Mental Health Supports for Students.** Sustain the Second Step social-emotional learning curriculum, maintain access to two full-time counselors and partnerships with community mental health providers, and expand Tier 2 and Tier 3 behavioral supports for SWD, homeless, and other high-need student groups.
Parent Advisory Committee (PAC)	Aspen Ridge Public School (ARPS) engaged its Parent Advisory Committee (PAC) in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured working sessions held across the school year. The PAC is convened in accordance with California Education Code 52062(a)(1) to consult with the school on the development of the LCAP and to review and comment on LCAP goals, actions, and budgeted expenditures. ARPS provides written responses to comments received from the PAC as required by California Education Code 52062(a)(8). Discussions related to the planned use of Title funds and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions, ensuring that PAC input informed funding decisions across federal categorical and one-time funding sources. All PAC sessions were offered with English and Spanish translation in alignment with the schoolwide 15% and above translation needs criteria. **Meeting Date: October 28, 2025**

Educational Partner(s)	Process for Engagement
	The PAC reviewed early-year student performance data, attendance trends from the opening weeks of the school year, the implementation status of LCAP actions carried forward from the prior year, and progress toward the school's three LCAP goals. The October session was used to introduce the 2026-27 LCAP development process to the PAC, gather input on family priorities for the school year, and discuss the parent engagement opportunities and family resources the committee considered most important. The PAC also reviewed the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. **Meeting Date: March 3, 2026** The PAC reviewed mid-year implementation data, including mid-year student performance results, attendance trends and chronic absenteeism patterns, parent engagement participation rates across the workshop series and family engagement events, school safety updates, and progress toward each of the three LCAP goals. The March session was used to gather PAC input on mid-year refinements to LCAP actions and to identify priorities for 2026-27 planning, including expanded family engagement opportunities and continued parent education workshops aligned to family-identified needs. **Meeting Date: May 7, 2026** The PAC reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on the LCAP actions the committee identified as most valuable, the family engagement and communication structures the committee wanted to see continued or expanded, parent education workshop priorities for 2026-27, and PAC recommendations for strengthening academic support opportunities for students. The May session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, ensuring that PAC input informed the funding alignment across 2026-27 LCAP actions. Written responses to PAC comments received during the engagement process were provided to the committee in accordance with California Education Code 52062(a)(8). **Topics Discussed** Across the three sessions, the PAC discussed review of student performance data across content areas and student groups, attendance trends and chronic absenteeism patterns, parent engagement opportunities and the workshop series, school safety and campus climate, and progress toward each of the three schoolwide LCAP goals. **Recommendations and Feedback Provided** - PAC recommendations emerging from these three sessions included: 1. **Expand Family Engagement Opportunities.** Increase the range and frequency of family engagement opportunities, including orientation sessions, back-to-school night, open house, family fun nights, cultural food fairs, college and career exploration days, and quarterly student and family engagement events planned by the Student Lighthouse Team and Parent Lighthouse Team. Adjust meeting times to better align with family availability for working families. 2. **Continue Regular Parent Communication.** Sustain consistent multilingual family communication through ParentSquare, weekly newsletters, the Infinite Campus Parent Portal, and direct outreach by the Community

Educational Partner(s)	Process for Engagement
	School Coordinator, ensuring that all families have timely access to information about student progress, attendance, intervention placement, and schoolwide events. 3. **Increase Academic Support Opportunities for Students.** Strengthen access to within-day intervention through English Success and Math Success courses, expand small group instruction for students performing below grade level, and continue access to summer credit recovery, dual enrollment, and tutoring opportunities. The PAC identified Title I and LREBG funds as appropriate sources for sustained academic intervention supports. 4. **Provide Additional Parent Education Workshops Related to Student Achievement and Attendance.** Expand the parent workshop series to include topics such as understanding i-Ready and Renaissance STAR assessment results, navigating the Gradient Learning Platform, ELPAC results and the reclassification process, attendance and chronic absenteeism prevention, college preparation and financial aid completion (FAFSA and CADAA), dual enrollment opportunities, internet safety and cyberbullying, supporting social-emotional learning at home, and human trafficking awareness.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	Aspen Ridge Public School (ARPS) engaged its combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) in the development of the 2026-27 Local Control and Accountability Plan (LCAP) through three structured working sessions held across the school year. As a single-site charter school, ARPS convenes a combined committee that fulfills the functions of the school-level ELAC, the district-level DELAC, and the EL-PAC required under California Education Code 52062(a)(2). The committee was consulted on the development of the LCAP and provided input on the LCAP goals, actions, and budgeted expenditures most relevant to English Learners (ELs) and Long-Term English Learners (LTELs). ARPS provides written responses to comments received from the committee as required by California Education Code 52062(a)(8). Discussions related to the planned use of Title funds, including Title III, and Learning Recovery Emergency Block Grant (LREBG) funds were included in these sessions, ensuring that committee input informed funding decisions across federal categorical and one-time funding sources. All sessions were offered with English and Spanish translation in alignment with the schoolwide 15% and above translation needs criteria. **Meeting Date: October 10, 2025** The committee reviewed early-year EL student performance data, the prior-year 2025 California School Dashboard English Learner Progress Indicator (ELPI) results showing a Red Performance Level for both EL students (26.3%) and LTEL students (27.3%), early-year attendance trends, family communication systems, and the implementation status of LCAP actions supporting ELs from the prior year. The October session was used to introduce the 2026-27 LCAP development process to the committee, discuss the significant ELPI decline reflected on the 2025 Dashboard, and gather input on the language acquisition supports and family communication structures the committee considered most important. The committee also reviewed the current-year use of Title I, Title II, Title III, and Title IV funds and the implementation status of LREBG-funded supports. **Meeting Date: January 30, 2026**

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	The committee reviewed mid-year implementation data, including mid-year EL and LTEL student performance results, attendance trends, the effectiveness of Designated and Integrated English Language Development (ELD) instruction, intervention course participation through English Success and Math Success, progress toward reclassification for EL students approaching reclassification thresholds, and family communication and engagement participation rates. The January session was used to gather committee input on mid-year refinements to LCAP actions and to identify priorities for 2026-27 planning, including the strengthening of Designated ELD instruction, the development of targeted LTEL acceleration supports, the adoption of an ELD intervention curriculum, and the establishment of student engagement and motivation structures to support ELPAC completion. **Meeting Date: March 10, 2026** The committee reviewed end-of-cycle implementation data and provided input on the draft 2026-27 LCAP. Discussion focused on the EL and LTEL supports the committee identified as most valuable, the family communication and workshop opportunities the committee wanted to see continued or expanded, recommendations for strengthening multilingual family engagement, and committee perspectives on continued monitoring of student progress toward reclassification. The March session also included discussion of the proposed 2026-27 use of Title I, Title II, Title III, and Title IV funds and the planned expenditure of LREBG funds, with particular attention to Title III funding for ELD programs and EL services. Written responses to committee comments received during the engagement process were provided to the committee in accordance with California Education Code 52062(a)(8). **Topics Discussed** Across the three sessions, the combined ELAC, DELAC, and EL-PAC discussed English Learner academic progress across content areas, ELPAC performance data and the significant ELPI decline reflected on the 2025 Dashboard, language acquisition supports including Designated and Integrated ELD instruction, attendance trends among EL and LTEL students, family communication systems and multilingual accessibility, and the reclassification process and student progress toward Reclassified Fluent English Proficient (RFEP) status. **Recommendations and Feedback Provided** - Committee recommendations emerging from these three sessions included: 1. **Continue Targeted Supports for English Learners.** Sustain daily, protected Designated ELD instruction for EL students, strengthen Integrated ELD strategies across all content areas, develop targeted LTEL acceleration supports through intervention classes or support blocks, adopt an ELD intervention curriculum, and maintain placement in English Success intervention courses for EL students requiring additional academic support. The committee identified Title III and Title I funds as appropriate sources for sustained EL services. 2. **Increase Communication with Multilingual Families.** Strengthen multilingual family communication through ParentSquare, weekly newsletters, the Infinite Campus Parent Portal, and direct outreach by the Community School Coordinator, with consistent translation in Spanish and other home languages meeting the 15% translation threshold. The committee emphasized the importance of accessible family communication regarding ELPAC results, the reclassification process, and home-language supports.

Educational Partner(s)	Process for Engagement
	3. **Provide Additional English Learner Intervention Opportunities.** Expand within-day intervention access for EL and LTEL students, increase small group instruction time, and provide additional structured language development opportunities, particularly for LTEL students whose performance reflects the largest and most persistent academic and language gaps at the school. 4. **Continue Monitoring Student Progress Toward Reclassification.** Strengthen progress monitoring systems through six to eight week data cycles using ELPAC, i-Ready, and Renaissance STAR data, track each EL student's progress toward reclassification criteria, provide targeted support to students approaching reclassification thresholds, and communicate progress with families in home languages to support family understanding of the reclassification pathway.
SELPA	Aspen Ridge Public School (ARPS) consulted with its Special Education Local Plan Area, the El Dorado County Charter SELPA, on a regular basis regarding services for Students with Disabilities (SWD) in accordance with California Education Code 52062(a)(5). Consultation included review of the midyear LCAP update, examination of 2025 California School Dashboard performance for the SWD student group, and direct engagement with the assigned SELPA Program Specialist on the 2026-27 LCAP. ARPS emailed the SELPA Program Specialist on May 18, 2026, requesting input on the draft LCAP, and Program Specialist input was received on May 26, 2026. Through this ongoing relationship, ARPS school team members have attended SELPA-led professional development in the areas of behavior, case management, and instructional best practices for supporting all learners, including students with disabilities, and ARPS has engaged in special education monitoring support and feedback to continue improving services for SWD students. **Meeting Date: December 15, 2025 (Facilitated IEP Support)** ARPS engaged with the El Dorado County Charter SELPA on December 15, 2025, for Facilitated IEP support. The session addressed practices for facilitating Individualized Education Program (IEP) meetings, supporting effective family and team engagement during the IEP process, and ensuring that IEP development and review meetings produce IEPs that accurately reflect each student's needs and the services required to meet those needs. **Meeting Date: February 3, 2026 (IEP Implementation Monitoring)** ARPS engaged with the El Dorado County Charter SELPA on February 3, 2026, for IEP Implementation Monitoring. ARPS was selected for the Small LEA Cycle C monitoring process administered by the California Department of Education in coordination with the SELPA. The February session addressed IEP implementation tracking expectations, the service tracking system used to document the delivery of IEP-aligned services, and preparation for the formal data collection period scheduled from March 2 through May 15, 2026, with required certification by May 15, 2026. **Recommendations and Feedback Provided** SELPA recommendations emerging from these sessions included: 1. **Review IEP Implementation Tracking Expectations with the Team.** Ensure that all special education and general education staff serving SWD students understand the IEP implementation tracking expectations under

Educational Partner(s)	Process for Engagement
	the Small LEA Cycle C monitoring process, including the documentation required for each service delivered and the standards for accurate, timely tracking. 2. **Confirm or Refine the Service Tracking System.** Review the school's current service tracking system to confirm that it captures the data required by the monitoring process, with adjustments or refinements made as needed to ensure that the system supports both compliance reporting and ongoing instructional decision-making for SWD students. 3. **Prepare for Data Collection (March 2 to May 15) and Certification by May 15.** Establish the internal processes, staff responsibilities, and review structures needed to complete the data collection period and submit certified data by the May 15, 2026 deadline, ensuring that ARPS meets all Small LEA Cycle C monitoring requirements. The SELPA Program Specialist also provided input on the draft 2026-27 LCAP through the May 26, 2026 response to the May 18, 2026 email request, with feedback informing the refinement of LCAP actions supporting SWD students. These recommendations are reflected in the refined 2026-27 LCAP actions, including the Services to Support Students with Disabilities action, the MTSS social-emotional and behavioral action, and the Professional Learning action.
Date of Public Hearing & Adoption (Approval) of the 2026-27 LCAP	- On June 9, 2026, a Public Hearing of Aspen Ridge 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 ARPS LCAP, and 2026-27 ARPS Budget. ARPS 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 for Aspen Ridge Public School (ARPS) reflects the input received from administrators and the Principal, teachers, classified and other personnel, students, the Student Advisory Committee, parents (including those representing Unduplicated Pupils and Students with Disabilities), the Parent Advisory Committee (PAC), the combined ELAC, DELAC, and EL-PAC, and the El Dorado County Charter SELPA. Educational partners reviewed Dashboard performance data, mid-year and end-of-cycle implementation data, the planned use of LCFF Supplemental and Concentration funds, Title I, II, III, and IV funds, and Learning Recovery Emergency Block Grant (LREBG) funds, and the draft 2026-27 LCAP across multiple engagement sessions held throughout the school year. The recommendations that emerged from this process directly shaped the goals, actions, and budgeted expenditures adopted in the 2026-27 LCAP.

Influence on Goal 1: MTSS and PBIS for Academic, Social-Emotional, Behavioral, and Mental Health Needs: Recommendations from administrators, teachers, parents, the PAC, and the Student Advisory Committee to expand academic intervention supports informed the refinements adopted in the Assessments of Learning action and the MTSS Addressing Academic Needs to Accelerate Learning action. Specific elements influenced by partner feedback include the restructuring of Math Success and English Success intervention courses, the discontinuation of the after-school math tutoring program based on i-Ready growth data, the introduction of the Pre-Algebra course beginning in 2026-27, the implementation of the Tiered Literacy Intervention Model under

MTSS, the establishment of six to eight week data cycles using i-Ready, Renaissance STAR, ELPAC, and common formative assessment data, and the strengthening of Tier 2 and Tier 3 supports for students performing two or more grade levels below standard.

Recommendations from parents, the PAC, the combined ELAC/DELAC/EL-PAC, and the Student Advisory Committee to continue social-emotional and mental health supports and from classified staff to strengthen student behavioral supports informed the MTSS Addressing Social-Emotional and Behavioral Student Needs action. The action incorporates continued implementation of the Second Step social-emotional learning curriculum, sustained access to two full-time counselors and community mental health partnerships, expanded Tier 2 and Tier 3 behavioral supports for SWD and other high-need student groups, expanded restorative practices, vaping prevention and substance use education, and strengthened attendance support structures including SART meetings and individualized attendance plans. Recommendations from administrators, teachers, and parents to strengthen attendance interventions and proactive family outreach informed the chronic absenteeism strategies incorporated into this action, including weekly attendance monitoring, early identification after three to five absences, and prioritized outreach to SED, Hispanic, and homeless families.

SELPA recommendations regarding IEP implementation tracking and the Small LEA Cycle C monitoring process informed the Services to Support Students with Disabilities action. The action incorporates the inclusive special education model, the collaborative teaching approach, professional development through the El Dorado County Charter SELPA, supports for dually identified EL students, behavioral supports for SWD aligned with the schoolwide PBIS framework, and the compliance and monitoring structures required for the Small LEA Cycle C process.

Recommendations from students and the Student Advisory Committee to expand extracurricular activities and to maintain access to A-G coursework informed the Broad Course of Study action, including the planned introduction of a semester-long Financial Literacy course in 2026-27 and the continued expansion of dual enrollment opportunities. Recommendations from parents, the PAC, and the Student Advisory Committee regarding college and career readiness informed the Promoting a College-Going Culture action, including the sustained focus on dual enrollment with Fresno City College, the Bulldog Bound partnership with Fresno State, FAFSA and CADAA completion support, and individualized academic counseling.

Recommendations from the combined ELAC/DELAC/EL-PAC to continue targeted supports for English Learners, monitor student progress toward reclassification, and adopt an ELD intervention curriculum informed the Services to Support English Learners action and the Services to Support Long-Term English Learners action. Specific elements influenced by committee feedback include the strengthening of Designated and Integrated ELD instruction, the development of targeted LTEL acceleration supports through intervention classes or support blocks, the planned exploration of an ELD curriculum adoption, the establishment of six to eight week EL progress monitoring cycles, and the introduction of a tiered system of student incentives for progression toward reclassification.

Influence on Goal 2: Professional Learning: Recommendations from administrators, teachers, classified staff, and the combined ELAC/DELAC/EL-PAC to provide additional collaboration and professional development time and to maintain focus on staff professional development informed the Administrators and Educators That Support the Educational Program action and the Professional Learning action. Partner input shaped the addition of one onsite substitute beginning in 2026-27 to reduce instructional disruption, the continuation of the five-day summer professional learning structure and weekly professional development, the expansion of instructional coaching through the Fresno County Superintendent of Schools partnership in science, mathematics, writing through ELA, and ELD strategies, and the addition of behavior academies and restorative justice training for instructional aides and teachers. The Core Curricular Program Needs action reflects the planned exploration of a standards-aligned ELD curriculum adoption identified through partner input, and the Closing the Digital Divide action reflects continued commitment to the one-to-one device model required to support the digital platforms used across the academic program.

Influence on Goal 3: Family Engagement, School Climate, and School Safety: Recommendations from parents, the PAC, and the combined ELAC/DELAC/EL-PAC to increase parent communication and workshops, expand multilingual family engagement opportunities, provide additional resources for families, and strengthen attendance supports informed the Opportunities Provided to Support Parent Engagement and Participation action. Partner input shaped the continued use of ParentSquare, Infinite Campus, weekly newsletters, the Parent Leadership and Lighthouse Team, the Community School Coordinator role, the partnership with 4 Pillars Community Schools, the planned schedule adjustments to support working family participation, and the expansion of the parent

workshop series to address topics requested by families, including assessment results interpretation, ELPAC results and the reclassification process, college and financial aid planning, attendance, social-emotional learning at home, and human trafficking awareness.

Recommendations from students and the Student Advisory Committee to increase opportunities for student voice and leadership, continue recognition and incentive programs, and improve positive school culture informed the Promoting a Positive School Climate, Health, and Safety action. Partner input shaped the planned expansion of the Student Lighthouse Team to three leadership teams focused on leadership, academics, and culture during 2026-27, the continued partnership with School Ambassadors, the commitment to at least one student engagement event and one family engagement event each quarter, and the sustained alignment of recognition structures with the RAVEN Way schoolwide expectations.

Recommendations from classified staff to continue school safety efforts and from parents to sustain a safe and clean facility informed the Promoting a Positive School Climate, Health, and Safety action and the Maintaining a Safe and Clean School Facility action. Partner input shaped the continued investment in the School Resource Officer, annual School Safety Plan review, regular safety drills, the visitor management system, annual Facility Inspection Tool inspections, and dedicated custodial staffing throughout the school day.

Influence on Funding Decisions: Across all partner sessions, educational partners reviewed the current-year use of Title I, II, III, and IV funds and LREBG funds and provided input on the proposed 2026-27 funding alignment. Partner input shaped funding decisions across federal categorical and one-time funding sources, including the alignment of Title I and LREBG funds with academic intervention supports, the alignment of Title II funds with the schoolwide professional development program, the alignment of Title III funds with EL and LTEL services and ELD-focused professional learning, the alignment of LCFF Supplemental and Concentration funds with targeted supports for unduplicated pupil groups, and the alignment of McKinney-Vento and Expanded Learning Opportunities Program (ELOP) funds with supports for students experiencing homelessness and extended learning opportunities.

Influence on the LCAP Reflective Refinements for 2026-27: Partner input also informed the reflective refinements documented in the LCAP analysis sections for the 2026-27 school year. The discontinuation of contracted math tutoring services, the replacement of the two-year Algebra model with a Pre-Algebra and Algebra I sequence, and the planned research and adoption of a standards-aligned ELD curriculum each reflect partner reflection on prior-year implementation data and partner consensus regarding the changes needed to strengthen student outcomes. The expanded instructional coaching partnership with the Fresno County Superintendent of Schools across science, mathematics, writing, and ELD reflects partner input regarding the schoolwide need to build teacher capacity to deliver high-quality instruction to all student groups, particularly Hispanic, SED, EL, LTEL, and SWD students.

Taken together, the 2026-27 ARPS LCAP reflects sustained educational partner engagement across the school year and direct alignment between partner recommendations and the goals, actions, metrics, and budgeted expenditures adopted in the plan. The LCAP was developed through structured consultation that satisfied the requirements of California Education Code 52062(a) and 64001(j), and ARPS provided written responses to PAC and ELAC/DELAC/EL-PAC comments as required by California Education Code 52062(a)(8).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using a whole child approach continue to strengthen schoolwide MTSS and PBIS in alignment with the CA Community Schools Framework, and the 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students to improve student mastery in ELA and Mathematics, and ensure students are College and Career Ready.	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 Ridge Public School (ARPS) developed this goal because the school's needs assessment data reflect academic, behavioral, social-emotional, and attendance challenges that share underlying causes and cannot be addressed through isolated interventions. A whole-child approach that integrates Multi-Tiered System of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the California Community Schools Framework is required to address these compounding needs in a coordinated manner.

The 2025 California School Dashboard results document the breadth of student need across content areas and indicators. ELA performance is at -34.1 Distance from Standard (DFS) schoolwide (Yellow), and Math performance is at -109.5 DFS (Orange), with Red Performance Levels for Hispanic and Socioeconomically Disadvantaged (SED) students in mathematics. The English Learner Progress Indicator reflects Red Performance Levels for both English Learners (26.3%) and Long-Term English Learners (27.3%), with significant declines from 2024. The Suspension Rate Indicator is Red for All Students and for Hispanic, SED, homeless, and Students with Disabilities (SWD) student groups, with SWD experiencing the most acute disproportionality at 25%. Chronic absenteeism is at 28.4% (Orange) on the K-8 Dashboard and 33.2% for grades 7-12. These data points are not independent. Students experiencing chronic absenteeism are often the same students experiencing academic struggle, behavioral incidents, and unmet social-emotional needs, and addressing one dimension in isolation typically produces limited or unsustainable gains. An integrated MTSS and PBIS framework allows ARPS to coordinate academic, behavioral, attendance, and social-emotional interventions for students who need supports across multiple dimensions.

ARPS's student population characteristics reinforce the need for a whole-child approach. Approximately 79% of students are SED, 19% are SWD, 16% are English Learners, and 12% are experiencing homelessness, and ARPS families have experienced anxiety, trauma, employment loss, and food and housing insecurity. Research consistently demonstrates that poverty profoundly influences child development, affecting language acquisition, physical and mental

health, and academic achievement. These conditions require schools to address basic needs, mental health, and family stability alongside academic instruction in order to create the conditions in which learning can take place.

ARPS's designation as a California Community Schools Partnership Program Implementation Grant recipient provides both the framework and the resources to operationalize this whole-child approach. The Community Schools framework positions schools as hubs of integrated services for students and families, and the Four Pillars of Community Schools (integrated student supports, expanded learning time and opportunities, active family and community engagement, and collaborative leadership and practices) provide the structural model through which ARPS coordinates partnerships with community-based organizations, state and local agencies, institutions of higher education, and health providers such as 4 Pillars Community Schools, Big Smiles, and See2Succeed. The goal commits ARPS to continued alignment with this framework rather than treating Community Schools work as a separate initiative from the broader LCAP.

The goal also reflects ARPS's mission and vision. The mission is to transform the community by developing exceptional leaders through a personalized blend of rigorous academic and social-emotional learning, and the vision is a greater quality of life in Fresno where all families have access to opportunities. An exclusively academic focus would not advance this mission and vision; the integration of academic, social-emotional, behavioral, and mental health supports is the operational expression of the school's commitment to developing exceptional leaders who are prepared for college, career, and life beyond graduation.

Finally, the goal connects directly to the college and career readiness outcomes that anchor the schoolwide academic program. ARPS graduated its inaugural Class of 2025 with a 100% graduation rate and 100% post-secondary application rate, and the school provides access to dual enrollment at Fresno City College and college preparatory pathways through Bulldog Bound, UC Scout, and A-G coursework. Sustaining and expanding these outcomes for all students, particularly Hispanic, SED, EL, LTEL, and SWD students, requires that academic instruction in ELA and mathematics be supported by attendance systems, behavioral supports, mental health services, and family engagement structures that together ensure students are present, supported, and engaged in their learning every day.

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: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -51 SED -70 Hispanic -54.8	2023-24 ELA CAASPP DFS All Students -48 SED -59.9 Hispanic -55.4	2024-25 ELA CAASPP DFS All Students -34.1 SED -45.5 Hispanic -42.7	2025-26 ELA CAASPP DFS All Students -32 SED -42 Hispanic -40	All Students: +16.9 SED: +24.5 Hispanic: +12.1
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -103.5 SED -122.5 Hispanic -109.5	2023-24 Math CAASPP DFS All Students -106.6 SED -118 Hispanic -118.2	2024-25 Math CAASPP DFS All Students -109.5 SED -122.2 Hispanic -122.1	2025-26 Math CAASPP DFS All Students -105 SED -120 Hispanic -120	All Students: -6 SED: +0.3 Hispanic: -12.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	% students' college ready measured by Math EAP. Source: CAASPP website	2022-23: Not applicable ARPS served gr 7-10	2023-24: 45.45% Conditionally Ready 0% College Ready	2024-25: 17.65% Conditionally Ready 0% College Ready	2025-26: 25% Conditionally Ready 0% College Ready	No difference could be calculated because ARPS did not serve grade 11, so no baseline was available.
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: Not applicable ARPS served gr 7-10	2023-24: 9.09% Conditionally Ready 0% College Ready	2024-25: 47.06% Conditionally Ready 23.53% College Ready	2025-26: 50% Conditionally Ready 23.53% College Ready	No difference could be calculated because ARPS did not serve grade 11, so no baseline was available.
5	CA Science Test (CAST) Source: Dashboard	2022-23 CAST % All Students 15.59% SED 14.29% Hispanic 13.34%	2023-24 CAST (Science Points) All Students 44.2 SED 43 Hispanic 42.4	2024-25 CAST % All Students 21.43% SED 17.28% Hispanic 20.78% Source: CAASPP website 2024-25 CAST (Science Points) All Students 46.4 SED 43.6 Hispanic 45.4 Source: Dashboard	2025-26 CAST (Science Points) All Students 47 SED 44 Hispanic 46	All Students: +5.84% SED: +2.99% Hispanic: +7.44%
6	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	29.2% Source: 2023 CA School Dashboard	2023-24: EL: 51.5% LTEL: 52% Source: 2024 Dashboard	2024-25: EL: 26.3% LTEL: 27% Source: 2025 Dashboard	2025-26: EL: 20% LTEL: 20%	2024-25: 100%
7	% students English Language Proficiency for Summative ELPAC	2022-23: 15.38% Proficient	2023-24: 11.76% Proficient	2024-25: 2.5% Proficient	2025-26: 5%	-12.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: ELPAC website					
8	Reclassification Rate Source: CALPADS	2022-23: 12.6%	2023-24: 0%	2024-25: 4.1%	2025-26: 4%	-8.5%
9	Attendance Rate Source: CALPADS	2022-23: 91.2%	20223-24: 91.9%	2024-25: 91.5%	2025-26: 92%	+0.3%
10	Chronic Absenteeism Rates (Gr 7-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 33.3% SED 35.6% Hispanic 34.4%	2023-24: Chronic Absenteeism Rate All Students 32.2% SED 33.3% Hispanic 32.7%	2024-25: Chronic Absenteeism Rate All Students 28.4% SED 27.3% Hispanic 29.6%	2025-26 Chronic Absenteeism Rate All Students 25% Hispanic 43% SED 60%	All: -4.9% SED: -8.3% Hispanic: -4.8%
11	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 20.4% SED 22.3% Hispanic 20.3%	2023-24: Suspension Rate All Students 14.2% Hispanic 9.7% SED 15.3% SWD 15.4% Hispanic 13.5%	2024-25: Suspension Rate All Students 15.8% EL 9.5% Homeless 17.2% SED 16.9% SWD 25.0% Hispanic 16.1%	2025-26 Suspension Rate All Students 10.0% EL 3.3% Homeless 18.0% SED 20.0% SWD 13.0% Hispanic 66.0%	All: -4.6% *EL: N/A *Homeless: N/A SED: -5.4% *SWD: N/A Hispanic: -4.2% *Not numerically significant in either Baseline or Y2 Outcome
12	Expulsion Rate Source: Dataquest	2022-23: 0.5%	2023-24: 1.3%	2024-25: 0.8%	2025-26: <1%	+0.3%
11	% students participating in an elective course. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 92%	2023-24: 82%	2024-25: 100%	2025-26: 100%	+8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 96%	2023-24: 78%	2024-25: 100%	2025-26: 100%	+4%
14	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0.9%	2024-25: 0%	2025-26: 0%	0%
15	High School Dropout Rates Source: Dataquest	*Not applicable ARPS served Gr 7-10	*Not applicable ARPS served Gr 7-11	2024-25: 0%	2025-26: 0%	No difference because ARPS did not have baseline results.
16	High School Grad Rate	*Not applicable ARPS served Gr 7-10	*Not applicable ARPS served Gr 7-11	2024-25: 100%	2025-26: 100%	No difference because ARPS did not have baseline results.
17	% students UC A-G Completion Rate	*Not applicable ARPS served Gr 7-10	*Not applicable ARPS served Gr 7-11	2024-25: 0%	2025-26: 40%	No difference because ARPS did not have baseline results.
18	Chronic Absenteeism Rate (Gr 7-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 36.8% SED 37.8% SWD 30.0% Hispanic 36.3%	2023-24: Chronic Absenteeism Rate All Students 31.4% EL 35.5% Homeless 39.6% SED 33.3% SWD 27.5% Hispanic 32.9%	2024-25: Chronic Absenteeism Rate All Students 33.2% EL 26.2% Homeless 42.6% SED 33.8% SWD 21.2% Hispanic 35.7%	2025-26 Chronic Absenteeism Rate All Students 30.0% EL 25.0% Homeless 43.0% SED 34.0% SWD 40.0% Hispanic 50.0%	All Students: -3.6% *EL: N/A *Homeless: N/A SED: 4% SWD: -8.8% Hispanic: -0.6% *Not numerically significant in either Baseline or Y2 Outcome

NOTE: Based on ARPS educational program the following CDE LCAP required metric does not apply:

- Priority 4:
  - % of pupils who pass AP exams with a score of 3 or higher (will be added to the 2026-27 LCAP)
  - % of Students completing a CTE Pathway
  - % of Students with a combined CTE and A-G Completion Rate: ARPS has started offering CTE courses via Fresno Community College but will not be offering CTE Pathways.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
NOTE: In 2025-26 school year, ARPS expanded to serve grades 7-12.						

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 is being fully implemented. Aspen Ridge Public School (ARPS) has administered i-Ready Reading and Math assessments for grades 7–8 and Renaissance STAR assessments for grades 9–12 to monitor student progress and identify learning gaps. Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs) have been used to inform instruction and prepare students for summative assessments. State-mandated assessments, including the ELPAC, CAST, PFT, and CAASPP, are scheduled for the spring testing window and will be administered in accordance with state timelines. All assessment components outlined in this action have been implemented or are on track for completion within their designated testing windows, and timelines remain aligned with both state and school assessment calendars.

There were no substantive differences from the original plan.

Challenges: Several challenges have emerged during implementation. Student motivation and engagement during diagnostic and benchmark assessments, particularly i-Ready and STAR, required additional incentive and goal-setting systems to promote participation and effort. Mid-year participation rates reflect this challenge: 91% of middle school students completed i-Ready Math and 75% completed i-Ready Reading, while 98% of high school students completed STAR Math and 88% completed STAR Reading. Completing make-up assessments within testing windows has also proven difficult due to student absences and scheduling constraints. However, for Spring administration there was significant improved participation rates following schedule adjustments, including i-Ready Math (99%), i-Ready Reading (97%), and STAR Math and Reading (100%).

Additionally, identifying consistent and strategic instructional windows to administer IABs and ICAs with more frequency has been challenging due to pacing demands. To date, Aspen Ridge has administered one IAB in ELA and one in Math for students in grades 7–12. This limited frequency has reduced the school's ability to use interim data as regularly and effectively as intended to inform instruction.

Successes: Implementation has yielded several notable successes. Student engagement improved following the introduction of designated testing days and incentive systems, including earning raffle tickets for on-task behavior and goal completion. The school also established schoolwide growth goals, with progress tracked at both the individual student and class levels. Students set personalized goals across a range of measures, including i-Ready completion, i-Ready growth, assignment completion, and class grades. The schoolwide target was for 80% of students to meet their personal growth goals. Students met this benchmark, and all students participated in a schoolwide celebration, reinforcing a positive assessment culture and increased ownership of learning. Teachers are actively using assessment data to inform instructional planning, and intervention supports within the MTSS framework.

Action 2: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) has implemented daily intervention courses including English Success, Math Success, Self-Directed Learning (SDL), and extended Algebra pathways for students needing additional time and support. Targeted

small-group instruction is offered weekly on Fridays during a 35-minute block within the instructional day for the entire semester, and teacher offer office hours that take place after school, four days a week. Summer school credit recovery using the Edgenuity platform with credentialed teachers is in place to support students in remaining on track for graduation; 20 students participated in summer school, and 60% completed at least one course during that period. Aspen Ridge uses multiple measures to identify students for intervention, including diagnostic assessments, academic performance, teacher referrals, and ongoing progress monitoring, consistent with MTSS best practices.

There were no substantive differences from the original plan. All core MTSS structures, intervention courses, tutoring supports, small-group instruction, office hours, and student identification processes, were implemented as outlined in this action.

Challenges: Several challenges have been identified during implementation. Staffing limitations, particularly related to the availability and consistent deployment of instructional aides, have affected the delivery of targeted small-group instruction. While tutoring programs are functioning well, ongoing follow-up and communication with students and families have been necessary to ensure consistent participation.

Additional reinforcement, accountability, and communication systems were needed to support student motivation and academic growth. This included training tutors on the use of PBIS incentives to recognize student effort and progress, as well as strengthening communication between tutors and teachers and between teachers and families to provide timely updates on student participation and progress in math tutoring. Implementing these supports required increased coordination among teachers, counselors, and administrators to effectively monitor progress and align incentives with instructional goals.

Successes: Implementation has produced several notable successes. Access to intervention supports has increased for targeted student groups, particularly Hispanic and socioeconomically disadvantaged students. Students are receiving structured academic support both during the school day and through additional tutoring opportunities. Building on the prior year, Aspen Ridge continues to offer Math Intervention during the instructional day, providing equitable access for all students.

Another significant success has been the development of a structured MTSS system, including regular monthly teacher meetings focused on reviewing student data, identifying students in need of additional support, and adjusting intervention strategies. These meetings have strengthened collaboration and ensured that concerns are addressed in a timely and systematic manner.

Action 3: This action has been fully implemented as planned. Aspen Ridge continues to implement a comprehensive PBIS framework aligned to the "RAVEN Way" expectations. This encompasses staff training, consistent communication of behavioral expectations, tiered incentives, and alternatives to suspension through restorative and trauma-informed practices. The school adopted the Second Step SEL curriculum for grades 7–12 to provide consistent social-emotional instruction across middle and high school, replacing the previously identified IMAGO curriculum. Two full-time counselors provide academic and social-emotional support, with targeted small-group counseling and Tier 2 academies led by the Assistant Site Director. Attendance monitoring systems, Student Success Team (SST) referrals, and partnerships with community mental health providers continue to support students and families.

There was one substantive adjustment to this action related to the SEL curriculum. Originally, Aspen Ridge planned to implement IMAGO for high school SEL but chose to implement Second Step across both middle and high school to ensure greater consistency in instructional practices and alignment of social-emotional learning expectations across grade levels. This effective and efficient change was made to improve coherence, streamline staff training, and strengthen the student experience. As a result, it did not reduce services but rather improved the consistency of SEL implementation schoolwide. The SEL counselor trains staff on how to access and use Second Step, and implementation is measured by lessons delivered during advisory in accordance with the school's scope and sequence. All other components of the action were implemented as planned.

Challenges: Several challenges have been identified during implementation which include the need to provide high-quality, developmentally appropriate vaping prevention and education materials to support substance-use prevention efforts which has proven difficult.

Attendance has remained an area of concern, requiring increased coordination among counselors, the registrar, office staff, and administrators to conduct proactive outreach and family meetings before students become chronically absent. Weekly attendance reports are generated and used to schedule meetings with families and conduct targeted outreach, which has been an effective practice. However, the time required to coordinate and schedule meetings involving all relevant staff members has been a persistent logistical challenge. Sustaining consistent supervision and monitoring across campus has also required ongoing staffing coordination.

Successes: Implementation has yielded several significant successes. Most notably, Aspen Ridge has seen a major reduction in behavioral referrals and a downward trend in suspension rates during the current school year. Although the 2025 Dashboard reflected red performance level for the suspension rate indicator based on prior-year data, current-year monitoring shows marked improvement, with suspension rates trending down to approximately 4% as of Period 1. Behavioral referrals have also decreased substantially, with 128 referrals recorded this year compared with 257 during the same timeframe the prior year, despite lower current enrollment.

Increased preventative measures including additional supervision, regular restroom checks, and student education on the dangers of vaping have contributed to reduced vaping-related incidents. The implementation of Second Step has improved the consistency of SEL instruction across grade levels, and continued use of restorative practices and conflict mediation has reduced reliance on exclusionary discipline.

Action 4: This action has been fully implemented as planned. Aspen Ridge continues to operate an inclusion-based special education model in which Students with Disabilities (SWD) participate fully in the general education environment with appropriate supports and services. Education specialists collaborate with general education teachers to co-plan instruction, implement accommodations and modifications, and ensure access to grade-level content. Special education services are supported through coordinated IEP implementation, ongoing consultation, and regular progress monitoring. Professional development through the SELPA partnership and access to counseling and psychological services support both the academic and social-emotional needs of SWD.

There were no substantive differences from the original plan. All components related to collaborative teaching, professional development, staffing supports, and compliance monitoring were implemented as outlined.

Challenges: Challenges primarily relate to staffing capacity and enrollment trends. ARPS has experienced an increase in the number of Students with Disabilities at the point of enrollment, with students arriving already identified and requiring immediate services and supports. This growth is attributed in part to families seeking alternatives due to dissatisfaction with the quality of special education services at their local middle and high schools. These enrollment patterns require ongoing adjustments to staffing, scheduling, and service delivery to ensure timely IEP implementation and appropriate support levels.

Additionally, the special education department has identified incoming students with outdated IEPs, goals, and/or inappropriate placements from their prior schools. Addressing these cases requires reassessment and additional meetings with students, families, and staff to ensure each student receives appropriate services, placing further demands on staff time and coordination.

Successes: Implementation has yielded several notable successes. Students with Disabilities are fully included across all aspects of school life, including core instruction, electives, extracurricular activities, and college and career readiness opportunities. Many high school SWD are successfully participating in dual enrollment coursework, demonstrating meaningful access to rigorous instruction and postsecondary pathways. Collaborative teaching practices and ongoing professional development have strengthened instructional support for diverse learners, contributing to positive academic and social-emotional outcomes.

Action 5: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) has provided students with access to a comprehensive course of study including all core academic subjects and elective offerings outlined in the LCAP for both middle and high school students. Middle school students have participated in developmentally appropriate electives such as Art, Leadership, Service Learning, and SEL/Health. High school students have had

access to A–G approved courses, college preparatory options including UC Scout, and specialized science coursework offered through dual enrollment, with the science teacher providing instruction in Biology, Zoology, and Physical Science.

There were no substantive differences from the original plan. Course offerings aligned closely with the intended scope and design of the action, and all identified core and elective courses were made available to students during Semester 1.

Challenges: Challenges related primarily to facility space, staffing capacity, and budget limitations, which impacted the ability to expand the number and variety of elective offerings beyond those currently provided. These constraints limited flexibility in adding additional sections or new elective options, particularly at the high school level.

Successes: Implementation has yielded several notable successes. High school students are successfully progressing toward both graduation requirements and A–G eligibility, indicating that the core academic program is effectively supporting postsecondary readiness. In ARPS's inaugural graduating class of 2025, all 10 seniors graduated, and four met A–G eligibility criteria, representing a 40% A–G completion rate. Students have also demonstrated strong participation in elective courses, which support engagement, leadership development, and social-emotional learning, particularly within the middle school program.

Action 6: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) has continued to provide individualized academic counseling to all high school students through regular A–G planning meetings with the Academic Counselor, supported by ongoing collaboration with Fresno City College (FCC) counselors. Students have had access to dual enrollment, UC Scout courses, college planning support, and structured college exploration activities.

All students in grades 9–12 have access to dual enrollment courses, and approximately 90 students—66% of the high school population—are currently participating. Students work through a transfer pathway focused on completing general education requirements through the Intersegmental General Education Transfer Curriculum (IGETC), with coursework including English 1A, Statistics, Communications, Counseling, Spanish, and Anthropology, among others. Most dual enrollment classes are taught by FCC professors either online or in person on the ARPS campus, with a facilitator teacher on-site to support students and coordinate with FCC instructors. Counseling 53 and Counseling 48 are taught by the ARPS Academic Counselor in partnership with FCC. Partnerships with Fresno City College and Fresno State have further supported postsecondary readiness through counseling, coursework, and early college pathway opportunities.

There were no substantive differences from the original plan. All major components of the action—including individualized A–G planning, dual enrollment access, college application and financial aid support, and partnerships with postsecondary institutions—were implemented as described in the LCAP.

Challenges: Challenges included coordination and timely access to enrollment systems and course availability through Fresno City College, which impacted scheduling and registration processes for some students. While these issues initially limited flexibility, coordination has improved over time. The school strengthened its partnerships by collaborating with Fresno Unified School District (FUSD) to expand access to online dual enrollment courses, increasing overall student participation. Through this partnership, FCC now allows ARPS students—who operate as a standalone LEA—to enroll in additional courses beyond what was previously available.

Successes: Implementation has yielded significant successes. Strengthened partnerships with Fresno City College have resulted in increased dual enrollment course offerings, with approximately 66% of high school students (90 students) currently participating in dual enrollment coursework. All seniors have completed FAFSA or CADAA applications, demonstrating strong progress in financial aid access and postsecondary planning. Students are also receiving consistent individualized academic counseling to ensure alignment with graduation and A–G requirements.

Action 7: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) has implemented a comprehensive language development program for English Learners (ELs) that includes both designated and integrated ELD instruction. Designated ELD courses are provided through strategic

student groupings based on language proficiency levels, while integrated ELD strategies are embedded across content areas with an emphasis on academic vocabulary, reading comprehension, and the language structures necessary for academic success. Student progress is monitored through formative assessments, academic performance data, and preparation for ELPAC administration.

Several enhancements were made this year to strengthen implementation. ARPS increased professional development support for all teachers and established more frequent data reviews and collaborative planning focused on English Learners. Teachers have been asked to spend more intentional time examining EL students as a focus group—learning who their students are, identifying their specific needs, and utilizing professional development supports to implement more targeted instructional strategies.

There were no substantive differences from the original plan. All core components of the English Learner program—including designated and integrated ELD instruction, professional development, coaching support, and progress monitoring—were implemented as outlined in the LCAP.

Challenges: Challenges included ensuring that all teachers assigned to designated ELD courses hold the appropriate EL authorizations. While staffing needs were met, two teachers required additional support and time to complete authorization requirements. ARPS collaborate with these teachers to support enrollment in coursework and completion of required steps to ensure both compliance and instructional quality.

Successes: A significant success has been the partnership with the Fresno County Superintendent of Schools (FCSS), which provided targeted coaching and professional development to strengthen both designated and integrated ELD instruction. Coaching was provided to all teachers, with specialized support for ELA, History, and ELD instructors. Coaching cycles supported teachers in implementing effective instructional strategies and using ELPAC data to inform instruction. Designated ELD teachers were also provided dedicated time to analyze ELPAC results, strengthen instructional planning, and prepare students for upcoming assessments. These supports have improved instructional consistency and teacher confidence in meeting the needs of English Learners.

Action 8: This action has been partially implemented. Aspen Ridge Public School (ARPS) currently serves 41 English Learners, of whom 20 are classified as Long-Term English Learners (LTELs). ARPS has implemented designated and integrated ELD supports for LTELs, including strategic clustering in rigorous grade-level coursework and targeted instructional strategies focused on advanced literacy, academic vocabulary, and the language structures needed for content mastery. Designated ELD instruction takes place four times per week in 50-minute sessions. The EL Master Plan has been reviewed and revised to reflect current program needs. Professional development and coaching through the Fresno County Superintendent of Schools (FCSS) have supported teachers in strengthening LTEL-specific instructional practices. However, consistent implementation of targeted language support by a bilingual instructional aide during designated ELD courses has been limited due to staffing and scheduling constraints.

There were no substantive changes to the instructional design of the plan. However, full implementation of the bilingual instructional aide component has not occurred as intended. While the position was planned to provide consistent in-class language support for LTELs, staffing and scheduling challenges limited the aide's regular availability during designated ELD courses.

Challenges: Challenges included staffing and scheduling limitations that prevented consistent assignment of a bilingual instructional aide to designated ELD courses as planned. Additionally, student motivation has been an ongoing challenge within the LTEL population, particularly for students who have experienced prolonged language development needs and academic frustration. Supporting sustained engagement has required additional focus on relationship-building, goal-setting, and incentive systems to encourage participation and effort.

Successes: A significant success has been the partnership with FCSS, which supported teachers in more closely analyzing LTEL data and implementing targeted instructional strategies. Coaching and professional development have strengthened teacher practices related to academic language development, particularly in the areas of classroom discussion, oral language, and structured opportunities for student discourse. The school has also begun implementing student goal-setting and growth-tracking systems to increase student ownership of progress toward reclassification.

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 were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 1 during the 2025-26 school year.

Action 1 – Assessments of Learning: Estimated actual expenditures were less than budgeted expenditures due to a reduction in the cost of assessments. The reduction reflects lower-than-projected costs for the diagnostic and interim assessment platforms used during the 2025-26 school year.

Action 2 – MTSS: Addressing Academic Needs to Accelerate Learning: Estimated actual expenditures exceeded budgeted expenditures due to increased costs for tutoring. Demand for tutoring services was higher than projected, requiring additional expenditures to meet student need during the 2025-26 school year.

Action 3 – MTSS: Addressing Social-Emotional and Behavioral Student Needs: Estimated actual expenditures were less than budgeted expenditures due to a decrease in cost for social-emotional learning materials. The reduction reflects lower-than-projected costs for SEL curriculum and related instructional materials.

Action 4 – Services to Support Students with Disabilities: Estimated actual expenditures exceeded budgeted expenditures due to increased costs for special education services. The variance reflects the increased enrollment of students with existing IEPs and the corresponding need for additional staffing, services, and reassessments to ensure timely implementation of IEP-aligned services for the current SWD population.

Action 6 – Promoting a College-Going Culture: Estimated actual expenditures were less than budgeted expenditures because the Academic Counselor went on leave during the school year, reducing the salary cost associated with the position for the duration of the leave.

Action 8 – Services to Support Long-Term English Learners: Estimated actual expenditures were less than budgeted expenditures due to a reduction in staffing for the classified ELD instructional aide position assigned to this action. The reduction reflects the staffing and scheduling constraints that limited the consistent implementation of the bilingual instructional aide component during 2025-26.

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 supporting progress toward Goal 1 by strengthening the school's MTSS framework through consistent use of diagnostic and interim assessments to guide instruction and interventions. Diagnostic assessment results have served to identify specific areas of student need, enabling Aspen Ridge to form targeted instructional groups and determine enrollment in interventions such as ELA Success and math tutoring. Increased student engagement with growth data supports both academic and social-emotional development, aligning with PBIS and whole-child practices. Completion of spring state assessments will provide additional data to further inform instructional planning and measure progress in ELA and mathematics related to college and career readiness.

Action 2: This action has been effective in supporting this goal by strengthening and systematizing academic interventions within the MTSS framework and improving access to targeted supports for students demonstrating academic need. Daily intervention courses, tutoring, and small-group instruction provide Tier 2 and Tier 3 supports aligned with whole-child practices, while regular MTSS meetings ensure instructional decisions are data-informed and responsive. These structures directly support improvement in ELA and mathematics achievement and contribute to college and career readiness by keeping students on track for graduation and postsecondary pathways.

Action 3: Current data indicate that this action has been effective in supporting the goal. Key mid-year metrics include a suspension rate of approximately 4% to date, chronic absenteeism rates of 23.9% for middle school and 28.5% for high school, and a significant reduction in behavioral referrals (128 this year compared to 257 during the same period last year).

This action has significantly strengthened PBIS and MTSS systems that address students' social-emotional, behavioral, and mental health needs while maintaining access to instruction. Preventative supervision, consistent SEL instruction, counseling supports, and restorative practices contribute to improved school climate and increased instructional time, which directly supports academic growth in ELA and mathematics. These whole child supports reduce barriers to learning and help ensure students remain engaged, present, and on track for college and career readiness.

Action 4: This action has been effective in supporting Goal 1 by ensuring Students with Disabilities have equitable access to rigorous instruction, MTSS supports, and college and career readiness opportunities within a whole-child framework. Inclusive practices, collaborative teaching, and targeted supports reduce barriers to learning and support academic growth in ELA and mathematics while addressing social-emotional and behavioral needs. The successful participation of SWD in dual enrollment and general education settings demonstrates progress toward ensuring all students are prepared for postsecondary success.

Action 5: This action has been effective in supporting progress toward Goal 1 by ensuring that students have consistent access to rigorous core instruction and A–G approved coursework that supports college and career readiness, while also participating in elective courses that promote social-emotional development, leadership, and engagement. The availability of both core academic courses and developmentally appropriate electives aligns with a whole-child approach and supports the academic and social-emotional components of the school's MTSS and PBIS frameworks. High school students are successfully completing graduation requirements and progressing toward A–G eligibility, demonstrating that the broad course of study is contributing to improved postsecondary preparedness. Continued implementation in Semester 2 will focus on maintaining access to these courses while strengthening integration with academic and behavioral supports. The school's academic program has also supported post-secondary readiness. With our inaugural graduating class of 2025, 100% of students graduated and 40% of those graduates met A-G eligibility requirements, demonstrating meaningful progress towards college readiness.

Action 6: This action has been highly effective in supporting students as outlined in Goal 1 by strengthening college and career readiness through structured academic planning, expanded access to college coursework, and comprehensive postsecondary support services. Individualized counseling and strong postsecondary partnerships align with the school's MTSS and PBIS frameworks by providing targeted academic and social-emotional supports that remove barriers to college access. High participation in dual enrollment and full FAFSA/CADAA completion among seniors indicate strong progress toward ensuring students are prepared for postsecondary pathways, consistent with a whole-child approach and the Community Schools framework. Another indicator of this action’s effectiveness is that 66% of high school students, are participating in dual enrollment. A total of 100% completed the FAFSA/VADAA. Additionally, ARPS expanded access to college coursework through strengthened partnerships with Fresno City College and in collaboration with Fresno Unified School District (FUSD).

Action 7: This action has been effective in supporting Goal 1 by strengthening language development supports within the MTSS framework and improving instructional capacity to meet the needs of English Learners. Enhanced designated and integrated ELD instruction supports both academic achievement and language acquisition, reducing barriers to learning in ELA and mathematics. Professional learning and coaching align with a whole-child approach and contribute to improved instructional practices that support English Learners toward reclassification and long-term college and career readiness.

Action 8: This action has been partially effective in supporting Goal 1 by improving instructional capacity and awareness of LTEL-specific needs within the MTSS framework. Enhanced professional learning and integrated ELD strategies support academic language development and access to content, particularly for dually identified LTELs with disabilities. While staffing challenges limited full implementation of the bilingual aide component, the instructional adjustments and increased focus on student goal-setting represent meaningful progress toward accelerating language acquisition, supporting academic success, and moving LTEL students closer to reclassification and long-term college and career readiness.

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.

Aspen Ridge Public School (ARPS) develops a one-year LCAP annually to measure program effectiveness as part of the school's ongoing schoolwide improvement cycle and comprehensive needs assessment. Reflection on the implementation of the 2025-26 LCAP, including mid-year and end-of-cycle data review, surfaced two refinements that will be implemented in the 2026-27 LCAP.

Discontinuation of Contracted Math Tutoring Services: The 2025-26 LCAP included contracted after-school math tutoring services as part of the school's academic intervention structure. Analysis of mid-year implementation data, including i-Ready growth data, indicated that the contracted after-school math tutoring program did not produce statistically significant gains in student achievement relative to the resource investment. Based on this finding, ARPS will discontinue contracted math tutoring services beginning in 2026-27. Math intervention will be restructured within the school day through Math Success courses, where credentialed teachers will deliver targeted, standards-aligned intervention using the Next Gen Math platform during designated intervention periods. This change is reflected in the MTSS academic action and is intended to provide more consistent, data-driven instruction during regularly scheduled instructional time rather than through an after-school program that depended on student availability and attendance outside the school day.

Replacement of the Two-Year Algebra Course with a Pre-Algebra and Algebra I Sequence: The 2025-26 mathematics course pathway included a two-year Algebra model designed to provide students with extended time to complete Algebra I. Reflection on the implementation of this model indicated that students would be better served by a sequence that first builds foundational mathematical understanding before students attempt Algebra I content. Beginning in 2026-27, ARPS will replace the two-year Algebra model with a one-year Pre-Algebra course followed by a one-year Algebra I course. The Pre-Algebra course will allow students to develop a deeper understanding of foundational mathematical concepts, and the subsequent Algebra I course will support students in meeting graduation requirements and progressing toward college and career readiness. This change is reflected in the MTSS academic action and is intended to strengthen the mathematics foundation that students bring to Algebra I, recognizing that the 2025 California School Dashboard shows the deepest underperformance among ARPS students is in mathematics, particularly for Hispanic, Socioeconomically Disadvantaged, English Learner, Long-Term English Learner, and Students with Disabilities student groups.

Addition of Metric #18: Chronic Absenteeism Rate for Grades 7-12

ARPS has added a new metric under Goal 1 to monitor chronic absenteeism more comprehensively across the full grade span served by the school. The California School Dashboard reports the Chronic Absenteeism Indicator only for schools serving any grades K-8, which at ARPS captures attendance data for students in grades 7 and 8 but does not capture attendance data for students in grades 9-12. Now that ARPS has graduated its inaugural Class of 2025 and serves the full grades 7-12 span on a sustained basis, the school is adding a separate locally calculated chronic absenteeism rate for grades 7-12 as metric #18 under Goal 1.

For purposes of transparency and continued alignment with Dashboard reporting, ARPS will continue to report the grade 7-8 chronic absenteeism rate as published on the California School Dashboard (currently captured as a separate metric under Goal 1), and will additionally report the grade 7-12 chronic absenteeism rate as metric #18, drawing on local attendance data sourced from CALPADS and the school's student information system. The two metrics together provide a more complete picture of schoolwide attendance performance and allow ARPS to monitor attendance trends across the full grade span

served, recognizing that the 2024-25 local data show grade 7-12 chronic absenteeism (33.2%) is approximately five percentage points higher than the K-8 Dashboard rate (28.4%), and that attendance challenges intensify in the high school grades.

Continuity of Goals, Target Outcomes, and Remaining Metrics

The schoolwide LCAP goals and the structure of the target outcomes will continue from 2025-26 to 2026-27, reflecting the multi-year focus on academic achievement, English Learner progress, social-emotional and behavioral supports, attendance, college and career readiness, and family engagement. The refinements described above represent adjustments to specific actions within the existing goal structure and the addition of metric #18 to strengthen the attendance monitoring framework, rather than changes to the goals themselves or to the broader metric and outcome framework used to monitor LCAP progress.

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**	To support student achievement and close performance gaps, Aspen Ridge Public School (ARPS) will continue to implement and refine a comprehensive assessment system within its Multi-Tiered System of Support (MTSS) framework. The system is designed to monitor student progress, establish annual growth targets, and inform instructional decision-making at the individual, classroom, and schoolwide levels. **Core Assessment Program** ARPS will administer a coordinated set of assessments to measure student learning and growth across grades 7-12. The i-Ready Reading and Mathematics diagnostic will be administered three times per year in grades 7-8 to measure student growth and identify students in need of targeted intervention. The Renaissance STAR Reading and Mathematics assessments will be administered three times per year in grades 9-12 to monitor progress in reading and mathematics. Interim Assessment Blocks (IABs) and Focused IABs (FIABs) will be administered throughout the year to monitor progress toward grade-level standards and to prepare students for summative assessments. State 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 the data needed to evaluate overall student achievement and program effectiveness. **Data Utilization and Instructional Response**	$14,500	Y

Action #	Title	Description	Total Funds	Contributing
		Assessment data will provide valid and reliable measures of student performance and growth. Teachers and instructional teams will engage in structured data analysis cycles to review results and adjust instruction at the individual, classroom, grade-level, and schoolwide levels. Particular attention will be given to English Learners, low-income students, and other student groups demonstrating performance gaps, ensuring that instruction and interventions are responsive to identified needs. Diagnostic and interim data will continue to inform targeted supports within the MTSS framework, including placement in intervention courses and small group instruction. **Program Refinements Based on Implementation Data** Mid-year implementation data indicated that while assessment systems were administered with fidelity, challenges related to student participation, engagement, and the frequency of interim assessments limited the overall effectiveness of the action. To address these findings, ARPS will implement three modifications in 2026-27. 1. **Revised Assessment Scheduling.** The i-Ready diagnostic will be administered during designated homeroom periods Monday through Thursday, with Fridays reserved for make-up testing. This adjustment is intended to increase participation rates and ensure that all students have adequate time to complete the assessment. 2. **Increased Interim Assessment Frequency.** Administration will collaborate with a committee of teachers and the Chief Academic Officer to schedule and implement a minimum of two IAB or FIAB assessments per year, ensuring more consistent use of interim data to inform small group instruction and test preparation. 3. **Enhanced Assessment Preparation and Oversight.** School leadership will work alongside instructional staff to review assessment practices, strengthen test preparation, and ensure alignment between assessment administration and instructional pacing. **Expected Outcomes** Through the continued implementation and refinement of the assessment system, ARPS expects to increase student participation in assessments, strengthen the use of interim data to inform instruction, and improve overall student outcomes. Teachers will have access to timely and actionable data to identify student strengths and areas of need, resulting in more targeted interventions and accelerated learning. These efforts are expected to support improved academic		

Action #	Title	Description	Total Funds	Contributing
		performance in English Language Arts and mathematics, particularly for student groups currently experiencing achievement gaps, and to further strengthen the schoolwide MTSS framework in alignment with Goal 1.		
2	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	**Historical Dashboard Performance** California School Dashboard results have demonstrated a sustained pattern of underperformance in mathematics for Hispanic and Socioeconomically Disadvantaged (SED) students at Aspen Ridge Public School (ARPS), with related concerns in English Language Arts. On the 2023 California School Dashboard, ARPS received a Red Performance Level for the Mathematics Academic Indicator for the SED student group. On the 2024 Dashboard, ARPS received Red Performance Levels for both the ELA and Mathematics Academic Indicators for the Hispanic student group. On the 2025 Dashboard, ARPS received Red Performance Levels for the Mathematics Academic Indicator for both the SED and Hispanic student groups. In addition, the 2025 Dashboard reflects the deepest underperformance in mathematics for English Learners, Long-Term English Learners (LTEL), and Students with Disabilities (SWD), with each of these student groups posting Status values more than 60 points below the schoolwide average. ELA performance remains below standard schoolwide, with the most acute gaps concentrated among EL, LTEL, and SWD student groups. Science performance is the strongest content area on the Dashboard, but SED students perform below the schoolwide average in science as well, and overall performance has not yet reached the Blue level. Taken together, these results indicate the need for a coordinated, multi-tiered intervention system that accelerates learning across ELA, mathematics, and science, with priority access for Hispanic, SED, EL, LTEL, and SWD students. **Comprehensive Intervention Structure** ARPS will continue to implement a multi-faceted intervention approach designed to address performance gaps across grade levels and content areas. The structure will include daily intervention courses delivered during the instructional day: English Success, a reading and writing intervention for grades 7-12; Math Success, a mathematics intervention for grades 7-12; Self-Directed Learning (SDL) for grades 7-12; and a revised mathematics pathway designed to strengthen foundational skills before students enter Algebra I. Beginning in 2026-27, the existing two-year Algebra model will be replaced with a Pre-Algebra course, allowing students to develop a deeper understanding of foundational mathematical concepts before attempting Algebra I, with the goal of successfully completing Algebra I while meeting graduation requirements. The Tiered Literacy Intervention Model under MTSS will be implemented across all grade levels,	$99,295	Y

Action #	Title	Description	Total Funds	Contributing
		integrating structured literacy intervention programs such as i-Ready Personalized Instruction and a targeted intervention curriculum, with priority access for EL, LTEL, and SWD students who have demonstrated the most acute literacy needs. **Enhanced Mathematics Support Program** Based on analysis of mid-year implementation data, the after-school mathematics tutoring program will be discontinued, as it did not demonstrate statistically significant gains in student achievement based on i-Ready growth data. To increase effectiveness, mathematics academic support will be restructured within the school day through Math Success courses. These courses will provide targeted, standards-aligned intervention using the Next Gen Math platform, allowing credentialed teachers to deliver consistent, data-driven instruction during designated intervention periods. The restructured program is designed to address the foundational mathematical gaps identified across all student groups and to provide intensified support for the 36.2% of grade 7-8 students performing three or more grade levels below standard and the high school students assessed as not meeting the standard on Renaissance STAR Math. Math Success will also serve as the primary delivery vehicle for ELD strategies in mathematics instruction, including academic vocabulary supports, sentence frames, and structured opportunities for mathematical discourse, designed to address the depth of underperformance among EL and LTEL students. **Additional Support Mechanisms** Weekly targeted small group instruction will continue to be offered within the instructional day across ELA, mathematics, and science. To address prior implementation challenges, instructional aides will be strategically scheduled during intervention periods, ensuring consistent availability to support teacher-directed small group instruction. Teacher office hours will remain available four days weekly across all subject areas to provide additional academic support outside the school day. Instructional aide support will deliver evidence-based interventions under teacher supervision, increasing student access to targeted supports without expanding teacher workload beyond sustainable levels. To strengthen Tier 1 core instruction in ELA, instructional frameworks emphasizing close reading, writing across content areas, and use of complex texts will be implemented across content areas, with ongoing instructional coaching and walkthrough feedback to support consistent implementation. To strengthen science instruction and address the modest but persistent gap for SED students on the CAST, NGSS-aligned instruction with focus on science and engineering practices will be implemented across all science classrooms, including		

Action #	Title	Description	Total Funds	Contributing
		disciplinary literacy strategies that integrate reading, writing, and academic discourse into science learning. Common formative assessments aligned to NGSS will be administered with structured data analysis cycles, and hands-on laboratory investigations and project-based learning will be expanded to deepen conceptual understanding. The summer school credit recovery program, utilizing the Edgenuity platform with credentialed teachers, will continue to support students in remaining on track for graduation, with priority outreach to Hispanic and SED students who are most likely to require credit recovery to maintain progress toward graduation. **MTSS Framework and Data Cycles** To strengthen the overall MTSS framework, ARPS will continue to implement monthly MTSS Professional Learning Community (PLC) meetings, focused on reviewing student data, identifying students in need of additional support, and adjusting intervention strategies in a timely and systematic manner. Six to eight week data cycles will be embedded into the PLC structure, using i-Ready, Renaissance STAR, and common formative assessment data to monitor student group performance and adjust Tier 2 and Tier 3 supports as needed. The MTSS framework will integrate ELA, mathematics, and science intervention planning to ensure that students receiving support in multiple content areas have coordinated services rather than disconnected interventions, and to support efficient use of intervention staff time. Sustained professional development for instructional staff will focus on Tier 1 strategies, differentiation, literacy across content areas, ELD strategies, scaffolding for multilingual learners, and data-driven instruction. Cross-role collaboration between general education, ELD, and special education staff will be strengthened to better serve SWD and EL students through coordinated planning, co-teaching where feasible, and shared progress monitoring. **Student Identification Process** The MTSS and Leadership team will continue to identify students for appropriate interventions using multiple measures, including diagnostic assessments, curriculum-based assessments, academic grades, state assessment performance, teacher referrals, and ongoing informal assessments for flexible grouping. The identification process is designed to remain responsive to changing student needs across the school year, allowing students to enter and exit intervention courses based on demonstrated growth and ongoing progress monitoring data. This comprehensive approach ensures that interventions remain responsive to student needs, particularly for Hispanic and SED students, who are disproportionately		

Action #	Title	Description	Total Funds	Contributing
		represented among students requiring additional academic support and who demonstrate the greatest need based on Dashboard Performance Levels, as well as for EL, LTEL, and SWD students whose academic Status values indicate the most acute underperformance across content areas. **Expected Outcomes** Through the continued implementation and refinement of this MTSS-based intervention structure, ARPS expects to reduce the percentage of students performing two or more grade levels below standard, increase the percentage of students at or above grade level on i-Ready and Renaissance STAR, and improve Dashboard Performance Levels in ELA, Mathematics, and Science. The action is designed to advance the school's broader goal of closing achievement gaps for Hispanic, SED, EL, LTEL, and SWD students, while raising overall academic performance schoolwide.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	**Historical Dashboard Performance**: California School Dashboard results have demonstrated a multi-year pattern of disciplinary disproportionality and chronic absenteeism at Aspen Ridge Public School (ARPS) that warrants a coordinated, multi-tiered approach to social-emotional and behavioral support. On the 2023 California School Dashboard, ARPS received a Red Performance Level on the Suspension Rate Indicator for All Students, the Socioeconomically Disadvantaged (SED) student group, and the Hispanic student group. On the 2024 Dashboard, suspension rate performance improved, with the indicator shifting from Red to Yellow for All Students, English Learners, SED, and Hispanic student groups, although the Students with Disabilities (SWD) group received an Orange Performance Level on the same Dashboard. On the 2025 Dashboard, however, performance reverted to Red for All Students, students experiencing homelessness, SED, SWD, and the Hispanic student group, with English Learners receiving an Orange Performance Level. SWD performed at 25%, more than nine percentage points above the schoolwide average, representing the most acute disproportionality observed across student groups. While Dashboard data reflect prior-year outcomes, current-year monitoring shows strong improvement trends, including a reduction in the suspension rate to approximately 4% and a significant decrease in behavioral referrals. These current-year improvements demonstrate the positive impact of strengthened PBIS and MTSS systems and indicate that the schoolwide direction is sound, although sustained refinement is required to ensure that improvements hold across the	$362,830	Y

Action #	Title	Description	Total Funds	Contributing
		2026-27 school year and translate into improved Dashboard Performance Levels for all student groups. Chronic absenteeism remains an area requiring continued growth. On the 2025 Dashboard for grades K-8, ARPS posted a chronic absenteeism rate of 28.4% (Orange), with Hispanic students at 29.6% and SED and homeless students at 27.3%. For grades 7-12, the 2024-25 local chronic absenteeism rate was 33.2%, with students experiencing homelessness at 42.6%, the highest student group rate observed at the school. These data indicate that nearly one-third of ARPS students meet the threshold for chronic absence, highlighting the need to further strengthen engagement, attendance systems, and preventative supports. Taken together, the Dashboard suspension and chronic absenteeism data indicate that existing systems are producing positive results and that continued refinement will support sustained improvement, particularly for unduplicated pupil groups. **Positive Behavior Support Framework** ARPS will continue to implement a comprehensive PBIS framework aligned to the "RAVEN Way" schoolwide behavior expectations. The framework includes consistent communication of schoolwide behavior expectations, ongoing staff training in behavior management, de-escalation, and trauma-informed practices, a tiered system of positive behavior incentives including Raven Cards and weekly recognition, and continued use of restorative practices and alternatives to suspension. To address the disproportionate suspension rate observed for SWD students, PBIS Tier 2 and Tier 3 supports will include check-in/check-out structures, behavior contracts, and social skills groups, with priority access for SWD, students experiencing homelessness, and SED students. Cross-role collaboration between general education staff and special education staff will be strengthened, including review of IEP behavioral supports, functional behavior assessments where appropriate, and behavior intervention plans, to address the underlying instructional and behavioral conditions contributing to the elevated SWD suspension rate. The Assistant Site Director (Title I funded: $112,305; LCFF S&C funded $22,546.06) will continue to lead PBIS implementation and oversee Tier 2 behavioral supports, including targeted intervention groups identified through behavior data review. **Enhanced Social-Emotional Learning Program** ARPS will continue implementing the Second Step SEL curriculum in grades 7-12 to ensure consistent, high-quality social-emotional instruction across all grade levels. The program provides instruction in self-management, relationship skills, and responsible decision-making; aligns SEL practices across middle and high		

Action #	Title	Description	Total Funds	Contributing
		school; and is supported by ongoing staff training. To respond to emerging student needs, the program will expand focus on substance use prevention, including vaping education, and on healthy relationships and conflict resolution, supported through partnerships with outside agencies. Additional SEL lessons and targeted supports will address student relationship challenges and social conflict, with coordination with external organizations to deliver developmentally appropriate content. **Student Support Structure** ARPS will maintain a comprehensive system of supports aligned to the MTSS framework. The structure includes two full-time counselors providing academic and social-emotional support; targeted small group counseling and Tier 2 academies addressing identified student needs; a structured Student Success Team (SST) process for identifying and supporting at-risk students; and partnerships with community mental health providers for additional services that extend beyond the school's internal capacity. These systems ensure coordinated, data-informed interventions that address both academic and social-emotional needs, recognizing that behavioral incidents and chronic absenteeism often share underlying causes related to academic struggle, external stressors, and student disengagement. Access to counseling and mental health services will be prioritized for SWD, students experiencing homelessness, and SED students, who face the most acute Dashboard performance gaps on both Suspension Rate and Chronic Absenteeism Indicators. **Attendance Support** ARPS will continue to strengthen attendance systems to build on recent progress and further reduce chronic absenteeism. Continued focus will be placed on early intervention and proactive engagement strategies. The school will conduct weekly attendance monitoring and data review, implement proactive outreach to students and families with particular attention to those at risk, utilize Student Attendance Review Team (SART) meetings and individualized attendance plans, increase coordination among counselors, administration, and support staff, and strengthen early identification systems to address attendance concerns before they escalate. Students will be flagged for follow-up after three to five absences, with assigned staff responsible for outreach and intervention, ensuring that emerging attendance patterns are addressed before students cross the chronic absenteeism threshold. Family engagement and communication will be expanded to address the external barriers that contribute to chronic absenteeism, including transportation, health,		

Action #	Title	Description	Total Funds	Contributing
		and housing instability. Proactive communication regarding attendance expectations will be strengthened, and meetings, workshops, and resources will be offered to families, with priority outreach to SED, Hispanic, and homeless families who experience the highest rates of chronic absenteeism. Schoolwide and classroom-based incentives will recognize and reward improved and consistent attendance, building on the positive behavior support structures already in place. These efforts aim to increase student engagement, improve attendance rates, and maximize instructional time across all student groups. **Program Modifications Based on Implementation Data** Based on mid-year implementation data, ARPS will implement four refinements during the 2026-27 school year: 1. **Expanded Use of Restorative Practices.** The discipline matrix will be revised to include restorative approaches for first-time vaping offenses, reducing reliance on exclusionary discipline and increasing opportunities for behavior correction and education. 2. **Enhanced Prevention and Education Efforts.** ARPS will implement developmentally appropriate vaping prevention and substance use education materials to address emerging trends observed in current-year behavioral data. 3. **Targeted Social-Emotional Supports.** Additional SEL lessons and supports will address student relationship challenges and social conflict, including collaboration with external organizations to extend the school's instructional capacity in these areas. 4. **Strengthened Systems and Coordination.** Improved coordination and scheduling structures will support more consistent implementation of attendance interventions, supervision structures, and student supports, ensuring that interventions are delivered with fidelity across the school day. **Expected Outcomes** Through the continued implementation and refinement of this MTSS-based social-emotional and behavioral support structure, ARPS expects to sustain the current-year improvements in suspension rate and behavioral referrals through the 2026-27 school year and reflect those improvements in the next Dashboard reporting cycle. The action is designed to reduce the schoolwide suspension rate, reduce the SWD suspension rate from 25% toward the schoolwide average, align suspension rates for students experiencing homelessness and SED students with		

Action #	Title	Description	Total Funds	Contributing
		or below the schoolwide rate, reduce the schoolwide chronic absenteeism rate, and reduce chronic absenteeism rates for Hispanic, SED, and homeless students. The action will further strengthen the schoolwide MTSS framework in alignment with the school's overall goal of supporting both academic and social-emotional needs for all students, with concentrated attention to the unduplicated pupil groups demonstrating the greatest need.		
4	**SERVICES TO SUPPORT SWD**	**Historical Dashboard Performance:** On the 2025 California School Dashboard, Students with Disabilities (SWD) at Aspen Ridge Public School (ARPS) received a Red Performance Level on the Suspension Rate Indicator, with a Status of 25%, representing the highest suspension rate of any student group at the school and a gap of more than nine percentage points above the schoolwide rate. SWD also performed at -129.1 Distance from Standard (DFS) on the ELA Academic Indicator and -174.8 DFS on the Mathematics Academic Indicator, with both values among the lowest at the school. Approximately 19% of the ARPS student population is identified as SWD, and this group includes students with diverse academic, behavioral, and social-emotional needs that require coordinated, individualized support. Ensuring strong, inclusive systems of support for SWD remains critical to improving outcomes in English Language Arts and mathematics, reducing the suspension disproportionality reflected on the 2025 Dashboard, and supporting the whole child within ARPS's broader MTSS and PBIS frameworks. Schoolwide data indicate that a significant portion of the student population is also Socioeconomically Disadvantaged, and many SWD students experience compounding needs that require coordinated academic, behavioral, and family supports. **Inclusive Service Model** ARPS will continue to implement an inclusive special education model that emphasizes full participation in the general education environment, ensuring that SWD students have equitable access to grade-level curriculum, MTSS supports, and college and career readiness pathways, including dual enrollment opportunities at Fresno City College. The inclusive model is designed to maintain SWD access to rigorous Tier 1 instruction while delivering specialized services through co-teaching, push-in support, small group instruction, and IEP-aligned interventions. **Collaborative Teaching Approach** ARPS will continue to implement a collaborative teaching model in which education specialists work closely with general education teachers to co-plan	$340,332	N

Action #	Title	Description	Total Funds	Contributing
		instruction aligned to grade-level standards, implement accommodations and modifications, provide differentiated instruction to meet diverse learning needs, and monitor student progress toward IEP goals. The collaboration includes structured planning time, coordinated implementation of services, and ongoing consultation to ensure that SWD are fully supported within the general education setting. To strengthen the impact of co-teaching on student outcomes, ARPS will continue to coordinate scheduling so that education specialists and general education teachers share preparation time, and progress monitoring data will be reviewed jointly through the schoolwide PLC structure. **Professional Development** Special education staff will continue to participate in ongoing professional development through the El Dorado County Charter SELPA, focused on executive functioning supports, verbal de-escalation and behavior strategies, mental health and trauma-informed practices, autism supports and differentiated instruction, Crisis Prevention Intervention (CPI) certification, Universal Design for Learning (UDL), and transition planning. This training ensures that staff are equipped with current, evidence-based practices to support academic, behavioral, and social-emotional growth for SWD. Professional development in trauma-informed practices and de-escalation strategies will be a particular priority in 2026-27 in response to the 25% SWD suspension rate reflected on the 2025 Dashboard, with the goal of building staff capacity to prevent disciplinary escalation through proactive classroom practices. **Supporting Dually Identified Students** Approximately 25% of SWD at ARPS are also identified as English Learners, requiring integrated academic, language, and disability support. To address this need, ARPS will continue to implement collaborative teaching models between general education, special education, and ELD staff; differentiated instructional materials that address both language development and academic needs; targeted scaffolds including modified assignments, additional instructional support, and adjusted pacing; and ongoing professional development in culturally responsive teaching and effective differentiation. These supports ensure that dually identified students receive coordinated services aligned to both IEP goals and English language acquisition needs, and that no student is required to navigate disconnected language and disability service systems. **Behavioral Support and Suspension Reduction** In direct response to the 2025 Dashboard Red Performance Level for SWD on the Suspension Rate Indicator, ARPS will strengthen behavioral supports for SWD in		

Action #	Title	Description	Total Funds	Contributing
		coordination with the schoolwide PBIS framework. Targeted Tier 2 and Tier 3 behavioral interventions, including check-in/check-out structures, behavior contracts, and social skills groups, will be available to SWD with prioritized access based on data review. Functional behavior assessments will be conducted where appropriate, and behavior intervention plans will be developed, implemented, and monitored for fidelity. IEP behavioral supports will be reviewed to ensure that goals, services, and accommodations are aligned to current student needs, and that staff implementing these supports across the school day have access to the information and training required to do so consistently. Cross-role collaboration between general education and special education staff will be reinforced through structured planning time and shared participation in PBIS and MTSS PLC structures, ensuring that behavioral expectations and responses are consistent across instructional settings. **Staffing and Resources** ARPS will maintain a comprehensive staffing model to support SWD, including education specialists providing direct services and case management, a school psychologist available three days per week, and two full-time counselors supporting both academic and social-emotional needs. This staffing structure supports implementation of IEP services, ongoing progress monitoring, and alignment with MTSS supports. **Compliance and Monitoring** ARPS will continue to ensure compliance with all special education requirements through ongoing program oversight and support from the El Dorado County Charter SELPA; participation in the California Department of Education Special Education Monitoring Processes (Cycle C, 2026-28); and regular review of IEP implementation and student progress. These systems ensure that all legal requirements are met while maintaining focus on high-quality service delivery. **Program Refinements Based on Implementation Data** To strengthen effectiveness and respond to emerging needs, ARPS will continue to refine the special education program in three areas during 2026-27: 1. **Responsive Staffing and Scheduling Adjustments.** As enrollment of students with existing IEPs increases, the school will continue to adjust staffing assignments, schedules, and service delivery models to ensure timely implementation of services and appropriate support levels for the current SWD population.		

Action #	Title	Description	Total Funds	Contributing
		2. **Strengthened Intake and Transition Processes.** Additional focus will be placed on reviewing incoming student records and conducting timely reassessments when needed, particularly for students with outdated IEPs or placements that do not align with current needs. 3. **Enhanced Coordination and Communication.** Continued emphasis will be placed on collaboration among special education staff, general education teachers, and families to ensure consistent implementation of supports and clear communication regarding student progress, IEP goals, and behavioral support plans. These refinements will allow the program to remain flexible and responsive while maintaining strong implementation of inclusive practices. **Expected Outcomes** Through the continued implementation and refinement of this inclusive special education model, ARPS expects to increase access to grade-level instruction for SWD; improve progress toward IEP goals; support academic growth in English Language Arts and mathematics; reduce the SWD suspension rate from 25% toward the schoolwide average and improve the Dashboard Performance Level for SWD on the Suspension Rate Indicator; strengthen social-emotional and behavioral outcomes; and increase participation in college and career readiness opportunities, including dual enrollment. These efforts align with a whole-child approach and support equitable outcomes for SWD within the schoolwide MTSS and PBIS frameworks.		
5	**BROAD COURSE OF STUDY**	Aspen Ridge Public School (ARPS) will continue to provide all students with access to a comprehensive and rigorous course of study that exceeds minimum state requirements and prepares students for college and career readiness. The program includes access to core academic subjects and a range of elective opportunities designed to support academic development, student engagement, and exploration of student interests. Providing a broad course of study remains essential to supporting a whole-child approach, ensuring that students have opportunities for both academic achievement and social-emotional growth across grades 7-12. **Middle School Program (Grades 7-8)** Middle school students will continue to access developmentally appropriate elective offerings, including Art, Leadership, Service Learning, and Social-Emotional Learning (SEL) and Health. These courses support early exploration of	$98,734	N

Action #	Title	Description	Total Funds	Contributing
		student interests while building foundational skills in leadership, collaboration, and self-awareness, and they reinforce the schoolwide SEL framework delivered through the Second Step curriculum. **High School Program (Grades 9-12)** Students in grades 9-12 will continue to have access to A-G approved courses aligned to UC and CSU entrance requirements; college preparatory coursework, including UC Scout online courses; elective offerings such as Art, Ceramics, Leadership, and Service Learning; and dual enrollment opportunities, including specialized science courses and general education coursework offered through partnerships with Fresno City College and other local college partners. Beginning in 2026-27, the high school program will also include a semester-long Financial Literacy course designed to build essential life skills in budgeting, saving, credit management, and financial decision-making. The expanded course offering strengthens student preparation for both college and career pathways by providing practical, real-world learning experiences alongside rigorous academic instruction, and aligns with the schoolwide mission of developing exceptional leaders prepared for post-secondary success. **Program Refinements Based on Implementation Data** To build on current successes and address identified challenges, ARPS will implement five refinements during 2026-27: 1. **Maintain Access to Core and A-G Coursework.** Continue ensuring that all students have access to rigorous, standards-aligned core instruction and college preparatory pathways aligned with UC and CSU entrance requirements. 2. **Expansion of Career-Readiness Coursework.** Beginning in 2026-27, introduce a semester-long Financial Literacy course for high school students. This course will provide essential knowledge and skills related to personal finance, including budgeting, credit management, and long-term financial planning. 3. **Strategically Expand Course Offerings.** Explore opportunities to expand elective offerings through partnerships, online platforms such as UC Scout, and dual enrollment options, maximizing available resources to broaden student access to a wide range of academic and career-aligned content.		

Action #	Title	Description	Total Funds	Contributing
		4. **Optimize Scheduling and Resource Allocation.** Continue refining the master schedule to increase student access to available courses and ensure efficient use of staffing and facilities, with attention to student group access patterns to confirm that course access is equitable across Hispanic, SED, EL, and SWD student groups. 5. **Strengthen Integration with MTSS and PBIS.** Align course offerings with academic and social-emotional supports to ensure that students are both engaged in rigorous coursework and supported in their learning, with intervention placement (English Success, Math Success, SDL) coordinated with elective and A-G course access so that no student is unnecessarily excluded from broad course of study opportunities due to intervention scheduling. **Expected Outcomes** Through the continued implementation and refinement of a broad course of study, ARPS expects to maintain high levels of student participation in elective courses; increase student engagement and connection to school; improve progress toward A-G completion and graduation requirements; and expand access to college and career readiness opportunities, including real-world skill development through courses such as Financial Literacy. These efforts support a whole-child approach by promoting both academic success and student engagement, contributing to improved outcomes in English Language Arts and mathematics and overall college and career readiness.		
6	**PROMOTING A COLLEGE-GOING CULTURE**	Aspen Ridge Public School (ARPS) will continue to foster a comprehensive college-going culture, ensuring that all students have access to A-G approved coursework, graduate on time, and develop the knowledge and skills necessary for post-secondary success. This action supports a whole-child approach by integrating academic planning, college exposure, summer credit recovery, targeted intervention for English Learners, and social-emotional support systems, ensuring that all students, particularly unduplicated pupil groups, have equitable access to college and career pathways. ARPS graduated its inaugural Class of 2025 with a 100% high school graduation rate, with all graduates applying to and planning to attend a post-secondary institution, establishing a strong foundation for sustained college-going outcomes. **Individualized College Planning** The Academic Counselor will continue to meet regularly with all high school students to develop and monitor individualized A-G course plans, ensuring that	$297,169	Y

Action #	Title	Description	Total Funds	Contributing
		students remain on track for graduation and college eligibility. Supports include ongoing one-on-one academic counseling, monitoring of graduation and A-G progress, and collaboration with Fresno City College (FCC) counselors to support post-secondary planning. This individualized approach ensures that students receive targeted guidance aligned to their goals and current readiness levels, with particular attention to Hispanic, Socioeconomically Disadvantaged (SED), English Learner, and Students with Disabilities (SWD) students, who are the focus of the schoolwide equity strategy. **Expanded College Pathway Programs** ARPS will continue to strengthen access to structured college pathways through partnerships and program development. This includes participation in Fresno State's Bulldog Bound program, providing a guaranteed admission pathway for eligible students; access to university resources, early college exposure, and financial aid guidance; and continued development of clear post-secondary pathways beginning in early high school. These programs provide students with a defined and attainable pathway to higher education and reinforce the message that college access is an expectation for all ARPS students. **Comprehensive College Access** All students, including English Learners, SED students, and SWD, will continue to have access to dual enrollment opportunities through Fresno City College; UC Scout online courses to expand access to A-G coursework; and facilitated support from on-site staff to help students successfully navigate college-level coursework. Currently, approximately 66% of high school students (90 students) are participating in dual enrollment, demonstrating strong engagement in early college opportunities. ARPS will continue to monitor dual enrollment participation rates by student group to confirm that EL, SED, and SWD students are accessing dual enrollment at rates consistent with their representation in the high school enrollment. **Summer School Credit Recovery Program** To ensure that students remain on track for graduation and A-G completion, ARPS will continue to operate a Summer School Credit Recovery program (LREBG funded $5,974; LCFF S&C funded $ 6,026) delivered through the Edgenuity online learning platform with credentialed teacher supervision. The summer credit recovery program is partially funded through the Learning Recovery Emergency Block Grant (LREBG) and provides extended learning opportunities for students requiring credit recovery in core academic subjects. Hispanic, SED, and English Learner students are disproportionately represented		

Action #	Title	Description	Total Funds	Contributing
		among students requiring credit recovery, and the program is designed to ensure that unduplicated pupils have equitable access to the structured, standards-aligned coursework needed to maintain progress toward graduation and post-secondary readiness. Credentialed teachers (LREBG funded $10,000) provide instructional facilitation, progress monitoring, and direct support to students during the summer program, ensuring that the Edgenuity coursework is delivered with the instructional rigor and student support required for meaningful credit completion. **Targeted Intervention and Support for English Learners** To address the significant decline reflected on the 2025 California School Dashboard for the English Learner Progress Indicator (Red Performance Level for both English Learners at 26.3% and Long-Term English Learners at 27.3%) and the deep underperformance of EL and LTEL students in ELA and mathematics, ARPS will provide additional targeted intervention and support for English Learners through credentialed teacher instruction. The additional EL intervention support, partially funded through the Learning Recovery Emergency Block Grant, complements the Designated and Integrated English Language Development structures delivered under the Services to Support English Learners action and the Services to Support Long-Term English Learners action. Credentialed teachers will deliver targeted academic intervention aligned with ELD practices, supporting EL student progress in academic content while reinforcing language acquisition required for reclassification and college and career readiness. **College Exploration and Application Support** ARPS will continue to provide comprehensive college exploration and application support, including college tours and campus visits, college application workshops, FAFSA and CADAA completion support, college nights and family engagement events, and exploration of diverse post-secondary pathways including vocational and military options. Among the 2024-25 senior cohort, 100% of seniors completed a FAFSA or CADAA application, reflecting effective implementation of the school's financial aid support structure. Academic honor societies, including the California Scholarship Federation (CSF) and the California Junior Scholarship Federation (CJSF), will continue to recognize and support students in their academic achievement and college preparation, providing structured opportunities for high-achieving students across grade levels. **Program Refinements Based on Implementation Data** To build on current successes, ARPS will implement five refinements:		

Action #	Title	Description	Total Funds	Contributing
		1. **Strengthen Post-Secondary Partnerships.** Continue expanding collaboration with Fresno City College and Fresno State to increase course offerings and streamline student access to dual enrollment and structured pathway programs. 2. **Expand Dual Enrollment Opportunities.** Increase the availability of college coursework through both online and in-person options, including partnerships that allow for greater course access and a wider range of subject areas. 3. **Improve Systems Coordination.** Continue refining processes related to enrollment, scheduling, and communication to ensure smooth student access to post-secondary opportunities and to address the coordination challenges identified through mid-year implementation data. 4. **Sustain High Levels of Student Participation.** Maintain strong counseling systems and structured supports to ensure continued high participation in dual enrollment and financial aid completion, with monitoring of student group participation rates to confirm equitable access for unduplicated pupil groups. 5. **Sustain Summer Credit Recovery and EL Intervention Supports.** Maintain LREBG-funded Summer School Credit Recovery delivered through the Edgenuity platform with credentialed teacher supervision, and sustain LREBG-funded additional academic intervention for English Learners delivered by credentialed teachers, with priority outreach to Hispanic, SED, and English Learner students who are most likely to benefit from these targeted supports.		
7	**SERVICES TO SUPPORT ENGLISH LEARNERS (EL)**	Aspen Ridge Public School (ARPS) will continue to provide a comprehensive program of supports to ensure that English Learners (ELs) develop English language proficiency while accessing grade-level academic content. This action is designed to support EL students through designated and integrated English Language Development (ELD), targeted academic interventions, and MTSS-aligned supports, ensuring equitable access to rigorous instruction and college and career readiness pathways. **Historical Dashboard Performance:** California School Dashboard data indicate a continued and intensifying need to strengthen support for English Learners and Long-Term English Learners (LTEL). On the 2025 Dashboard, the English Learner Progress Indicator (ELPI) Status for ARPS was 26.3% (Red Performance Level), reflecting a significant decline of approximately 25 percentage points from the	$0	N

Action #	Title	Description	Total Funds	Contributing
		51.5% reported on the 2024 Dashboard. The newly disaggregated LTEL student group performed at 27.3% on the 2025 ELPI, also reflecting a significant decline from 52% on the 2024 Dashboard. The parallel decline across both EL and LTEL student groups indicates that contributing factors are systemic rather than isolated to one subset of the multilingual learner population. **Designated and Integrated ELD Instruction** ARPS will continue to provide both Designated ELD instruction, delivered daily by qualified teachers and protected within the master schedule to support language development, and Integrated ELD strategies across all content areas, ensuring that EL students have access to grade-level instruction with appropriate linguistic supports. Designated ELD instruction will focus on academic vocabulary, structured writing, and language production aligned to ELD standards. Integrated ELD strategies will include differentiated scaffolds aligned to students' language proficiency levels, explicit vocabulary development and academic language instruction, language objectives embedded in content-area lessons, sentence frames and structured scaffolds, and opportunities for structured academic discourse and language practice. Walkthroughs will be used to monitor consistent implementation of Integrated ELD strategies across content-area classrooms. To address the persistent and deep underperformance of LTEL students, ARPS will develop targeted LTEL acceleration supports beginning in 2026-27. These supports will include the creation of intervention classes or support blocks specifically designed for LTEL students, with explicit focus on closing gaps in reading comprehension and writing. ARPS will also adopt an ELD intervention curriculum to support both designated and intervention-based instruction for EL and LTEL students. **Instructional Supports and MTSS Alignment** English Learners will continue to receive targeted supports through the MTSS framework, including placement in English Success intervention courses when appropriate, access to small group instruction based on language and academic needs, and ongoing progress monitoring using ELPAC data, classroom assessments, and teacher input. To strengthen the alignment between language development and academic intervention, ARPS will establish six to eight week data cycles using ELPAC, i-Ready, and Renaissance data to track EL student progress toward reclassification and to identify instructional adjustments needed at the individual, classroom, and grade-level levels. These supports ensure that EL students receive both language development and academic intervention in		

Action #	Title	Description	Total Funds	Contributing
		coordinated rather than isolated systems, recognizing that progress in academic content depends on parallel progress in academic language. **Staffing and Professional Development** ARPS will continue to build staff capacity to support English Learners through ongoing professional development in Designated and Integrated ELD strategies, differentiation and scaffolding for multilingual learners, and culturally responsive teaching practices. Sustained coaching and feedback cycles will support all instructional staff in applying ELD strategies consistently across classrooms. Collaboration between ELD teachers and general education staff will be strengthened through structured planning time and shared participation in PLC structures, ensuring that EL students experience aligned instruction across their full schedule rather than disconnected approaches between ELD and content-area instruction. ELD teachers will continue to support ELPAC administration, providing a familiar and supportive testing environment to enable students to demonstrate their true proficiency levels. **Student Engagement and Motivation** Student motivation to complete the ELPAC assessment has been identified as a factor affecting current ELPI Status data. To address this factor and to support sustained student investment in their progress toward English proficiency, ARPS will create a tiered system of incentives for student progression toward reclassification. These incentives will be designed to recognize ELPAC level advancement, growth in academic indicators, and consistent participation in Designated and Integrated ELD instruction, targeting EL and LTEL students. **Family Engagement and Communication** ARPS will continue to strengthen communication with families of English Learners by providing information regarding ELPAC results and student progress, offering support in understanding reclassification criteria, and maintaining consistent communication through multiple platforms. Communication in home languages will be prioritized to ensure that EL and LTEL families have full access to information about student progress, the reclassification process, and opportunities for family engagement. These efforts support increased family engagement and understanding of student progress. **Program Refinements Based on Implementation Data** ARPS will implement four refinements during 2026-27 to address the ELPI decline and the persistent gaps reflected in academic indicator data:		

Action #	Title	Description	Total Funds	Contributing
		1. **Strengthened Focus on Language Development Across Content Areas.** Increased emphasis on Integrated ELD strategies will ensure that all teachers support language acquisition within core instruction, with implementation monitored through walkthroughs and supported through coaching. 2. **Enhanced Progress Monitoring Systems.** Six to eight week data cycles will review EL student data, including ELPAC results, i-Ready and Renaissance assessment results, and classroom performance, to adjust instruction and interventions in a timely manner. 3. **Targeted Support for English Learners (ELs).** Additional focus will be directed to students who have not yet reclassified, including targeted intervention classes or support blocks, dedicated reading comprehension and writing instruction, and goal-setting strategies to support student investment in reclassification. 4. **Alignment of ELD and Intervention Programs.** Increased coordination between ELD instruction and academic intervention courses, including English Success and Math Success, will ensure cohesive support systems and reduce instructional fragmentation across the school day.		
8	**SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL)**	**Historical Dashboard Performance:** Aspen Ridge Public School (ARPS) will continue to implement targeted supports for Long-Term English Learners (LTELs) to accelerate English language development, increase reclassification rates, and ensure access to grade-level academic content. On the 2025 California School Dashboard, the LTEL student group at ARPS performed at 27.3% on the English Learner Progress Indicator (ELPI), reflecting a significant decline from 52% reported on the 2024 Dashboard. The LTEL student group also performed at -132.8 Distance from Standard (DFS) in ELA and -184.4 DFS in mathematics on the 2025 Academic Indicators, with both values among the lowest of any student group at the school. Local assessment data show consistently low proficiency rates for LTEL students on both i-Ready and Renaissance STAR assessments. Taken together, these data establish LTEL students as the student group with the largest and most persistent achievement gaps across content areas at ARPS, requiring concentrated and targeted intervention to support both language acquisition and academic acceleration. This action is aligned to the schoolwide MTSS framework and is designed to provide integrated academic and language supports, ensuring that LTEL students receive the targeted instruction necessary to progress toward English proficiency	$47,719	Y

Action #	Title	Description	Total Funds	Contributing
		and college and career readiness. The action incorporates three components from the 2026-27 ELPI Plan of Action that focus specifically on LTEL students: the development of targeted LTEL acceleration supports through intervention classes or support blocks; the establishment of EL progress monitoring systems using six to eight week data cycles; and a tiered system of student incentives for progression toward reclassification. **Targeted Instructional Supports for LTEL Students** ARPS will implement targeted supports for LTEL students, including placement in English Success intervention courses with an emphasis on academic language development, reading comprehension, and writing skills; explicit instruction in academic vocabulary and structured language practice; use of scaffolded instructional strategies to support access to grade-level content; and opportunities for small group instruction based on identified language and academic needs. Beginning in 2026-27, ARPS will develop dedicated LTEL acceleration supports, including intervention classes or support blocks specifically designed for LTEL students. These dedicated structures will focus on closing gaps in reading comprehension and writing, drawing on data from ELPAC, i-Ready, and Renaissance STAR to identify the specific skills requiring intensive instruction for each LTEL student. ARPS will also adopt an ELD intervention curriculum to provide a structured, research-aligned resource for both Designated ELD and LTEL-specific intervention instruction. Together, these supports are designed to accelerate both language acquisition and academic achievement in a coordinated rather than separated manner. **Integrated ELD and MTSS Alignment** LTEL supports will be aligned to both Designated and Integrated ELD instruction and to the schoolwide MTSS framework. This includes collaboration between ELD teachers and general education teachers to align language and content instruction, supported by structured planning time; use of multiple data sources, including ELPAC, i-Ready, Renaissance STAR, and classroom performance, to identify needs and monitor progress; and ongoing adjustment of supports based on student progress through PLC review. Integrated ELD strategies, including language objectives, sentence frames and scaffolds, and structured academic discourse, will be implemented across all content-area classrooms attended by LTEL students, ensuring that language development is embedded throughout the instructional day rather than confined to Designated ELD periods. **Progress Monitoring and Reclassification Support**		

Action #	Title	Description	Total Funds	Contributing
		ARPS will continue to strengthen systems for monitoring LTEL progress and supporting reclassification. The school will establish six to eight week data cycles using ELPAC, i-Ready, and Renaissance data to track LTEL student progress toward reclassification criteria, identify instructional adjustments needed, and ensure that no LTEL student remains in a stagnant trajectory without timely intervention. ARPS will regularly review ELPAC data and local assessment data, monitor each LTEL student's progress toward reclassification criteria, provide targeted support to students who are close to meeting reclassification requirements, and communicate progress with students and families using home-language communication where appropriate. These systems are designed to ensure that LTEL students receive the support needed to successfully transition to Reclassified Fluent English Proficient (RFEP) status, and that the LTEL population at ARPS decreases over time as students reclassify at higher rates. **Student Engagement and Motivation** To support sustained student investment in their own progress toward reclassification, ARPS will implement a tiered system of incentives recognizing LTEL student advancement. The incentive system will recognize ELPAC level advancement, growth on academic indicators, consistent participation in Designated and Integrated ELD instruction, and progress toward reclassification benchmarks. The intent of this component is to ensure that LTEL students understand the reclassification pathway, have visible recognition of their progress along that pathway, and remain engaged in the language development work required to reach RFEP status. **Staffing and Professional Development** To support LTEL students effectively, ARPS will continue to build staff capacity through ongoing professional development in Integrated ELD strategies and academic language development; training in differentiation and scaffolding for LTEL students; sustained coaching and feedback cycles for instructional staff; and collaboration between ELD teachers, general education teachers, and special education staff to ensure consistent implementation of supports. These efforts ensure that all teachers are equipped to support LTEL students across content areas and that LTEL students experience aligned instructional approaches throughout the school day. **Program Refinements Based on Implementation Data** Based on mid-year data and ELPI outcomes, ARPS will implement four refinements during 2026-27:		

Action #	Title	Description	Total Funds	Contributing
		1. **Increased Focus on Academic Language Development.** Instructional strategies will be strengthened to explicitly target academic vocabulary, reading comprehension, and writing skills for LTEL students, supported by the adoption of an ELD intervention curriculum. 2. **Enhanced Progress Monitoring Systems.** Six to eight week data cycles will be implemented to ensure timely adjustments to instruction and interventions for LTEL students, with student group data reviewed regularly through PLC structures. 3. **Targeted Support for Reclassification.** Additional supports and goal-setting opportunities will be provided for students nearing reclassification thresholds, and a tiered incentive system will recognize student progress toward reclassification. 4. **Strengthened Alignment Across Programs.** Coordination among ELD instruction, intervention courses including English Success and Math Success, and core academic classes will be improved to ensure consistent support across the school day. **Expected Outcomes** Through the continued implementation and refinement of LTEL supports, ARPS expects to increase the LTEL ELPI Status from 27.3% to between 45% and 50%; increase the percentage of LTEL students making progress toward English proficiency on the ELPAC; improve reclassification rates by 10 to 15 percentage points; strengthen access to grade-level academic content for LTEL students across all subject areas; reduce DFS gaps for LTEL students in ELA and mathematics by at least 15 to 25 points; and reduce the LTEL population over time as students reclassify at higher rates. These efforts support equitable outcomes for English Learners and align with a whole-child, MTSS-based approach, ensuring that LTEL students are supported academically, linguistically, and socially as they progress toward college and career readiness.		

Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students, and improve student academic outcomes.	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 Ridge Public School (ARPS) developed this goal because sustained improvement in student outcomes depends on the instructional capacity of the adults who serve students every day. The 2025 California School Dashboard results indicate substantial areas of need that require staff capacity-building to address: ELA performance at -34.1 Distance from Standard (DFS) schoolwide (Yellow); Math performance at -109.5 DFS schoolwide (Orange) with Red Performance Levels for Hispanic and Socioeconomically Disadvantaged (SED) students; an English Learner Progress Indicator (ELPI) Status of 26.3% for English Learners (Red) and 27.3% for Long-Term English Learners (Red), reflecting significant declines from 2024; a Red Performance Level on the Suspension Rate Indicator for All Students and multiple student groups, with Students with Disabilities (SWD) experiencing the most acute disproportionality at 25%; and chronic absenteeism at 28.4% on the K-8 Dashboard. Each of these performance areas depends on specific instructional shifts that staff must be trained, coached, and supported to implement consistently, including Tier 1 literacy practices, foundational mathematics instruction, Designated and Integrated English Language Development, NGSS-aligned science instruction, MTSS-based academic and behavioral interventions, trauma-informed and restorative practices, and inclusive practices for SWD.

The goal also reflects ARPS's recognition that teacher retention is a critical lever for sustained instructional improvement. Frequent turnover disrupts the continuity of instructional relationships, intervention coherence, and schoolwide initiative implementation, with disproportionate impact on the unduplicated pupil groups who depend most on stable, high-quality instruction. By providing meaningful, ongoing professional growth opportunities, including weekly professional development, summer learning, instructional coaching cycles, and partial funding of teacher induction expenses for credential clearance, ARPS positions professional learning as both a student outcomes strategy and a retention strategy.

The goal further aligns with the Aspen Public Schools Strategic Plan 2024-2029 goal area to Invest in Staff, which commits the network to weekly professional development, 90% staff satisfaction, and proficient or distinguished evaluations for all teachers with three or more years at Aspen. The LCAP goal operationalizes this strategic commitment at the ARPS site level and ensures that the school's professional learning structure is aligned to the priority instructional shifts identified through the schoolwide needs assessment.

Finally, ARPS's diverse student population, including approximately 19% SWD, 16% English Learners, 12% experiencing homelessness, and 79% SED, requires staff capacity in differentiation, scaffolding, culturally responsive practices, language acquisition support, and trauma-informed instruction. The goal commits ARPS to the sustained, evidence-based professional learning required to support the full range of student needs and to translate the school's mission of developing exceptional leaders into consistent classroom practice across all grade levels and content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
19	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 59%	2022-23: 72.2%	2023-24: 54.5%	2024-25: 89%	-4.5%
20	% 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%
21	Implementation of the State Academic content & performance standards for all students & enable ELs access. 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)	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	2024-25: ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 4 World Language: 4	2025-26: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 4	2026-27: ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 4 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: 4	ELA: +1 ELD: +1 Math: +1 Social Science: +1 Science: +1 CTE: NA Health: 0 PE: +1 VAPA: 0 World Language: 0

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 as planned. Aspen Ridge employs a Site Director and appropriately credentialed teachers in place across grades 7–12, and on-site substitute coverage has been maintained to support instructional continuity and minimize classroom disruptions.

The instructional calendar is being followed as designed, including 177 instructional days for high school students and 175 instructional days for middle school students. The additional high school days, focused on student orientation and dual enrollment registration support, have been implemented as planned.

The professional development framework is in place and includes summer learning, pre-service days, weekly professional development, and administrative training. Professional learning to date has focused on ELD, academic content implementation, Leader in Me, and supports for Students with Disabilities. Limited time has been available for MTSS supports, which will remain an area of continued focus in the second semester.

There were no substantive differences from the original plan. All components related to staffing, instructional calendar, and professional development were implemented as outlined in the LCAP.

Challenges: Recruiting credentialed history and science teachers took longer than anticipated due to a limited candidate pool. While all positions were ultimately filled, onboarding and supporting new teachers required additional coaching and mentorship. The school will continue strengthening onboarding systems and coaching structures to support long-term teacher retention and effectiveness.

Professional development time has been more limited than planned due to competing instructional demands and district priorities. This has constrained the time available to focus on MTSS systems and intervention planning. ARPS will continue to prioritize this area in upcoming professional learning opportunities.

Successes: All instructional positions have been filled, and ARPS has maintained consistent classroom coverage throughout the first semester, supporting instructional continuity. Intern-eligible teachers in middle school History and middle school Science, as well as Short-Term Staffing Permit (STSP) holders, have been strong additions to the team and are actively engaging in coaching, collaboration, and professional learning.

Students have experienced consistent access to instruction, and the additional high school orientation and dual enrollment support days have helped strengthen student readiness and access to college coursework opportunities.

Professional development structures are functioning as intended, with staff regularly participating in summer learning, pre-service training, and weekly professional development. Teachers are engaging in learning focused on ELD, academic content, Leader in Me, and supports for Students with Disabilities, while administrators are participating in leadership training to strengthen instructional systems and observation practices.

Strong onboarding processes, frequent coaching opportunities, and consistent professional learning have supported teacher growth and collaboration. These systems are building staff capacity, strengthening instructional practices, and creating more consistent learning experiences for students.

Action 2: This action has been fully implemented as planned. Aspen Ridge has implemented a comprehensive professional development system that includes six days of summer professional learning, two non-instructional professional development days, and ongoing weekly professional development sessions. Summer trainings provided strong onboarding for curriculum implementation, instructional expectations, and schoolwide instructional systems.

Instructional coaching and professional learning are provided through site administrators, the instructional coach, and external partners. ARPS collaborates with a Gradient Learning coach (formerly Summit Learning), who meets with administration on a weekly basis. Administrators are using curriculum-aligned rubrics embedded into observation and feedback cycles to guide coaching, strengthen instructional practice, and support consistent curriculum implementation.

Professional learning to date has focused on academic content implementation, designated and integrated ELD strategies, assessment platforms, Leader in Me and Second Step, trauma-informed practices, and supports for Students with Disabilities. Implementation of curriculum and instructional systems is ongoing and aligned to site priorities. Instructional aides have also begun participating in targeted professional learning—coached by the school administration team—focused on tutoring strategies, classroom management, testing supports, and PBIS implementation.

ARPS is providing additional professional learning and coaching support through partnerships with the Fresno County Superintendent of Schools (FCSS) and the El Dorado Charter SELPA. These partnerships support designated ELD services, instructional coaching, leadership development, and specialized training aligned to schoolwide initiatives.

There were no substantive differences from the original plan. All core professional development components were implemented as outlined in the LCAP.

Challenges: Providing consistent professional learning opportunities for instructional aides has been challenging due to part-time schedules and classroom coverage needs. While creative scheduling approaches have been used, less time than planned has been available. Expanding aide professional development will remain a priority in the second half of the year. More broadly, balancing instructional priorities, professional learning, coaching, and external partnerships simultaneously has required ongoing refinement of systems and timelines.

ARPS did not continue its partnership with Fair Schools this year, as the supporting grant term ended, which reduced access to some external culture and instructional coaching support. However, the school has transitioned to FCSS and SELPA-based partnerships to address these needs. Currently, ELA, History, Science, and ELD teachers receive targeted instructional coaching from FCSS. In addition, all teachers have received professional development from FCSS in integrated ELD supports. ARPS will continue refining how external partnerships are leveraged to meet site needs.

Successes: Implementation has yielded several notable successes. Summer professional learning provided strong onboarding for curriculum and instructional expectations, and teachers are actively participating in weekly professional development aligned to instructional priorities. Administrators and the instructional coach are consistently using curriculum rubrics and coaching tools during observations and feedback cycles, strengthening the alignment between professional learning and classroom practice.

Teachers are engaging in focused learning across multiple priority areas, including academic content, ELD, social-emotional learning, assessment systems, and supports for Students with Disabilities. Instructional aides have begun receiving targeted training in tutoring strategies, classroom management, and PBIS. Partnerships with FCSS and the El Dorado Charter SELPA have expanded access to coaching, training, and specialized supports.

Action 3: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) provides students across all grade levels with access to standards-aligned instructional materials in all cores subject areas, including EL Education and specialized ELA curriculum, Illustrative Mathematics, Open Science Education, and Open Educational Resources for History/Social Studies.

Regular inventory checks are in place, and appropriate quantities of both print and digital materials have been maintained. Enrollment has remained consistent this year, and no material shortages have occurred. Students have had continuous access to the instructional resources needed to fully participate in coursework.

Instructional materials support accessibility for diverse learners and align with the school's instructional model. Staff are using student performance data, classroom observations, and instructional planning processes to inform instructional decisions. As larger academic gaps have been identified among incoming

students, administrators and teachers are increasingly collaborating with the education specialist to strengthen accommodations, differentiated instruction, and targeted supports.

There were no substantive differences from the original plan. All components related to curriculum access, materials inventory, and instructional alignment were implemented as outlined in the LCAP.

Challenges: While curriculum access and inventory systems are functioning well, the school has not yet been as consistent or systematic as planned in conducting curriculum effectiveness reviews using student performance data. Establishing a more structured and regular process for these reviews will be a priority moving forward.

Additionally, ARPS is serving an increasing number of students who enter with significant academic gaps. This has required additional collaboration, planning, and instructional adjustments beyond what was initially anticipated. Continued work is needed to further strengthen differentiation, accommodations, and targeted instructional supports across content areas.

Successes: All students have consistent access to required instructional materials across subject areas. Teachers and students are utilizing both print and digital resources daily, supporting instructional continuity and consistent curriculum implementation. Inventory systems are functioning effectively, and the school has maintained appropriate materials without disruption throughout the first semester.

Administrators, teachers, and the education specialist are working closely to respond to emerging student needs by adjusting instruction, strengthening accommodations, and increasing differentiated supports. This growing collaboration represents meaningful progress in aligning materials and instruction to the needs of diverse learners.

Action 4: Aspen Ridge Public School has fully implemented a comprehensive technology access program. All students have been issued a dedicated Chromebook (or comparable device) to ensure reliable access to instructional and curricular materials both on campus and at home. Campus-wide connectivity is maintained, and core digital platforms are consistently available to students and staff.

Technology Systems and Support: The IT support team provides ongoing technical assistance, manages device inventory, and oversees repair and replacement procedures to maintain consistent access. Microsoft Teams is actively supported and used schoolwide for communication, collaboration, and instructional purposes. Overall implementation is aligned to the action, with systems in place to support daily technology-enabled instruction.

Challenges: Challenges have primarily involved routine device maintenance, troubleshot technical issues, and managing timely repairs and replacements to minimize instructional disruption. Continued monitoring and responsive support are necessary to maintain device functionality and consistent access for all students.

Successes: Students have consistent access to digital curriculum resources, instructional platforms, and assessment tools. Teachers regularly integrate technology into instruction, and students can access coursework, assignments, and collaboration tools both at school and at home.

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.

he following material differences were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 2 during the 2025-26 school year.

Action 2 – Professional Learning: Estimated actual expenditures for teacher induction were significantly less than budgeted, resulting in a material difference. The reduction reflects lower-than-projected costs for teacher induction expenses, which Aspen Ridge Public School (ARPS) partially funds to support credential clearance and teacher retention.

Action 3 – Core Curricular Program Needs: Estimated actual expenditures were less than budgeted expenditures because curriculum that was planned for purchase in the 2025-26 school year was actually purchased at the end of the 2024-25 school year. The earlier procurement timing shifted the expenditure into the prior fiscal year, resulting in lower estimated actual expenditures for this action in 2025-26.

Action 4 – Closing the Digital Divide: Estimated actual expenditures were less than budgeted expenditures due to lower-than-projected costs for IT support. The reduction reflects lower actual costs for technical support services provided during the 2025-26 school year.

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 supporting progress toward Goal 1. ARPS is using staffing data, coaching and observation evidence, and academic and student performance data to monitor implementation and effectiveness.

Mid-year evidence shows stable staffing, consistent instructional delivery, and increased educator support and capacity. These systems are contributing to instructional continuity, stronger onboarding and coaching structures, and improved conditions for teaching and learning. While progress is evident, this work remains ongoing. Continued focus will be placed on strengthening MTSS systems, supporting newer teachers, and using additional student data to further refine instruction and supports.

Action 2: This action has been effective in supporting progress toward Goal 1. Teachers have reported high levels of satisfaction with instructional coaching and professional development. ARPS is using coaching and observation evidence, administrator feedback cycles, and academic and MTSS-related data to monitor effectiveness.

Mid-year evidence shows stronger curriculum implementation, improved alignment between professional learning and classroom practice, and increased educator support systems. While this work remains ongoing, current implementation is contributing to improved instructional conditions. Continued focus will be placed on expanding professional development opportunities for instructional aides and deepening coaching and support structures in the second half of the year.

Action 3: This action has been effective in supporting progress toward Goal 1. Mid-year evidence shows that students have consistent access to standards-aligned materials and instructional resources, supporting instructional continuity and alignment to California State Standards. While implementation is strong, continued work is needed to establish more systematic data-driven curriculum effectiveness reviews and to further develop instructional supports for students with significant academic gaps.

Action 4: This action has been effective. Mid-year evidence indicates that students are consistently able to use their devices and access required digital learning tools without significant access barriers. The technology program is supporting smoother instructional delivery, more effective use of digital curriculum and assessments, and stronger instructional continuity, while promoting equitable access and improved learning conditions for students.

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.

Aspen Ridge Public School (ARPS) develops a one-year LCAP annually to measure program effectiveness as part of the school's ongoing schoolwide improvement cycle and comprehensive needs assessment. Reflection on the implementation of the 2025-26 LCAP, including mid-year and end-of-cycle data review, surfaced two strategic refinements that will be implemented in the 2026-27 LCAP. These refinements address persistent academic achievement gaps and the schoolwide need to build teacher capacity to deliver high-quality instruction across content areas and to all student groups.

Research and Adoption of a Standards-Aligned ELD Curriculum: The 2025 California School Dashboard reflects a Red Performance Level on the English Learner Progress Indicator for both English Learners (26.3%) and Long-Term English Learners (27.3%), with significant declines from 2024 baseline values. Reflection on this performance and on the implementation of the school's current Designated and Integrated English Language Development (ELD) instruction surfaced the need for a standards-aligned ELD curriculum that supports both daily Designated ELD instruction and targeted Long-Term English Learner acceleration. Beginning in 2026-27, ARPS will research standards-aligned ELD curriculum for adoption. The school is collaborating with the Fresno County Superintendent of Schools to design effective methodologies for researching and adopting an ELD curriculum, including review of curricula aligned to California ELD Standards, examination of evidence for use with multilingual learners in middle and high school settings, and review of materials by ELD and content-area instructional staff before selection. This change is reflected in the Core Curricular Program Needs action, the Services to Support English Learners action, and the Services to Support Long-Term English Learners action.

Instructional Coaching Partnership with the Fresno County Superintendent of Schools: Reflection on the 2025 Dashboard performance across academic indicators, including ELA performance at -34.1 Distance from Standard (DFS) schoolwide (Yellow), Mathematics performance at -109.5 DFS schoolwide (Orange) with Red Performance Levels for Hispanic and Socioeconomically Disadvantaged students, and Science performance at 46.4 Science Points (Green) with student group gaps that warrant attention, surfaced the need to expand instructional coaching capacity at ARPS. Beginning in 2026-27, ARPS will work with the Fresno County Superintendent of Schools to receive instructional coaching in science instruction, mathematics instruction, writing through English Language Arts, and professional development on Designated ELD, Integrated ELD, and strategies to improve outcomes for both English Learners and Long-Term English Learners. The goal of this expanded coaching partnership is to build teacher capacity schoolwide and to improve overall student academic outcomes through more consistent, evidence-based instructional practices across content areas. This change is reflected in the Professional Learning action and is aligned with the instructional priorities identified across the LCAP.

Continuity of Goals, Metrics, and Target Outcomes: The schoolwide LCAP goals and the structure of the metrics and target outcomes will continue from 2025-26 to 2026-27, reflecting the multi-year focus on academic achievement, English Learner progress, social-emotional and behavioral supports, attendance, college and career readiness, and family engagement. The refinements described above represent adjustments to specific actions and program supports within the existing goal structure rather than changes to the goals themselves or to the broader metric and outcome framework. As part of the ongoing schoolwide improvement cycle within the MTSS framework, ARPS is focused on improving the delivery of instruction across all classrooms, recognizing that strengthened instructional quality is the principal lever through which the school will address the academic achievement gaps reflected in the 2025 Dashboard data.

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**	Aspen Ridge Public School (ARPS) will employ a Site Director and appropriately credentialed teachers for grades 7-12 to provide all students with access to a broad course of study aligned to college and career readiness expectations. The action ensures that ARPS maintains the staffing structure, instructional continuity, and professional capacity required to address the academic, language, behavioral, and social-emotional needs identified through the schoolwide needs assessment, with particular attention to Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), Long-Term English Learner (LTEL), and Students with Disabilities (SWD) student groups. **Staffing for Instructional Continuity** To ensure instructional continuity and minimize disruptions to learning, ARPS will maintain onsite substitute teachers available to cover classroom needs as they arise. Beginning in 2026-27, ARPS will add one additional onsite substitute to further reduce disruption when the teacher of record is absent. The onsite substitute model supports continuity of instruction because the substitute will have established relationships with students, will receive clear communication from teachers regarding lesson expectations, and will remain present during instruction to internalize the unit content and standards being taught. This approach is designed to reduce the instructional loss that typically accompanies teacher absences and to preserve continuity for students who depend most on consistent instructional relationships, including SWD students with IEP-aligned services and EL and LTEL students relying on Designated and Integrated ELD instruction. **Instructional Calendar** The 2026-27 academic calendar will provide high school students with 177 instructional days and middle school students with 175 instructional days. The two additional high school days are specifically designated for student orientation and dual enrollment registration support, ensuring that students can effectively access college coursework opportunities through Fresno City College and the school's other post-secondary partnerships. The calendar structure aligns with the schoolwide college-going culture work and ensures that high school students enter the academic year with structured support for accessing dual enrollment and A-G coursework. **Professional Development Framework**	$1,553,076	Y

Action #	Title	Description	Total Funds	Contributing
		The 2026-27 professional development structure will continue to build staff capacity and strengthen instructional systems through both teacher and administrative development components. **Teacher Preparation** Teacher professional development for 2026-27 will include five days of professional development immediately preceding the school year, focused on curriculum implementation and instructional strategies; optional participation in five days of virtual professional development provided by Gradient Learning in July; weekly ongoing professional development sessions throughout the academic year; and summer professional learning emphasizing curriculum-specific support, whole-child approaches, and evidence-based instructional practices. The weekly professional development structure provides the consistent, embedded learning time needed to support the implementation of the LCAP actions targeting ELA, mathematics, science, ELD, behavioral, and special education program improvements. **Administrative Development** The ARPS Principal will attend a five-day leadership academy to further strengthen leadership capacity and advance skills in leading the school to better support staff, instructional systems, and student outcomes. The leadership academy is designed to ensure that schoolwide implementation of the LCAP actions is led with the capacity required to sustain refinements over multiple years.		
2	**PROFESSIONAL LEARNING**	ARPS will provide all educators, including general education and special education staff, with robust, evidence-based professional development that includes five days of summer professional learning, two non-instructional days throughout the year, and weekly professional development sessions during the school year. ARPS will continue to use professional learning to build staff capacity, strengthen instructional consistency, support teacher retention, and improve student academic outcomes, with content directly aligned to the priority instructional shifts identified across the schoolwide LCAP actions and needs assessments. **Instructional Coaching Model** All teachers will continue to receive ongoing instructional coaching focused on implementing evidence-based pedagogical strategies to address diverse learning needs. Educators will participate in curriculum implementation support for Open	$104,985	Y

Action #	Title	Description	Total Funds	Contributing
		Educational Resources for History, EL Education for grades 7-8 ELA, specialized ELA curriculum for grades 9-12, Illustrative Mathematics, and Open Science Education. Coaching and observation cycles will continue to be used to strengthen alignment between professional learning and classroom practice and to support more consistent implementation of instructional systems across the school. The coaching model is designed to ensure that the professional learning content described below is internalized into daily classroom practice rather than remaining at the level of one-time exposure. **Professional Development Focus Areas for 2026-27** Professional learning will continue to address a comprehensive range of instructional and student support topics. Content will include credit recovery platforms, including Edgenuity used in summer school credit recovery; assessment systems, including i-Ready and Renaissance STAR; social-emotional learning through the Leader in Me and Second Step curricula for all grade levels; and trauma-informed educational practices. Teachers will continue to receive training in supporting specific student populations through Designated ELD instruction, differentiation strategies, IEP implementation, and Universal Design for Learning. Behavioral support training will include functional behavior analysis, de-escalation techniques, intervention referral processes, and alternatives to suspension. In addition, ARPS will add behavior academies and restorative justice training for aides and teachers to strengthen staff capacity to support student behavior, increase consistency in responses to student needs, and further align professional learning with the schoolwide PBIS and MTSS systems. Additional focus areas will continue to include diversity and inclusion practices, health education implementation, and specialized topics such as human trafficking awareness. **Specialized Staff Development** Instructional aides will continue to participate in targeted professional learning on evidence-based high-dosage tutoring, classroom management strategies, testing supports, and PBIS implementation. For 2026-27, this specialized staff development will be strengthened through the addition of behavior academies and restorative justice training to better equip aides and teachers to support positive student behavior and reduce disruptions to learning. Leadership team members will continue to attend conferences and workshops aligned with schoolwide initiatives to support comprehensive program implementation. The expansion of behavior-related professional learning for instructional aides is		

Action #	Title	Description	Total Funds	Contributing
		designed to support the schoolwide effort to reduce the suspension rate, particularly for Students with Disabilities (SWD), students experiencing homelessness, and Socioeconomically Disadvantaged (SED) students, who experienced Red Performance Levels on the 2025 Dashboard Suspension Rate Indicator. **External Partnerships** ARPS will continue to enhance its professional learning through strategic partnerships. Dedicated English Learner supports and coaching will be provided through the Fresno County Superintendent of Schools, and ongoing training opportunities will continue through the El Dorado County Charter SELPA. To support teacher retention and effectiveness, ARPS will continue to partially fund teacher induction expenses for credential clearance. These partnerships will support Designated ELD services, instructional coaching, leadership development, and specialized training aligned to schoolwide initiatives, ensuring that ARPS staff have access to expertise that extends beyond what the school can provide internally.		
3	**CORE CURRICULAR PROGRAM NEEDS**	ARPS will continue to ensure that all students have access to standards-aligned curriculum and instructional materials across all subject areas. Strong, consistent access to high-quality instructional materials supports the implementation of the priority instructional shifts identified across the LCAP, including Tier 1 ELA literacy practices, foundational mathematics instruction, NGSS-aligned science instruction, and Designated and Integrated English Language Development. The action also supports compliance with state requirements for standards-aligned content and ensures equitable access to materials for all students across grades 7-12. **Core Instructional Materials** ARPS will maintain core instructional materials across all content areas. Materials will include EL Education for grades 7-8 ELA and the specialized ELA curriculum for grades 9-12; Illustrative Mathematics for mathematics instruction across all grade levels; Open Science Education for science instruction; and Open Educational Resources for History and Social Studies. All core materials are aligned with the California State Standards and support the schoolwide instructional model designed to prepare students for college and career readiness. **Planned ELD Curriculum Adoption**	$26,800	N

Action #	Title	Description	Total Funds	Contributing
		To strengthen supports for English Learners (ELs) and Long-Term English Learners (LTELs), ARPS will explore the adoption of a new English Language Development (ELD) curriculum in 2026-27. The new curriculum will be selected to align with Designated and Integrated ELD instructional practices, support the strengthened Designated ELD instruction and Integrated ELD across content areas described in the Services to Support English Learners action, and provide the structured resource needed to deliver the targeted LTEL acceleration supports described in the Services to Support LTEL action. The ELD curriculum adoption process will include review of curricula aligned to California ELD Standards, examination of evidence for use with multilingual learners in middle and high school settings, and review of materials by ELD and content-area instructional staff before selection. **Inventory and Materials Management** ARPS will conduct regular inventory checks to maintain appropriate quantities of both print and digital resources. Annual purchases will address consumable replacements, enrollment changes, and the introduction of new curricula such as the planned ELD adoption. Inventory practices will ensure that students have access to required materials at the start of the school year and that materials remain available throughout the year without interruption to instruction. **Curriculum Effectiveness Monitoring** Curriculum effectiveness will be regularly monitored through student performance data, including i-Ready Reading and Mathematics diagnostic results in grades 7-8, Renaissance STAR Reading and Mathematics results in grades 9-12, CAASPP and CAST state assessment results, ELPAC results for English Learners, and ongoing classroom-based formative assessment data. Monitoring will identify needed supplementation or updates and will inform decisions about future curriculum adoptions. Curriculum performance will be reviewed through Professional Learning Community (PLC) and data team structures, with attention to performance patterns by student group to ensure that adopted materials are supporting equitable outcomes for Hispanic, Socioeconomically Disadvantaged (SED), EL, LTEL, and Students with Disabilities (SWD) students. **Accessibility and Alignment** All instructional materials will support accessibility for diverse learners and align with the schoolwide instructional model while meeting state requirements for standards-aligned content. Accessibility considerations include availability of materials in accessible digital formats, alignment with IEP accommodations for SWD, and compatibility with the language scaffolds and supports required for EL		

Action #	Title	Description	Total Funds	Contributing
		and LTEL students to access grade-level content. Curriculum implementation will be supported through the professional learning structure described in the Professional Learning action, ensuring that staff have the training and coaching required to use adopted materials with fidelity and to differentiate instruction for student groups requiring additional support.		
4	**CLOSING THE DIGITAL DIVIDE**	ARPS will continue to implement a comprehensive technology access program to ensure that all students can fully engage with digital curriculum resources during the 2026-27 school year. Reliable, equitable access to instructional technology is essential to participation in the schoolwide academic program, which includes the Summit Personalized Learning Platform, digital diagnostic assessments such as i-Ready and Renaissance STAR, online and dual enrollment coursework through Fresno City College and UC Scout, and digital instructional materials across all content areas. Closing the digital divide is particularly important for unduplicated pupil groups, including Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), Long-Term English Learner (LTEL), and Students with Disabilities (SWD) students, who may face greater barriers to home technology access and therefore depend most on school-provided devices and connectivity. **Student Device Access** Each ARPS student will receive a dedicated Chromebook or equivalent device to access instructional materials both at school and at home. The one-to-one device model ensures that students can participate fully in classroom learning, complete homework and independent practice, access intervention platforms used in English Success and Math Success courses, and engage with the digital tools required for dual enrollment and UC Scout coursework. Devices will be assigned to students for the duration of their enrollment, supporting continuity of access across the school year. **IT Infrastructure and Support** The IT support team will maintain the technology infrastructure required to support the schoolwide digital learning program. This includes providing responsive technical support for both staff and student devices, ensuring reliable schoolwide internet connectivity in all learning spaces, managing device inventory and implementing timely repair and replacement protocols, and supporting the Microsoft Teams platform for virtual communication and collaboration. Device repair and replacement protocols will be designed to minimize the time any student is without an assigned device, recognizing that	$82,300	N

Action #	Title	Description	Total Funds	Contributing
		even short interruptions in device access can disrupt participation in instruction and intervention.		

Goal

Goal #	Description	Type of Goal
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.	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 Ridge Public School (ARPS) developed this goal to ensure that families and students are full partners in the educational program and that the school climate supports the conditions in which all students can engage fully in their learning. Strong home-to-school relationships, meaningful family engagement in decision-making, and a positive, safe school environment are foundational to improving outcomes across academic, attendance, behavioral, and college and career readiness indicators, particularly for unduplicated pupil groups.

The 2025 California School Dashboard results identified several areas of need that depend on strengthened family-school partnership for sustainable improvement. Chronic absenteeism was at 28.4% (Orange) on the K-8 Dashboard and 33.2% for grades 7-12, with the highest rates concentrated among Hispanic, Socioeconomically Disadvantaged (SED), and homeless students. Reducing chronic absenteeism requires consistent family communication, proactive outreach, and family-school collaboration to address external barriers such as transportation, health, and housing instability. The 2025 Dashboard also reflects a Red Performance Level on the Suspension Rate Indicator for All Students, Hispanic students, SED students, homeless students, and Students with Disabilities (SWD). Sustained reductions in suspension depend on family understanding of and partnership with the schoolwide PBIS framework, Second Step SEL curriculum, and behavior support planning, particularly for SWD families whose children experience the most acute disproportionality. Additionally, the 2025 Dashboard reflects a Red Performance Level on the English Learner Progress Indicator for both EL students (26.3%) and Long-Term English Learners (27.3%), with significant declines from 2024 baseline values. Family engagement supports EL and LTEL student progress through accessible, multilingual communication about ELPAC results, the reclassification process, and home-language supports.

ARPS's status as a recipient of the California Community Schools Partnership Program Implementation Grant frames family engagement as a wraparound services function that connects families to community-based organizations, state and local agencies, and institutions of higher education. The Community School Coordinator role, the partnership with 4 Pillars Community Schools for health services, and the integration of family engagement with health, safety, and student support structures reflect the Community Schools framework's emphasis on schools as hubs of integrated services for students and families.

The LCAP educational partner engagement process, including consultation with the Parent Advisory Committee, the English Learner Parent Advisory Committee, and the Special Education Local Plan Area, surfaced consistent family-identified priorities related to communication, leadership opportunities, accessible workshop content, and scheduling that accommodates working families. The goal responds directly to this feedback through structures including the Parent Leadership and Lighthouse Team, the Student Lighthouse Team, the School Ambassadors program, regular family surveys, and scheduling adjustments to support participation.

Finally, the goal operationalizes the schoolwide mission and vision. The ARPS mission is to transform the community by developing exceptional leaders, with families positioned as partners in leadership development, and the vision is grounded in the belief that every child and adult can be a leader. Through specific engagement structures rather than abstract commitments, the goal ensures that family partnership and student voice are integrated into the daily operation of the school.

Taken together, the goal addresses Dashboard performance needs in chronic absenteeism, suspension rate, and ELPI; aligns with the Community Schools framework and grant commitments; responds to family-identified priorities surfaced through educational partner engagement; and operationalizes the school's mission and vision. The goal is essential to the schoolwide effort to support unduplicated pupil groups, sustain positive current-year climate trends, and ensure that families are partners rather than passive recipients in the educational program at ARPS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
22	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
23	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. 2 11. 2 12. 3	2024-25: 9. 3 10. 3 11. 3 12. 3	2025-26: 9. 4 10. 4 11. 3 12. 3	2026-27: 9. 4 10. 4 11. 4 12. 4	9. +1 10. +2 11. +1 12. 0
24	Parent participation in programs for UP & SWD. (Questions 1-4)	2023-24: 1. 3 2. 3 3. 2	2024-25: 1. 4 2. 3 3. 3	2025-26: 1. 4 2. 4 3. 3	2026-27: 1. 5 2. 4 3. 4	1. +1 2. +1 3. +1 4. +1

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: Score - CDE Priority 3 Self-reflection tool	4. 3	4. 3	4. 4	4. 4	
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 70% Sense of Safety 69% School connectedness	2024-25: 47% Sense of Safety 36% School Connectedness	2025-26: 51% Sense of Safety 60% School Connectedness	2026-27: 55% Sense of Safety 65% School Connectedness	-19% Sense of Safety -9% School Connectedness
26	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 73% Sense of Safety 90% School connectedness	2024-25: 90% Sense of Safety 88% School Connectedness	2025-26: 93% Sense of Safety 83% School Connectedness	2026-27: >90% Sense of Safety 85% School Connectedness	+20% Sense of Safety -7% School Connectedness
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 94% Sense of Safety 72% School connectedness	2024-25: 100% Sense of Safety 93% School Connectedness	2025-26: 96% Sense of Safety 77% School Connectedness	2026-27: >90% Sense of Safety 85% School Connectedness	+2% Sense of Safety +5% 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: This action has been fully implemented as planned. Aspen Ridge Public School (ARPS) maintains a comprehensive health and safety framework that includes on-site health staff, access to preventive services through community partnerships, and a regularly reviewed School Safety Plan. The school conducts routine safety drills and training for students and staff and enforces secure campus access through established visitor and volunteer procedures. Student engagement initiatives, leadership opportunities, and schoolwide activities have been implemented to foster a positive, inclusive school climate that supports student well-being and connection.

There were no substantive differences from the original plan. In response to emerging needs, the school strengthened communication and protocols related to immigration-related concerns to ensure clarity, preparedness, and student safety. These revisions enhanced the original safety framework and reinforced trust with families while maintaining alignment with the intent of the action.

Challenges: There have been no significant challenges impacting implementation. An ongoing area of growth involves identifying creative and developmentally appropriate ways to engage students in school activities that feel relevant, meaningful, and responsive to student interests. Gathering student input and feedback has been essential to ensuring engagement opportunities remain inclusive and connected to what students value.

Successes: Implementation has yielded several significant successes. Strong partnerships with the Community Schools team have expanded student access to volunteer opportunities, including cultural fairs, a Fun Run, and a Community Garden. Collaboration with the Student Lighthouse Team and Parent Lighthouse Team has supported the planning and hosting of schoolwide events and activities, including two Family Movie Nights, a Winter Carnival, and Wildly Important Goals (WIG) initiatives in which all students set individual goals.

Health services and safety systems are consistently in place, and students demonstrate familiarity with safety protocols through regular drills. Enhanced volunteer procedures and proactive family communication have strengthened campus safety and trust. Student leadership structures have increased student voice, ownership, and participation in shaping school culture.

Action 2: This action has been partially implemented. Aspen Ridge Public School (ARPS) has maintained multiple advisory structures to ensure meaningful parent participation in school decision-making, including the Parent Advisory Committee (PAC), the Community Schools Advisory Committee, and participation in the El Dorado Charter SELPA Community Advisory Committee. Interpreter services, bilingual agendas, and translated meeting materials are provided to remove language barriers and increase access for all families. While English Learner Advisory Committee (ELAC) structures are in place, some ELAC meetings are scheduled and pending, resulting in partial implementation at the time of this mid-year review.

There were no substantive differences in the design of the action. All advisory committees identified in the LCAP remain in place or are scheduled for completion. Partial implementation is due to the timing of remaining ELAC meetings rather than changes to the structure or intent of parent input opportunities.

Challenges: Aspen Ridge has experienced an increase with inconsistent parent attendance and participation across advisory committees, particularly for ELAC meetings. Scheduling constraints, competing family responsibilities, and communication gaps initially limited participation. These challenges required more intentional outreach and flexible communication strategies to ensure families were aware of and able to engage in opportunities to provide input.

Successes: A significant success has been the partnership with the Community Schools team, which supported the launch of the school's first Parent Lighthouse Team. This team has strengthened family outreach, increased parent voice in schoolwide initiatives, and helped gather family input to inform decision-making. Improved communication practices and targeted outreach have also supported increased parent awareness of advisory opportunities and governance processes.

Action 3: This action has been fully implemented. Aspen Ridge Public School maintains comprehensive, multi-channel communication systems to support ongoing family engagement, including weekly newsletters, ParentSquare messaging, family surveys, and access to the Infinite Campus Parent Portal. The school also established a Parent Leadership/Lighthouse Team, which has actively supported family outreach and helped plan and host schoolwide events.

In addition, the full set of parent education workshops outlined in the action have been delivered and/or scheduled within the school year, including sessions on assessment results (i-Ready and Renaissance STAR), navigating the Gradient Learning platform, supporting English Learners and understanding ELPAC, addressing attendance challenges, college preparation and FAFSA completion, dual enrollment opportunities, internet safety/cyberbullying/social media awareness, supporting social-emotional learning at home, and human trafficking awareness (presented by Justice Coalition).
There were no substantive differences from the original plan. All components outlined in the LCAP—including communication systems, parent leadership structures, engagement events, and educational workshops—were implemented as intended within the planned school-year timeline.

Challenges: A primary challenge was increasing consistent family participation across engagement opportunities and workshops. Competing work and family schedules, transportation barriers, and time constraints limited attendance for some events. These barriers required continued outreach, flexible scheduling, and intentional communication to encourage participation and maintain engagement.

Successes: A significant success was the launch and activation of the Parent Lighthouse Team, which expanded family outreach and increased parent leadership in schoolwide initiatives. Family events such as movie nights and a winter carnival created welcoming opportunities for families to connect with the school and strengthened relationships between families and staff. Ongoing bilingual communication practices also ensured families could access information and engagement opportunities in both English and Spanish, improving overall communication and inclusivity.

Action 4: This action has been fully implemented as planned. Aspen Ridge Public School maintains rigorous facility standards to ensure a safe, clean, and well-maintained learning environment for students and staff. The school completes annual Facility Inspection Tool (FIT) evaluations and prioritizes timely resolution of any identified needs. Dedicated custodial staff are on site throughout the school day and carry out daily cleaning routines and preventative maintenance to maintain consistent cleanliness, safety, and rapid response to facility issues.

Implementation Notes: There were no substantive differences from the original plan. Annual FIT inspections, reporting procedures, daily cleaning protocols, and preventative maintenance practices have been implemented as outlined in the LCAP.

Challenges: A primary challenge is the high level of daily use across the campus, which requires continuous attention to cleanliness and safety. Constant use of classrooms, common areas, and other high-traffic spaces necessitates proactive monitoring and prompt maintenance responses throughout the day.

Successes: A significant success is the consistently clean and safe condition of the campus. The custodial and maintenance team has effectively adapted to the demands of a fully utilized facility by implementing responsive cleaning schedules and preventative maintenance practices. As a result, facility needs are addressed quickly, potential hazards are mitigated, and the physical environment remains conducive to learning, health, and well-being.

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 were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 3 during the 2025-26 school year.

Action 1 – Promoting a Positive School Climate, Health, and Safety: Estimated actual expenditures were less than budgeted expenditures due to a reduction in costs for security staff. The reduction reflects lower-than-projected costs for campus security and supervision staffing during the 2025-26 school year.

Action 3 – Opportunities Provided to Support Parent Engagement and Participation: Estimated actual expenditures exceeded budgeted expenditures due to an increased cost of the Infinite Campus system. The variance reflects higher-than-projected platform costs for the Infinite Campus student information and Parent Portal system used to support family communication and engagement.

Action 4 – Maintaining a Safe and Clean School Facility: Estimated actual expenditures exceeded budgeted expenditures due to increased facility costs for custodial services and maintenance of the facility. The variance reflects higher-than-projected costs associated with sustaining daily custodial operations, preventative maintenance, and timely resolution of facility needs across a fully utilized campus.

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 supporting Goal 3 by fostering a safe, welcoming, and supportive school environment that promotes positive school climate, student well-being, and family trust. September survey results reflect strong outcomes, with 97% of students reporting emotional safety, 96% reporting physical safety, and 92% reporting positive relationships. Comprehensive health services, clear safety protocols, and transparent communication support consistent home-to-school partnerships. Student engagement and leadership opportunities strengthen student connection to school, while collaboration with families and community partners reinforces shared responsibility for school climate and safety.

Action 2: This action has been effective in supporting Goal 3 by strengthening structures for parent voice and shared decision-making. Advisory committees and leadership teams provide families with multiple pathways to contribute input on school programs, student supports, and community initiatives. While ELAC implementation is still in progress, the expansion of parent leadership through the Parent Lighthouse Team demonstrates meaningful progress toward cultivating consistent home-to-school partnerships and inclusive decision-making practices.

Action 3: This action has been effective in supporting the goal by strengthening home-to-school communication, expanding meaningful engagement opportunities, and building parent leadership capacity. Evidence includes improved participation in parent-led events and consistent use of communication platforms, as well as feedback gathered through the three annual parent surveys. Collectively, these structures demonstrate progress toward cultivating strong family partnerships and engaging parents as active participants in schoolwide initiatives and shared decision-making.

Action 4: This action has been effective in supporting Goal 3 by sustaining a safe, clean, and welcoming school environment that strengthens school climate and supports student and staff well-being. Consistent facility maintenance reinforces school safety, builds family trust, and contributes to conditions that promote engagement, attendance, and strong home-to-school partnerships.

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.

Aspen Ridge Public School (ARPS) develops a one-year LCAP annually to measure program effectiveness as part of the school's ongoing schoolwide improvement cycle and comprehensive needs assessment. Reflection on the implementation of the 2025-26 LCAP, including mid-year and end-of-cycle data review and educational partner input gathered across the school year, confirmed that the current goals, metrics, target outcomes, and actions remain aligned with the school's identified needs and continue to support sustained progress toward improved student outcomes.

Based on this reflection, no changes will be made to the planned goals, metrics, target outcomes, or actions for the 2026-27 school year. As part of the ongoing schoolwide improvement cycle within the MTSS framework, ARPS will continue to focus on strengthening the delivery of instruction, refining implementation practices, and applying continuous improvement strategies to address the academic, language, behavioral, attendance, and college and career readiness needs reflected in the 2025 California School Dashboard data and the schoolwide needs assessment.

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**	ARPS will continue to invest in a positive school climate, comprehensive health services, and student safety to ensure that all students learn in an environment that supports their physical, social-emotional, and academic well-being. A positive school climate is foundational to the schoolwide effort to reduce chronic absenteeism, sustain the current-year improvements in suspension rate, and strengthen student engagement, particularly for Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), students experiencing homelessness, and Students with Disabilities (SWD) students who experience the most acute Dashboard performance gaps in school climate indicators. This action complements the MTSS action addressing social-emotional and behavioral student needs by providing the health, safety, and engagement infrastructure required for the schoolwide PBIS, MTSS, and attendance support systems to operate effectively. **Comprehensive Health Services** ARPS will maintain a robust health services program through its partnership with 4 Pillars Community Schools, including a School Nurse and Health Aide to address student medical needs throughout the school day. Through established partnerships with community providers, students will continue to have access to essential preventive care, including onsite dental services through Big Smiles and vision screenings through See2Succeed. These services are designed to minimize health-related barriers to learning, recognizing that unaddressed medical, dental, and vision needs contribute to chronic absenteeism, classroom disengagement,	$281,670	N

Action #	Title	Description	Total Funds	Contributing
		and academic underperformance, particularly for SED and homeless students whose families may face barriers to accessing preventive care outside of school. **School Safety Framework** The School Safety Plan will undergo annual review, revision, and comprehensive communication to all stakeholders, including staff, students, and families. Safety protocols will be reinforced through regular drills and training sessions led by the School Resource Officer (SRO), who also provides campus security and supervision aligned with PBIS practices. The visitor management system will maintain secure campus access through required check-in procedures. The integration of safety practices with PBIS ensures that supervision and discipline approaches are consistent with the schoolwide commitment to restorative practices and alternatives to suspension, rather than operating in tension with those approaches. **Student Engagement Initiatives** To foster the connection between a positive school environment and student well-being, ARPS will continue to implement a range of engagement activities throughout the year. Students will participate in curriculum-enhancing field trips that provide outdoor learning opportunities while deepening academic engagement. The school will host regular recognition assemblies celebrating student growth, multicultural events honoring diverse backgrounds, schoolwide activities including dances, and family nights to strengthen the school-home connection. In partnership with the broader Community Schools program, ARPS will provide real-world field trip opportunities that extend learning beyond the classroom and support student exposure to college and career environments. Student engagement activities will be designed and monitored to ensure equitable participation across student groups, recognizing that engagement programming contributes to attendance, sense of belonging, and overall school climate outcomes. **Student Voice and Leadership** ARPS will continue to strengthen student voice opportunities through the Student Lighthouse Team, expanding to fully implement three student leadership teams focused on leadership, academics, and culture during 2026-27. These teams will take an active role in planning and carrying out schoolwide initiatives and will be responsible for implementing at least one student engagement event and one family engagement event each quarter. The student leadership teams will work in conjunction with School Ambassadors, who provide campus tours, welcome visitors, and assist with student recruitment. Regular student surveys will ensure		

Action #	Title	Description	Total Funds	Contributing
		that ongoing feedback informs climate improvement efforts, creating a responsive environment that prioritizes student perspectives and fosters student ownership of the school community. Student survey data will be reviewed alongside Dashboard climate indicators and attendance data to identify whether climate improvements are reaching all student groups equitably, with attention to the experiences of Hispanic, SED, EL, and SWD students. **Expected Outcomes** Through the continued implementation and refinement of this action, ARPS expects to maintain accessible health services that reduce health-related barriers to learning; sustain a safe campus environment supported by a clear, current Safety Plan and effective campus supervision; strengthen student engagement and sense of belonging through diverse engagement programming; and expand authentic student voice in shaping the school community. The action is designed to contribute to reductions in chronic absenteeism, sustained improvements in suspension rate, and improved school climate survey results for all student groups, supporting the broader LCAP goal of a whole-child approach that addresses academic, social-emotional, and behavioral needs together.		
2	**PARENT INPUT IN DECISION-MAKING**	At Aspen Ridge 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. • **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 Schools Advisory Committee:** Guides implementation of the community schools model and coordinates integrated student support services • **El Dorado Charter SELPA Community Advisory Committee:** Participates in El Dorado Charter SELPA's advisory group focused on the Special	$0	N

Action #	Title	Description	Total Funds	Contributing
		Education Local Plan, annual priorities, parent education, and special education-related activities Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. Aspen Ridge 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**	ARPS will continue to invest in robust parent and family engagement systems to ensure that families are informed partners in their children's education. Strong family engagement supports student attendance, behavioral outcomes, academic progress, and post-secondary planning, and is particularly important for unduplicated pupil groups, including Hispanic, Socioeconomically Disadvantaged (SED), English Learner (EL), and Students with Disabilities (SWD) families, who depend most on accessible, multilingual communication and responsive engagement structures. This action complements the family engagement components built into the MTSS social-emotional and behavioral action, the chronic absenteeism work, the Services to Support English Learners action, and the college-going culture action, providing the schoolwide infrastructure through which family engagement is operationalized across all program areas. **Parent Communication Systems** ARPS will maintain comprehensive parent communication systems, including weekly newsletters, ParentSquare messaging, and regular surveys to gather family feedback. Parents will have continuous access to the Infinite Campus Parent Portal, where they can monitor their child's academic progress and attendance and communicate directly with teachers. These communication systems are designed to ensure that families have timely, ongoing access to information about their child's progress and about schoolwide events and opportunities, rather than relying on point-in-time communications that may not reach all families equitably. **Parent Leadership Opportunities** ARPS will continue to implement the Parent Leadership and Lighthouse Team, providing parents with structured opportunities to help plan and support school events, initiatives, and fundraising activities. This team complements existing engagement opportunities, including Coffee with Administrators sessions, where school leaders discuss important topics and address parent questions in an	$20,477	N

Action #	Title	Description	Total Funds	Contributing
		informal setting. The Parent Leadership and Lighthouse Team will work alongside the Student Lighthouse Team and the School Ambassadors program to create coordinated student and family leadership structures that share schoolwide direction-setting responsibilities. **Educational Workshop Series** The administrative team will continue to host targeted parent workshops addressing critical areas. Workshop content will include understanding student assessment results from i-Ready and Renaissance STAR; navigating the Gradient Learning Platform; supporting English Learners and understanding ELPAC assessments and the reclassification process; addressing attendance challenges; college preparation and financial aid completion, including FAFSA and CADAA; dual enrollment opportunities through Fresno City College; internet safety, cyberbullying, and social media awareness; supporting social-emotional learning at home; and human trafficking awareness. Workshops will be scheduled at varied times to support participation by working families and will be offered in both English and Spanish. **Family Engagement Events** ARPS will continue to provide a range of family engagement opportunities, including orientation sessions, back-to-school night, open house, ice cream socials, family fun nights, cultural food fairs, and college and career exploration days. These varied activities are designed to increase family involvement, strengthen the school-home connection, and provide multiple entry points for families with different schedules, language preferences, and engagement interests. **Community Schools Approach** The Community School Coordinator will continue to serve as a liaison between families and community resources, facilitating parent meetings, conducting outreach to families with specific needs, and developing partnerships with community-based organizations to expand available services and supports. As a recipient of the California Community Schools Partnership Program Implementation Grant, ARPS will continue to expand wraparound services for students and families through partnership with community-based organizations, state and local agencies, and institutions of higher education, ensuring that families have access to integrated services that address academic, health, and basic-needs concerns. **Inclusion Measures**		

Action #	Title	Description	Total Funds	Contributing
		All correspondence to families will be provided in both English and Spanish, based on home language survey data and the 15% and above translation needs criteria. This ensures that all families, including those of unduplicated pupils and SWD students, can fully participate in their child's educational experience. ARPS will continue to monitor home language data to identify whether additional language translations may be required to maintain equitable access for all families, and will use multiple communication channels (ParentSquare, Infinite Campus, weekly newsletters, in-person events, and direct outreach by the Community School Coordinator) to ensure that families with varying levels of digital access can receive timely information. **Program Refinements Based on Implementation Data** To strengthen family engagement for the 2026-27 school year, ARPS will adjust meeting times and scheduling of engagement opportunities to better align with family availability. These adjustments are intended to increase participation in workshops, leadership opportunities, and advisory meetings while ensuring that communication remains accessible, consistent, and responsive to family needs. Schedule adjustments will be informed by family survey feedback regarding optimal times for engagement and by review of historical participation patterns to identify which formats and times have produced the strongest family attendance. **Expected Outcomes** Through the continued implementation and refinement of this action, ARPS expects to maintain comprehensive, multilingual family communication systems; increase family participation in workshops, leadership opportunities, and engagement events; sustain access to integrated community services through the Community Schools partnership; and strengthen family understanding of and engagement with their child's academic, language, and post-secondary progress. The action supports the broader LCAP goal of family partnership in service of improved student outcomes across academic, attendance, behavioral, and college and career readiness indicators, with particular attention to the unduplicated pupil groups whose families benefit most from accessible, responsive engagement structures.		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	ARPS maintains rigorous facility standards to provide all students and staff with a safe, clean learning environment conducive to educational success. Well-maintained facilities support student engagement, reduce health-related absences, and ensure that students learn in conditions that reflect the school's commitment to their well-being. Facility quality is a State Priority 1 area on the	$720,182	N

Action #	Title	Description	Total Funds	Contributing
		California School Dashboard and is reported through the School Accountability Report Card (SARC) and Local Indicators Report. **Inspection and Accountability Process** ARPS will continue to conduct annual comprehensive evaluations using the Facility Inspection Tool (FIT), assessing building systems, interior and exterior conditions, and overall cleanliness. Any identified issues or findings will be prioritized and addressed promptly to maintain optimal facility conditions. Results from these inspections will be transparently reported through multiple channels, including the SARC, the Local Indicators Report, and the Local Control and Accountability Plan (LCAP), ensuring that families, educational partners, and the governing board have access to current information regarding facility conditions. **Daily and Preventative Maintenance Practices** To ensure consistent cleanliness and safety, ARPS employs dedicated custodial staff who remain onsite throughout the school day. This team implements regular cleaning protocols, with particular attention to high-traffic areas requiring frequent disinfection. The continuous onsite presence of custodial staff allows for immediate response to facility needs as they arise, maintaining sanitary conditions and addressing potential hazards without delay. The school's approach emphasizes preventative maintenance to identify and resolve minor issues before they develop into significant problems, ensuring that facility systems operate efficiently and safely throughout the school year. **Expected Outcomes** Through the continued implementation of this action, ARPS expects to maintain "Good" or "Exemplary" ratings across all FIT evaluation areas; sustain a clean, safe learning environment for all students and staff; minimize facility-related disruptions to instruction; and transparently report facility conditions through required public reporting channels. The action supports the broader LCAP goal of providing a positive, safe school environment in which all students can engage fully in their academic and social-emotional development.		

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
$1,200,840	$146,728

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
35.76%	0%	$0	35.76 %

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 1	ARPS serves approximately 301 students in grades 7-12. Unduplicated students constitute the substantial majority of enrollment, with approximately 79% Socioeconomically Disadvantaged, 16% English Learners (including Long-Term English Learners), and 1% Foster Youth. The 2025 California School Dashboard documents persistent and significant performance gaps for these student groups across ELA, mathematics, English Learner progress, suspension rate, and chronic absenteeism indicators. Contributing actions in the 2026-27 LCAP are designed to address these specific identified needs. **Goal 1, Action 1 – Assessments of Learning (Contributing, Schoolwide)**	The 2025 Dashboard and local diagnostic data identify persistent achievement gaps for English Learners and low-income students. EL students performed at -102.3 Distance from Standard (DFS) in ELA and -171.4 DFS in mathematics, with 0% meeting the Renaissance STAR Reading standard in grades 9-12 and only 8.7% on grade level in i-Ready Reading in grades 7-8. Long-Term English Learners performed at -132.8 DFS in ELA and -184.4 DFS in mathematics. Socioeconomically Disadvantaged students performed at -45.5 DFS in ELA (Orange) and -122.2 DFS in mathematics (Red). These results indicate a clear need for sustained, frequent, and accurate progress monitoring to identify which unduplicated students	• #1 ELA CAASPP • #2 Math CAASPP

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
	Identified Needs and Action Design The 2025 Dashboard and local diagnostic data identify persistent achievement gaps for English Learners and low-income students. EL students performed at -102.3 Distance from Standard (DFS) in ELA and -171.4 DFS in mathematics, with 0% meeting the Renaissance STAR Reading standard in grades 9-12 and only 8.7% on grade level in i-Ready Reading in grades 7-8. Long-Term English Learners performed at -132.8 DFS in ELA and -184.4 DFS in mathematics. Socioeconomically Disadvantaged students performed at -45.5 DFS in ELA (Orange) and -122.2 DFS in mathematics (Red). These results indicate a clear need for sustained, frequent, and accurate progress monitoring to identify which unduplicated students require Tier 2 or Tier 3 intervention and to adjust instruction in response to student progress.	require Tier 2 or Tier 3 intervention and to adjust instruction in response to student progress. The action increases services in 2026-27 by funding the i-Ready Reading and Mathematics diagnostic assessment for grades 7-8 and the Renaissance STAR Reading and Mathematics assessment for grades 9-12 through LCFF Supplemental and Concentration funds. The action grows services in both quality and quantity through three implementation refinements: revised assessment scheduling that administers i-Ready during designated homeroom periods Monday through Thursday with Fridays reserved for make-up testing, increasing the number of unduplicated students who complete the diagnostic with sufficient time and attention; the implementation of a minimum of two Interim Assessment Blocks or Focused Interim Assessment Blocks per year, increasing the frequency of interim data available for instructional adjustment; and enhanced assessment preparation and oversight, strengthening the alignment between assessment administration and instructional pacing. The action is provided on a schoolwide basis because the diagnostic assessment infrastructure is the mechanism through which the specific unduplicated students requiring targeted intervention are identified, monitored, and served. Delivering diagnostic assessments only to a partial sample of students would not produce the comparable, schoolwide data required to identify which unduplicated students need intervention, would not enable disaggregation by student group, and would not support the schoolwide MTSS framework. The schoolwide delivery is the most effective use of Supplemental and Concentration funds because the comprehensive data set is the operational means through which intervention services are directed to unduplicated pupils, and the schoolwide licensing cost is substantially lower per student than partial-implementation alternatives would be. The	

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
		action is therefore principally directed toward unduplicated pupils, even though it is delivered to all students, because the schoolwide data infrastructure is the precondition for the targeted intervention services that follow.	
Goal 1, Action 2	The 2025 California School Dashboard documents the deepest underperformance for unduplicated pupils in mathematics. The Mathematics Academic Indicator reflects a schoolwide Status of -109.5 Distance from Standard (DFS) (Orange), with Red Performance Levels for both Hispanic students (-122.1 DFS) and Socioeconomically Disadvantaged students (-122.2 DFS). English Learners performed at -171.4 DFS and Long-Term English Learners at -184.4 DFS, both more than 60 DFS points below the schoolwide average. Local diagnostic data reinforce the Dashboard findings, with only 8.1% of students in grades 7-8 performing at Mid or Above grade level on the i-Ready Math Diagnostic, 36.2% of grade 7-8 students performing three or more grade levels below standard, and only 10.5% of students in grades 9-12 meeting or exceeding the Renaissance STAR Math standard. Within these grade-band results, only 8.7% of EL students were on grade level in i-Ready Math in grades 7-8, 5% of EL students met the STAR Math standard in grades 9-12, 0% of homeless students met the STAR Math standard in grades 9-12, and 20% of SED students were on grade level in grades 7-8. Three additional resource inequities contribute to current performance: targeted intervention resources for high-need student groups are insufficient relative to the depth of need; access to differentiated instruction and intensive supports for students performing multiple grade levels below standard is limited; and instructional aide capacity to support teacher-directed small group instruction has not been consistently available during intervention periods. These data identify a clear need for sustained, in-school	Goal 1, Action 2 addresses this need through two specific service investments funded by Supplemental and Concentration funds. The first is the strategic scheduling of instructional aides during intervention periods to support teacher-directed small group instruction in English Success, Math Success, and Self-Directed Learning courses. Instructional aides will deliver evidence-based interventions under teacher supervision, increasing student access to targeted small group instruction without expanding teacher workload beyond sustainable levels. This addresses the prior-year implementation challenge in which inconsistent aide availability limited the delivery of small group instruction, and represents an increase in services through expanded aide scheduling and an improvement in services through training and supervision structures that align aide-delivered support with teacher instructional planning. The second service investment is the adoption of the Next Gen Math learning platform, which will serve as the primary standards-aligned digital intervention tool delivered through Math Success courses. Credentialed teachers will use the Next Gen Math platform to deliver targeted, data-driven mathematics intervention during designated intervention periods, with adaptive practice aligned to each student's current performance level. The platform supports differentiated instruction for the 36.2% of grade 7-8 students performing three or more grade levels below standard and for the high school students assessed as not meeting the Renaissance STAR Math standard, and provides the scaffolding tools required to support EL and LTEL students with limited access to academic	• #1 ELA CAASPP • #2 Math CAASPP • #5: 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
	mathematics intervention paired with skilled adult support that can deliver data-driven instruction to students performing multiple grade levels below standard.	mathematical language. Both service investments represent an increase in approved services from the prior year, in which the after-school math tutoring program was the primary intervention vehicle but did not produce statistically significant gains in student achievement based on i-Ready growth data. The discontinuation of contracted math tutoring and the redirection of resources to within-day Math Success courses with instructional aide support and the Next Gen Math platform represent both an increase in services (more consistent, daily intervention rather than after-school sessions dependent on student availability) and an improvement in services (credentialed teacher delivery, data-driven instruction, and platform-supported scaffolding rather than tutoring without structured progress monitoring). The action is provided on a schoolwide basis because the unduplicated pupils most in need of mathematics intervention are distributed across every grade level and classroom at ARPS, with approximately 79% of students Socioeconomically Disadvantaged, 16% English Learners, and 1% Foster Youth. The data identifying the highest-need students cannot be predicted in advance of diagnostic assessment, and intervention placement therefore depends on the comprehensive, schoolwide Math Success course structure that allows students to enter and exit intervention based on demonstrated need rather than on enrollment in a targeted subset of the school. The schoolwide delivery of instructional aide support and the Next Gen Math platform is the most effective use of Supplemental and Concentration funds for several reasons. First, the unduplicated pupils requiring intervention are the principal beneficiaries of the action even though the services are delivered to all students enrolled in Math Success courses, because the diagnostic data show that the substantial majority of students performing two or more grade levels below	

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
		standard in mathematics are EL, LTEL, SED, or homeless students. Second, the schoolwide Math Success structure produces the data infrastructure required to monitor whether intervention is producing equitable outcomes across student groups, which would not be possible under a limited or partial implementation. Third, the cost per student of the Next Gen Math platform and instructional aide support is substantially lower at the schoolwide scale than partial-implementation alternatives would be, and the schoolwide approach is no more costly than necessary to deliver the targeted intervention services that unduplicated pupils require. Fourth, the action is directly responsive to the needs of unduplicated pupils because the intervention design (within-day delivery, data-driven instructional grouping, scaffolded support, and adaptive digital practice) is built around the specific instructional needs of EL, LTEL, SED, and homeless students performing multiple grade levels below standard in mathematics. The action is therefore principally directed toward unduplicated pupils, even though it is delivered on a schoolwide basis, because the service design is built around the needs of these student groups, intervention placement is driven by data showing that unduplicated pupils require the support, and the targeted outcomes are framed in terms of measurable improvement for unduplicated pupil groups. The action is no more costly than necessary to meet the needs of unduplicated pupils, and the schoolwide delivery is the operational means through which targeted services are identified, delivered, and monitored.	
Goal 1, Action 3	The 2025 California School Dashboard documents acute social-emotional and behavioral needs for unduplicated pupils at Aspen Ridge Public School (ARPS). The Suspension Rate Indicator is Red for All	The 2025 California School Dashboard documents acute social-emotional and behavioral needs for unduplicated pupils at Aspen Ridge Public School (ARPS). The Suspension Rate Indicator is Red for All	• #9: Attendance Rate • #10: Chronic Absenteeism (Gr 7-8) • #11: Suspension Rates

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
	Students (15.8%), Hispanic students (16.1%), Socioeconomically Disadvantaged (SED) students (16.9%), students experiencing homelessness (17.2%), and Students with Disabilities (25%). Chronic absenteeism is 28.4% on the K-8 Dashboard (Orange) and 33.2% for grades 7-12, with homeless students at 42.6%, the highest student group rate at the school. Approximately 12% of students experience homelessness, 1% are foster youth, 16% are English Learners, and 79% are SED, with families facing anxiety, trauma, employment loss, and food and housing insecurity. These data identify specific needs that no single staffing structure or curriculum can address in isolation, requiring a coordinated set of services delivered through dedicated personnel and evidence-based curricula.	Students (15.8%), Hispanic students (16.1%), Socioeconomically Disadvantaged (SED) students (16.9%), students experiencing homelessness (17.2%), and Students with Disabilities (25%). Chronic absenteeism is 28.4% on the K-8 Dashboard (Orange) and 33.2% for grades 7-12, with homeless students at 42.6%, the highest student group rate at the school. Approximately 12% of students experience homelessness, 1% are foster youth, 16% are English Learners, and 79% are SED, with families facing anxiety, trauma, employment loss, and food and housing insecurity. These data identify specific needs that no single staffing structure or curriculum can address in isolation, requiring a coordinated set of services delivered through dedicated personnel and evidence-based curricula. Each funded component addresses a distinct identified need: 1. **SEL Counselor.** Unduplicated pupils require consistent, qualified social-emotional learning instruction and targeted small group counseling, particularly the EL, LTEL, SED, and homeless students whose external stressors contribute to disengagement and behavioral incidents. The SEL Counselor delivers Second Step lessons during advisory, leads Tier 2 academies, and provides small group counseling for high-need students. 2. **Foster Youth and Homeless Liaison.** The 12% of students experiencing homelessness and the 1% foster youth at ARPS face the school's highest rates of chronic absenteeism (42.6% in grades 7-12 for homeless students) and elevated suspension risk. Federal McKinney-Vento requirements and the acute needs of these students require a dedicated staff role to coordinate transportation, basic needs, school	• #12: Expulsion Rate • #18: Chronic Absenteeism (Gr 7-12)

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
		stability, and academic continuity supports that general counseling cannot provide. 3. **Family Resource Counselor.** SED and homeless families face external barriers to engagement, including transportation, health, and housing instability. The Family Resource Counselor connects families to community resources, supports SART meetings and individualized attendance plans, and coordinates wraparound services through the California Community Schools Partnership Program Implementation Grant infrastructure, addressing the resource inequity that limits family access to targeted supports. 4. **Assistant Site Director (SEL Support).** Tier 2 behavioral supports require sustained adult leadership to ensure that check-in/check-out structures, behavior contracts, and social skills groups are implemented with fidelity across the school day. The Assistant Site Director leads PBIS implementation, oversees Tier 2 behavioral supports, and coordinates the schoolwide response to the disproportionate SWD suspension rate of 25%. 5. **School Psychologist.** SWD students at ARPS perform at -129.1 DFS in ELA, -174.8 DFS in mathematics, and 25% on the Suspension Rate Indicator, reflecting interconnected academic, behavioral, and social-emotional needs. The School Psychologist (three days per week) provides functional behavior assessments, behavior intervention plan development, IEP behavioral support review, and consultation that ensures SWD and other high-need students receive psychologically informed intervention.	

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		6. **Leader in Me SEL Program.** Unduplicated pupils benefit from schoolwide leadership development structures that build student agency, goal-setting capacity, and sense of belonging. Leader in Me operationalizes the ARPS mission of developing exceptional leaders for unduplicated pupils whose external circumstances may otherwise limit access to leadership development opportunities. 7. **Second Step SEL Curriculum and PBIS Implementation.** Daily, consistent SEL instruction and a schoolwide PBIS framework aligned to the RAVEN Way expectations are required to reduce the schoolwide suspension rate and chronic absenteeism rate, particularly for SWD, homeless, and SED students. Second Step provides standards-aligned curriculum delivered to all students, and PBIS provides the schoolwide behavioral expectations, Raven Cards recognition structure, and restorative practices that produced the current-year reduction in the suspension rate to approximately 4% and the decrease in behavioral referrals. Together, these services represent both an increase in services (expanded staffing capacity, dedicated personnel roles, and full Second Step implementation across grades 7-12) and an improvement in services (coordinated SEL instruction, integrated PBIS and MTSS structures, and evidence-based behavioral support delivered by qualified staff). The action is provided on a schoolwide basis because the unduplicated pupils requiring social-emotional and behavioral support are distributed across every grade level and classroom at ARPS, and the SEL curriculum, PBIS framework, and counseling staffing model produce their intended benefit through schoolwide, consistent delivery rather than through	

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		targeted partial implementation. PBIS fidelity, in particular, requires that all students experience consistent behavioral expectations, recognition structures, and disciplinary responses regardless of classroom or grade level, and partial implementation would undermine the schoolwide behavioral norms that reduce disparate disciplinary outcomes for unduplicated pupils. The action is principally directed toward unduplicated pupils because the staffing structure includes roles specifically designated for high-need student groups (the Foster Youth and Homeless Liaison and the Family Resource Counselor), Tier 2 and Tier 3 supports prioritize SWD, homeless, and SED students based on data review, and the targeted outcomes are framed in terms of measurable improvement for unduplicated pupils. The schoolwide delivery is the most effective use of Supplemental and Concentration funds because it produces the consistent SEL and PBIS infrastructure required to identify, deliver, and monitor targeted services for unduplicated pupils, and the schoolwide approach is no more costly than necessary to deliver the targeted services that unduplicated pupils require.	
Goal 1, Action 6	Aspen Ridge Public School (ARPS) serves a student population in which approximately 79% are Socioeconomically Disadvantaged (SED), 16% are English Learners (including Long-Term English Learners), and 1% are foster youth. These unduplicated student groups face systemic barriers to college access, including limited family experience navigating post-secondary application and financial aid systems, limited exposure to college and university environments, and limited access to credit recovery options when academic gaps interfere with on-time progression toward graduation. The 2025 Dashboard data reflecting deep underperformance in ELA (-34.1 DFS schoolwide, with EL and LTEL students more than	Each funded component addresses a distinct identified need: 1. **Academic Counselor.** Unduplicated pupils require sustained, individualized academic counseling to develop and monitor A-G course plans, navigate dual enrollment registration, complete FAFSA and CADAA applications, and connect to post-secondary pathways. The Academic Counselor meets individually with high school students, collaborates with Fresno City College counselors, and ensures that unduplicated pupils receive the guidance that	• #3: EAP – Math • #4: EAP – ELA • #14: Middle School Dropout Rate • #15: High Schol Dropout Rate • #16: High School Graduation Rate

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
	90 DFS points below) and mathematics (-109.5 DFS schoolwide, with Hispanic and SED students at Red Performance Levels) indicate that many unduplicated pupils require coordinated academic counseling and credit recovery support to remain on track for A-G completion and post-secondary access. ARPS's inaugural Class of 2025 graduated at 100% with 100% post-secondary application and a 40% A-G completion rate, establishing a foundation that the school is committed to expanding for unduplicated pupils in subsequent cohorts.	families without prior college-going experience cannot fully provide at home. 2. **Field Trips to Colleges and Universities.** Unduplicated pupils benefit from direct exposure to college campuses and university environments to build college-going identity and inform post-secondary decision-making. SED and foster youth families face cost and transportation barriers to organizing college visits independently, and the funded field trips remove these barriers for the unduplicated pupils most in need of college exposure. 3. **Summer Programming Including Credit Recovery.** Unduplicated pupils performing below grade level in ELA and mathematics may fall behind on credit accumulation, threatening on-time graduation. Summer programming provides structured opportunities for unduplicated pupils to recover credits, accelerate progress, and remain on track for A-G completion, addressing a need that is particularly acute for Hispanic and SED students who are disproportionately represented among students requiring credit recovery. 4. **Edgenuity Credit Recovery Platform.** The Edgenuity platform delivers standards-aligned credit recovery coursework supervised by credentialed teachers, providing a flexible, data-driven option for unduplicated pupils to make up missed credits during summer or within the school year. The platform is essential to enabling credit recovery at the scale required by the ARPS student population. 5. **Academic Integrity Program.** Sustained college and career readiness depends on	

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		students developing academic integrity practices that meet post-secondary expectations. The Academic Integrity program builds the skills, dispositions, and accountability structures that unduplicated pupils need to succeed in dual enrollment coursework, AP examinations, and post-secondary academic settings. 6. **Dual Enrollment Costs at Fresno City College.** Dual enrollment provides unduplicated pupils with no-cost access to college credit while in high school, reducing the time and cost required to complete a college degree after graduation. Approximately 66% of high school students (90 students) currently participate in dual enrollment, and funded dual enrollment costs ensure that unduplicated pupils have equitable access to this early college opportunity regardless of family ability to pay. 7. **Dual Enrollment Facilitator.** Unduplicated pupils enrolled in college courses require on-site adult support to navigate college registration systems, coordinate with Fresno City College instructors, and access the academic support needed to succeed in college-level coursework. The Dual Enrollment Facilitator provides this on-site adult support, ensuring that unduplicated pupils do not encounter the registration and coordination barriers that have historically limited college access for first-generation college-going students. 8. **Laptops for Dual Enrollment, Credit Recovery, and Online Curriculum.** Unduplicated pupils may face limited home access to reliable technology, which constrains participation in dual enrollment coursework, Edgenuity credit	

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		recovery, and online instructional platforms. Funded laptops ensure that unduplicated pupils have the device access required to participate fully in college coursework, complete credit recovery during summer and school year intervention windows and engage with the digital curriculum used across the academic program. Together, these services represent both an increase in services (expanded dual enrollment participation, summer credit recovery access, college and university field trips, and one-to-one device access) and an improvement in services (coordinated Academic Counselor support, facilitated dual enrollment registration, and integrated credit recovery and online learning infrastructure). The action is provided on a schoolwide basis because the unduplicated pupils requiring college access services are distributed across every high school grade level, and the structures that support college and career readiness (Academic Counselor caseload, dual enrollment registration, summer programming, credit recovery, and one-to-one device access) produce their intended benefit through schoolwide, consistent delivery rather than through targeted partial implementation. Dual enrollment, in particular, requires that the schoolwide registration, facilitation, and device infrastructure be available to all students, because individual student eligibility for college coursework is determined through Fresno City College admission processes and cannot be predicted in advance based on student group membership alone. The action is principally directed toward unduplicated pupils because the service design is built around the barriers that unduplicated pupils face in accessing college and career readiness opportunities. Unduplicated pupils benefit disproportionately from no-cost dual enrollment (cost barrier removal),	

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		facilitated registration and counseling support (navigation barrier removal), funded college and university field trips (exposure barrier removal), and one-to-one device access (technology barrier removal). The targeted outcomes are framed in terms of measurable improvement for unduplicated pupil groups, with explicit monitoring of dual enrollment participation by student group to confirm equitable access. The schoolwide delivery is the most effective use of Supplemental and Concentration funds because it produces the comprehensive college-going culture infrastructure required to support the unduplicated pupils who represent the substantial majority of ARPS enrollment, and the schoolwide approach is no more costly than necessary to deliver the targeted services that unduplicated pupils require.	
Goal 2, Action 1	Aspen Ridge Public School (ARPS) serves a student population in which approximately 79% are Socioeconomically Disadvantaged (SED), 16% are English Learners (including Long-Term English Learners), 19% are Students with Disabilities (SWD), 12% are experiencing homelessness, and 1% are foster youth. The 2025 California School Dashboard documents significant performance gaps for these unduplicated student groups across ELA (-34.1 DFS schoolwide, with EL and LTEL students performing more than 90 DFS points below), mathematics (-109.5 DFS schoolwide, Red for Hispanic and SED student groups), and the English Learner Progress Indicator (Red for both EL and LTEL student groups). Sustained improvement in student outcomes for unduplicated pupils depends on the instructional capacity of the adults who serve students every day, and on instructional continuity that protects every day of learning for students whose academic gaps cannot be closed through partial or interrupted instruction.	Each funded component addresses a distinct identified need: 1. **177-Day Instructional Calendar.** Unduplicated pupils performing two or more grade levels below standard in ELA and mathematics require maximum instructional time to close achievement gaps. The 177-day high school calendar (two additional days beyond the middle school 175-day calendar) ensures that unduplicated pupils receive the structured orientation and dual enrollment registration support required to access college coursework and that no instructional days are sacrificed to administrative scheduling needs. 2. **Five Days of Summer Professional Development.** Unduplicated pupils require teachers prepared to implement standards-aligned curriculum, differentiated instruction, and English Language Development strategies from the first day of instruction. The five summer professional development days	• #19: % of appropriately credentialed and assigned teachers

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		focused on curriculum implementation and instructional strategies ensure that ARPS teachers begin the school year with the preparation required to deliver effective instruction to EL, LTEL, SED, and SWD students. 3. **Five Days of Gradient Learning Professional Development.** The Gradient Learning (formerly Summit Learning) platform provides the personalized learning infrastructure used across the ARPS academic program. The five-day Gradient Learning professional development in July builds teacher capacity in platform implementation, ensuring that unduplicated pupils experience consistent, high-quality personalized instruction rather than uneven implementation across classrooms. 4. **Weekly Ongoing Professional Development.** Sustained instructional improvement for unduplicated pupils requires ongoing, embedded learning opportunities throughout the academic year. Weekly professional development sessions address the priority instructional shifts identified through the schoolwide needs assessment, including Tier 1 literacy practices, Designated and Integrated ELD, NGSS-aligned science instruction, MTSS-based academic and behavioral interventions, trauma-informed practices, and inclusive practices for SWD. 5. **Onsite Substitute Teachers for Instructional Continuity.** Unduplicated pupils, particularly SWD students relying on IEP-aligned services and EL and LTEL students relying on Designated and Integrated ELD instruction, are disproportionately affected by instructional disruption caused by teacher absences and inconsistent substitute coverage. Onsite	

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		substitute teachers with established student relationships and ongoing presence in the classroom maintain instructional continuity during teacher absences in a way that external substitute services cannot. 6. **Substitute Coverage for Professional Development, Instructional Coaching, and Peer Observations.** Teacher participation in coaching cycles and peer observations is the principal mechanism through which professional learning is internalized into daily classroom practice. Substitute coverage released for these purposes ensures that the professional development investment translates into improved instructional delivery for unduplicated pupils, rather than remaining at the level of one-time exposure to new strategies. This component addresses the resource inequity identified through the prior-year reflection in which limited release time constrained the coaching and observation cycles required to support consistent implementation. Together, these services represent both an increase in services (an additional onsite substitute beginning in 2026-27, the 177-day calendar, and expanded release time for coaching and observation) and an improvement in services (sustained Gradient Learning training, weekly embedded professional development, and instructional continuity through onsite substitutes who have established student relationships). The action is provided on a schoolwide basis because the unduplicated pupils requiring high-quality instruction are distributed across every grade level, content area, and classroom at ARPS, and the instructional capacity-building structures (calendar, professional development, and substitute coverage)	

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		produce their intended benefit through schoolwide, consistent delivery rather than through targeted partial implementation. Professional development, in particular, requires that all teachers serving unduplicated pupils participate in the same priority instructional shifts to ensure that unduplicated pupils experience consistent instruction across content areas and grade levels, and partial implementation would create gaps in the instructional capacity required to serve unduplicated pupils equitably. The action is principally directed toward unduplicated pupils because the professional development content is aligned to the priority instructional shifts identified through the schoolwide needs assessment for unduplicated pupil groups (Tier 1 literacy, Designated and Integrated ELD, MTSS-based interventions, inclusive practices for SWD, and trauma-informed practices), the calendar and substitute structures protect instructional continuity for the unduplicated pupils most affected by instructional disruption, and the targeted outcomes are framed in terms of measurable improvement for unduplicated pupil groups. The schoolwide delivery is the most effective use of Supplemental and Concentration funds because building instructional capacity across all classrooms is the precondition for the targeted instructional and intervention services that unduplicated pupils require, and the schoolwide approach is no more costly than necessary to deliver the targeted services that unduplicated pupils require.	
Goal 2, Action 2	The 2025 California School Dashboard documents significant performance gaps for unduplicated student groups at Aspen Ridge Public School (ARPS) that require sustained capacity-building among instructional staff. ELA performance is at -34.1 DFS schoolwide, with Socioeconomically Disadvantaged (SED) students at -45.5 DFS (Orange), English Learners (EL) at -102.3 DFS, and Long-Term English Learners	Each funded component addresses a distinct identified need: 1. **Instructional Coaching in Mathematics.** The deepest underperformance at ARPS is in mathematics, with unduplicated pupils performing furthest below standard. Mathematics coaching builds teacher capacity	• #1 ELA CAASPP • #2 Math CAASPP • #5: CA Science Test • #21: Implementation of the Academic Content Standards

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
	(LTEL) at -132.8 DFS. Mathematics performance is at -109.5 DFS schoolwide (Orange), with Red Performance Levels for Hispanic and SED students and EL, LTEL, and Students with Disabilities (SWD) more than 60 DFS points below the schoolwide average. The English Learner Progress Indicator is Red for both EL (26.3%) and LTEL (27.3%) student groups, reflecting significant declines from 2024 baseline values. Science performance, while Green schoolwide at 46.4 Science Points, shows SED students at 43.6 Science Points (Orange), indicating a persistent gap. Reflection on the implementation of the 2025-26 LCAP identified that staff capacity in foundational mathematics, writing across content areas, NGSS instructional practices, and Designated and Integrated ELD strategies requires targeted, sustained development to address these gaps for unduplicated pupils.	in foundational mathematics instruction, scaffolding for multilingual learners, and differentiation strategies for students performing multiple grade levels below standard, supporting the schoolwide effort to address the 36.2% of grade 7-8 students performing three or more grade levels below standard in mathematics. 2. **Instructional Coaching in Writing.** Writing across content areas is a critical lever for closing the ELA achievement gap for EL, LTEL, SED, and SWD students. Writing coaching builds teacher capacity to integrate explicit writing instruction, structured language scaffolds, and academic discourse opportunities across content areas, supporting both ELA performance and language development for multilingual learners. 3. **Instructional Coaching in Next Generation Science Standards.** Science instruction at ARPS shows narrower student group gaps than ELA and mathematics, but SED student performance trails the schoolwide average and overall performance has not reached the Blue level. NGSS coaching builds teacher capacity in science and engineering practices, disciplinary literacy in science, and inquiry-based instruction that supports unduplicated pupils' access to grade-level science content. 4. **Instructional Coaching in ELD Implementation.** The significant ELPI decline for both EL and LTEL student groups indicates that Designated and Integrated ELD strategies require strengthened implementation across content areas. ELD coaching builds teacher capacity in language objectives, sentence frames and scaffolds, structured academic discourse, and LTEL-specific acceleration	

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		strategies, directly supporting the LCAP commitment to reverse the ELPI decline and accelerate reclassification for EL and LTEL students. 5. **Onsite Instructional Coach.** Sustained instructional improvement requires daily, embedded coaching presence that travels between classrooms, observes instruction, models effective strategies, and provides immediate feedback to teachers. The onsite Instructional Coach ensures that the external coaching provided through the Fresno County Superintendent of Schools partnership is reinforced by ongoing internal capacity-building, and that coaching feedback is connected to the specific instructional contexts in which unduplicated pupils are served at ARPS. 6. **Additional Professional Development for i-Ready Implementation.** The i-Ready diagnostic and Personalized Instruction platform is the principal Tier 2 and Tier 3 intervention vehicle for grades 7-8 students performing below grade level. Additional professional development on i-Ready implementation builds teacher capacity to interpret diagnostic data, assign appropriate Personalized Instruction lessons, monitor student progress, and integrate i-Ready data into the six to eight week PLC data cycles that drive instructional decision-making for unduplicated pupils. 7. **Additional Professional Development for Mathematics Curriculum Adoption.** The replacement of the two-year Algebra model with a Pre-Algebra and Algebra I sequence beginning in 2026-27, combined with the planned strengthening of mathematics intervention through Math Success and the	

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
		Next Gen Math platform, requires teachers to develop new instructional approaches aligned to the revised mathematics pathway. Additional professional development supports teacher implementation of the revised curriculum and ensures that unduplicated pupils experience consistent, high-quality mathematics instruction across all classrooms during the transition. Together, these services represent both an increase in services (expanded coaching coverage across four content and language areas, the addition of an onsite Instructional Coach, and additional PD aligned to new curricular priorities) and an improvement in services (sustained external coaching through the Fresno County Superintendent of Schools partnership reinforced by internal coaching capacity, and embedded learning cycles that translate professional learning into consistent classroom practice for unduplicated pupils). The action is provided on a schoolwide basis because the unduplicated pupils requiring high-quality instruction are distributed across every grade level, content area, and classroom at ARPS, and the instructional capacity-building structures (coaching, onsite coach support, and content-specific professional development) produce their intended benefit through schoolwide, consistent delivery rather than through targeted partial implementation. Coaching unduplicated pupils' teachers in ELD strategies, for example, requires that all content-area teachers participate, because EL and LTEL students attend classes across the full schedule and depend on consistent Integrated ELD implementation in every classroom rather than only in Designated ELD periods. The action is principally directed toward unduplicated pupils because the coaching content areas (mathematics, writing, NGSS, and ELD) are aligned to	

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		the specific performance gaps reflected on the 2025 Dashboard for unduplicated student groups, the i-Ready and mathematics curriculum implementation supports are aligned to the intervention infrastructure designed to serve unduplicated pupils, and the targeted outcomes are framed in terms of measurable improvement for unduplicated pupil groups. The schoolwide delivery is the most effective use of Supplemental and Concentration funds because building instructional capacity across all classrooms is the precondition for unduplicated pupils to experience consistent, high-quality instruction throughout their school day, and the schoolwide approach is no more costly than necessary to deliver the targeted instructional services that unduplicated pupils require.	

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 8	The 2025 California School Dashboard documents that Long-Term English Learners at Aspen Ridge Public School (ARPS) are the student group with the largest and most persistent achievement gaps across content areas. LTEL students performed at 27.3% on the English Learner Progress Indicator (Red), reflecting a significant decline from 52% on the 2024 Dashboard. LTEL students also performed at -132.8 Distance from Standard (DFS) in ELA and -184.4 DFS in mathematics on the 2025 Academic Indicators, with both values among the lowest of any student group at the school. Local diagnostic data show consistently low proficiency rates for LTEL students on both i-Ready and Renaissance STAR assessments. ARPS currently serves	Reflection on the 2025-26 LCAP implementation identified that the planned bilingual instructional aide support during Designated ELD instruction was not consistently delivered due to staffing and scheduling constraints. The 2026-27 LCAP addresses this resource inequity by funding an instructional aide dedicated to supporting LTEL students during Designated ELD instruction and during academic intervention for LTEL students who are struggling academically. The instructional aide will: 1. **Provide In-Class Language Support During Designated ELD.** The aide will support LTEL students during daily, protected Designated ELD	• #6: ELPI (Dashboard reporting) • #8: Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	20 LTEL students, representing approximately half of the school's 41 English Learner population, who require concentrated and targeted intervention to support both language acquisition and academic acceleration.	instruction (delivered four times per week in 50-minute sessions), providing small group reinforcement, structured language practice, and individual support that the lead ELD teacher cannot fully provide while delivering whole-class instruction. This addresses the resource inequity that limited consistent bilingual aide availability in the prior year and ensures that LTEL students receive the intensive, in-class language support required to accelerate progress toward reclassification. 2. **Provide Targeted Academic Support for Struggling LTELs.** The aide will also support LTEL students who are struggling academically across content areas, providing small group instruction, scaffolded support, and reinforcement of academic vocabulary and language structures during intervention periods, English Success and Math Success courses, and other instructional settings where LTEL students require additional adult support to access grade-level content. These services represent both an increase in services (a dedicated, consistently scheduled instructional aide assigned specifically to LTEL support, where prior-year aide support was inconsistent) and an improvement in services (alignment of aide support with the targeted LTEL acceleration supports and ELD intervention curriculum adoption described in the broader Services to Support LTEL action). The action is provided as a Limited service because the funded instructional aide support is delivered solely to LTEL students during Designated ELD instruction and during academic intervention specifically for LTEL students who are struggling. The service is not provided to all students or to all unduplicated pupils but is targeted to the specific subset of the English Learner	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		unduplicated student group that demonstrates the most acute and persistent academic and language needs. The Limited categorization reflects that the service is principally designed for and directly provided to the LTEL student group, addressing the depth of LTEL underperformance reflected on the 2025 Dashboard and the resource inequity in dedicated LTEL support identified through the prior-year reflection. The Limited delivery is the most effective use of LCFF Supplemental and Concentration funds for this purpose because LTEL students require concentrated, sustained adult support that would be diluted if delivered on a schoolwide basis, and the targeted instructional aide model ensures that the unduplicated pupils with the greatest need receive the intensive support required to accelerate language acquisition and academic achievement.	

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 Ridge 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); and Instructional Aides (Goal 1, Action 2)

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	$ 3,358,008	$ 1,200,840	35.760%	0.000%	35.760%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,812,819	$ 1,076,487	$ -	$ 160,763	$ 4,050,069.00	$ 3,089,927	$ 960,142

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	Yes	Schoolwide	All	ARPS	2026-27	$ -	$ 14,500	$ 14,500	$ -	$ -	$ -	$ 14,500	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	ARPS	2026-27	$ 93,795	$ 5,500	$ 99,295	$ -	$ -	$ -	$ 99,295	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ARPS	2026-27	$ 262,561	$ 100,269	$ 250,525	$ -	$ -	$ 112,305	$ 362,830	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 340,332	$ -	$ -	$ 291,874	$ -	$ 48,458	$ 340,332	0.000%
1	5	BROAD COURSE OF STUDY	All	No					$ 98,734	$ -	$ 39,591	$ 59,143	$ -	$ -	$ 98,734	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	Yes	Schoolwide	All	ARPS	2026-27	$ 210,469	$ 86,700	$ 231,195	$ 65,974	$ -	$ -	$ 297,169	0.000%
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	EL	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	EL	Yes	Limited	English Learners	ARPS	2026-27	$ 47,719	$ -	$ 47,719	$ -	$ -	$ -	$ 47,719	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,077,317	$ -	$ 1,067,317	$ 10,000	$ -	$ -	$ 1,077,317	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	ARPS	2026-27	$ 450,759	$ 25,000	$ 475,759	$ -	$ -	$ -	$ 475,759	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ -	$ 23,138	$ -	$ 23,138	$ -	$ -	$ 23,138	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	ARPS	2026-27	$ 42,835	$ 39,012	$ 81,847	$ -	$ -	$ -	$ 81,847	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 26,800	$ 26,800	$ -	$ -	$ -	$ 26,800	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 70,970	$ 11,330	$ 82,300	$ -	$ -	$ -	$ 82,300	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	ARPS	2026-27	$ 243,218	$ 38,452	$ -	$ 281,670	$ -	$ -	$ 281,670	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 17,477	$ 3,000	$ 3,000	$ 17,477	$ -	$ -	$ 20,477	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ 133,741	$ 586,441	$ 392,971	$ 327,211	$ -	$ -	$ 720,182	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
$ 3,358,008	$ 1,200,840	35.760%	0.000%	35.760%	$ 1,200,840	0.000%	35.760%	**Total:**	$ 1,200,840
								LEA-wide Total:	$ -
								Limited Total:	$ 47,719
								Schoolwide Total:	$ 1,153,121

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	1	ASSESSMENTS OF LEARNING	Yes	Schoolwide	All	ARPS	$ 14,500	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	ARPS	$ 99,295	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONA	Yes	Schoolwide	All	ARPS	$ 250,525	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTU	Yes	Schoolwide	All	ARPS	$ 231,195	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM E	Yes	Limited	English Learners	ARPS	$ 47,719	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	ARPS	$ 475,759	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	ARPS	$ 81,847	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	ARPS	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,033,139.00	$ 3,854,451.00

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	Yes	$ 26,000	$ 16,840
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 108,679	$ 150,140
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 389,121	$ 294,142
1	4	SERVICES TO SUPPORT SWD	No	$ 315,580	$ 322,580
1	5	BROAD COURSE OF STUDY	No	$ 95,063	$ 95,134
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	$ 291,612	$ 244,166
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	No	$ -	$ -
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	Yes	$ 49,328	$ 29,420
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,187,065	$ 1,635,581
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 444,818	$ -
2	2	PROFESSIONAL LEARNING	No	$ 3,300	$ 5,650
2	2	PROFESSIONAL LEARNING	Yes	$ 87,642	$ 53,135
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 31,500	$ 5,870
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 78,836	$ 66,531
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 223,554	$ 176,868
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 3,000	$ 5,127
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 698,041	$ 753,267

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)
$ 1,187,607	$ 1,268,476	$ 1,187,607	$ 80,869	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	1	ASSESSMENTS OF LEARNING	Yes	$ 26,000	$ 16,840.00	0.000%	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 47,178	$ 50,140.00	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 158,344	$ 89,503.00	0.000%	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	$ 231,612	$ 244,166.00	0.000%	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	Yes	$ 49,328	$ 29,420.00	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 444,818	$ 521,885.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING	Yes	$ 87,642	$ 58,785.00	0.000%	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 223,554	$ 176,868.00	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)
$ 3,148,857	$ 1,187,607	0.000%	37.715%	$ 1,187,607	0.000%	37.715%	$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).