LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Meadow Public School
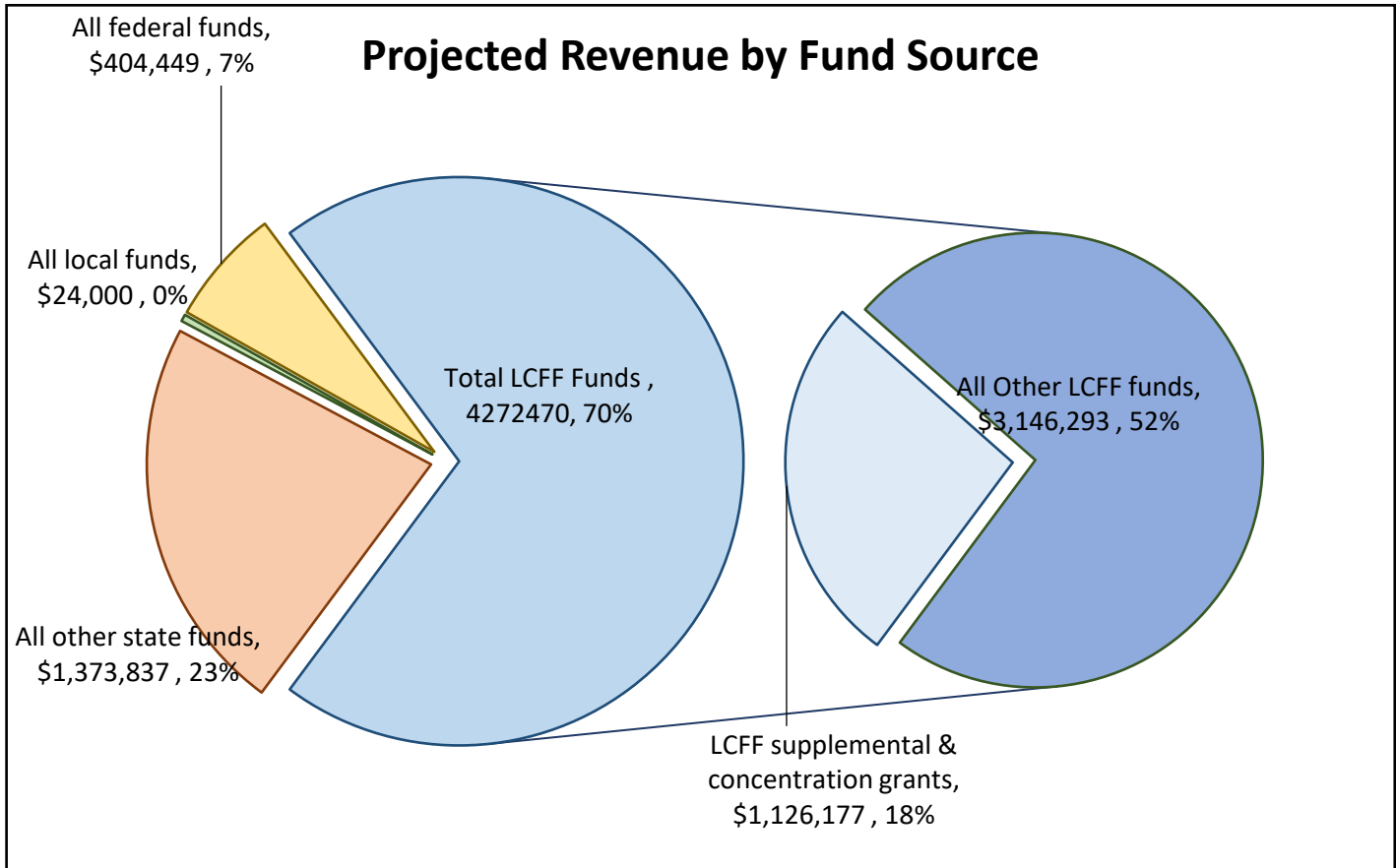
CDS Code: 10 62166 0133942

School Year: 2024 - 25

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

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

Budget Overview for the 2024 - 25 School Year

Projected Revenue by Fund Source

- All federal funds, $404,449 , 7%
- All local funds, $24,000 , 0%
- Total LCFF Funds , 4272470, 70%
- All other state funds, $1,373,837 , 23%
- All Other LCFF funds, $3,146,293 , 52%
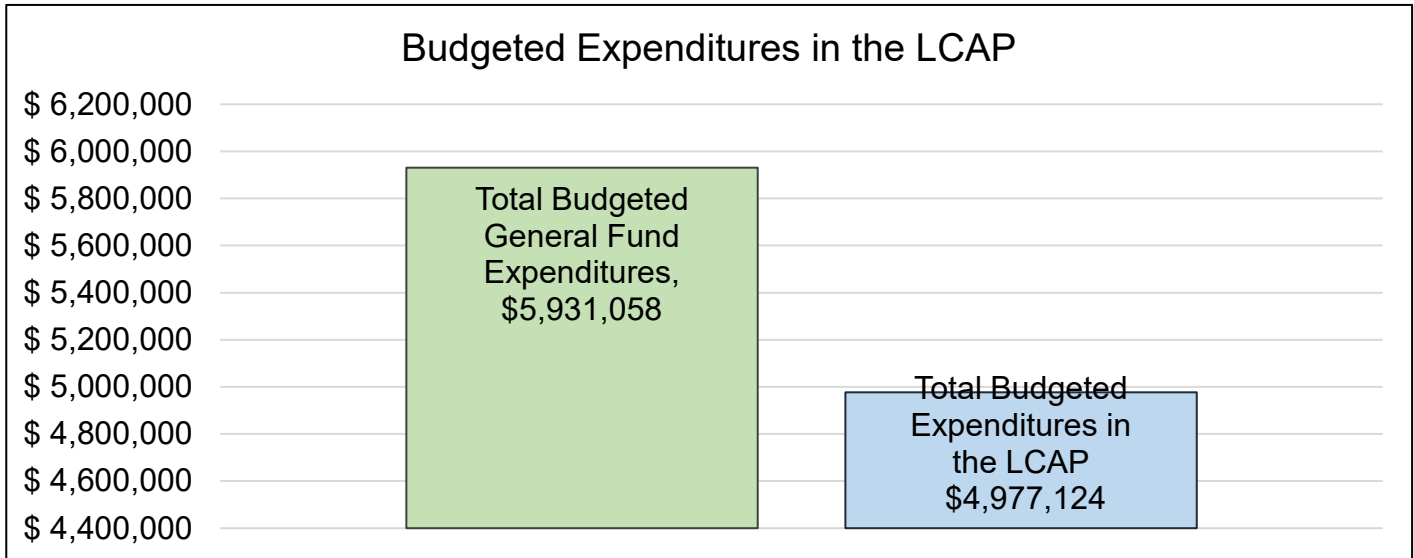- LCFF supplemental & concentration grants, $1,126,177 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Aspen Meadow Public School is $6,074,756.00, of which $4,272,470.00 is Local Control Funding Formula (LCFF), $1,373,837.00 is other state funds, $24,000.00 is local funds, and $404,449.00 is federal funds. Of the $4,272,470.00 in LCFF Funds, $1,126,177.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,931,058	Total Budgeted Expenditures in the LCAP $4,977,124

This chart provides a quick summary of how much Aspen Meadow Public School plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Meadow Public School plans to spend $5,931,058.00 for the 2024 - 25 school year. Of that amount, $4,977,124.00 is tied to actions/services in the LCAP and $953,934.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
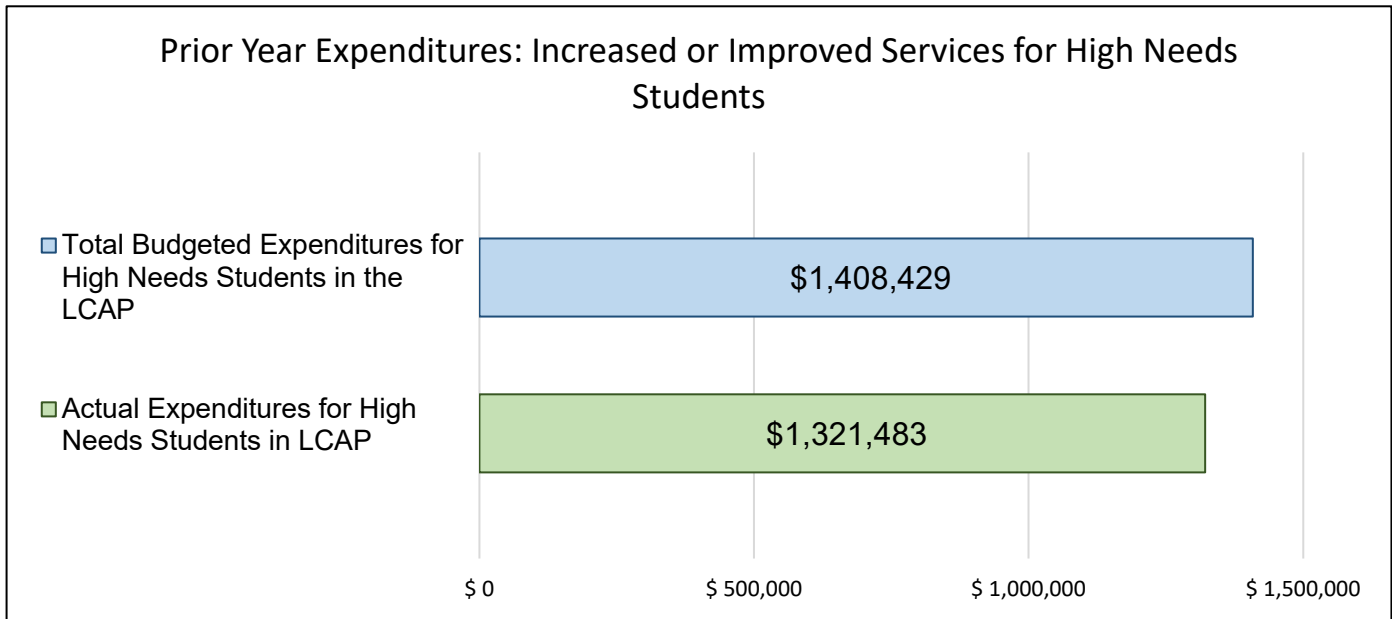
Budgeted General Fund Expenditures not included in the 2024-25 plan include meals program, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Aspen Meadow Public School is projecting it will receive $1,126,177.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Meadow Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Meadow Public School plans to spend $1,408,429.00 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 2023 - 24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,408,429
☐ Actual Expenditures for High Needs Students in LCAP	$1,321,483

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

The text description of the above chart is as follows: In 2023 - 24, Aspen Meadow Public School's LCAP budgeted $1,408,429.00 for planned actions to increase or improve services for high needs students. Aspen Meadow Public School actually spent $1,321,483.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of $86,946.00 had the following impact on Aspen Meadow Public School's ability to increase or improve services for high needs students:

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

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Meadow Public School	Lisa Taylor, Site Director	lisa.taylor@aspenps.org 559-369-2456

Goals and Actions

Goal

Goal #	Description
1	Using a whole child approach continue to strengthen and expand schoolwide MTSS and PBIS to ensure the academic, social-emotional, behavioral, and mental health needs of all students are met. Continue to expand partnerships that support our shift to a Community School and ensure all students are College & Career Ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2019-20: Not administered	2020-21: 16.54% Met or exceeded standard	2021-22: 20.81% Met or exceeded standard	2022-23: 28.86% Met or exceeded standard	25%
CAASPP Math Source: CDE	2019-20: Not administered	2020-21: 8.6% Met or exceeded standard	2021-22: 15.34% Met or exceeded standard	2022-23: 22.15% Met or exceeded standard	15%
CA Science Test: Gr 5 Source: CDE	2019-20: Not administered	2020-21: 16.0% Met or exceeded standard	2021-22: 8.82% Met or exceeded standard	2022-23: 16.22% Met or exceeded standard	20%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2019-20: Not administered	2020-21: 2.17% Proficient	2021-22: 11.11% Proficient	2022-23: 14.52% Proficient	20%
Reclassification Rate Source: Dataquest	2019-20: 4.3%	2020-21: 0%	2021-22: 5.2%	2022-23: 4.4%	6%

% EL with access to CCSS & ELD Standards Source: textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Attendance Rate Source: CALPADS	2019-20: 93.7%	2020-21: 92.9%	2021-22: 85%	2022-23: 91.38%	95%

Chronic absenteeism Rate — Source: Dataquest (target 10%)

CHRONIC ABSENTEEISM — 2018-19

	Count	Rate
Schoolwide	19	10.1%
African-American	3	12.5%
Hispanic	13	9.7%
White	0	0.0%
Two or More Races	*	*
EL	4	10.5%
HY	*	*
SWD	2	6.5%
SED	19	11.9%

CHRONIC ABSENTEEISM — 2020-21

	Count	Rate
Schoolwide	55	21.0%
African-American	8	26.7%
Hispanic	39	20.7%
White	2	9.5%
Two or More Races	4	33.3%
EL	9	18.0%
HY	1	9.1%
SWD	9	21.4%
SED	52	24.2%

2021-22 CHRONIC ABSENTEEISM

	Number	Rate
Schoolwide	145	52.0%
African American	13	52.0%
Asian	3	25.0%
Hispanic	121	56.8%
White	5	25.0%
English Learners	28	42.4%
Homeless Youth	14	51.9%
SWD	24	58.5%
SED	133	57.8%

2022-23 CHRONIC ABSENTEEISM

	Number	Rate
Schoolwide	75	25.0%
African American	10	47.6%
Asian	0	0.0%
Hispanic	57	24.7%
White	7	33.3%
Two or More Races	1	7.7%
EL	9	13.2%
Homeless Youth	12	18.2%
SWD	13	29.5%
SED	62	25.1%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Action 1: Aspen Meadow Public School (AMPS) has fully implemented this action. After each trimester, assessment results are reviewed, discussed, analyzed which informs instructional decision-making and identification for interventions, as needed.

- Action 2: This action was fully implemented. Aspen Meadow Public School has fully implemented this action and received a YELLOW Performance Level for the ELA and Math Academic Indicators for the "all students" category on the 2023 CA School Dashboard. This year all teachers were trained on utilizing the iReady Teacher Toolbox in combination with iReady assessments. The Intervention teacher provided Tier 2 Intervention 3-4 times per week for 30 minutes each, with students in grades 2-6, who performed two or more years below grade level. The TK teacher also provides support with phonics and high frequency words. We offer a comprehensive ELOP/ASES program that takes place afterschool during intersession and summer programming and includes academic support in ELA and Math, with instruction provided by teachers and Instructional Aides.

- Action 3: This action was fully implemented. AMPS received a YELLOW Performance Level for the Chronic Absenteeism Indicator for all students. This year we revised our attendance policy to address chronic absenteeism. We presented the attendance policy to the entire staff and

to all families. We have established a SART Team that meets to address students at-risk of chronic absenteeism and when families are unresponsive. The Family Resource Counselor conducts home visits when they are requested by administrators. AMPS received a YELLOW Performance Level for the Suspension Rate Indicator for all students. We continue to implement Second Step SEL Curriculum in combination with PBIS, Restorative Practices and Community Circles. The PBIS team is led by the Assistant Site Director and meets bi-monthly with the school Climate & Culture Team to discuss ways in which the PBIS pillars are integrated into the instructional day, embedded in school culture and expectations. We've implemented PBIS strategies that include positive behavior charts and have trained teacher on how to implement verbal de-escalation techniques and 2x10 method (2 minutes per day for 10 days of intentionally having a relational conversation with a student to build rapport and trust.

- Action 4: This action was fully implemented. AMPS SWD received an ORANGE Performance Level for Chronic Absenteeism; and RED Performance Level for the Suspension Rate indicator on the 2023 CA School Dashboard. AMPS has fully implemented this action. This year, members of the SPED Team attended Student Success Team meetings and collaborated with the general education teacher, leadership and families to support the needs of SWD. The Special Education staff has provided professional development workshops on strategies to support SWD in the general education setting. Our SELPA has provided CPI Training to administrators, the special education team, the school resource officers, counselor, and psychologist. This year the Special Education Team has participated in the CDE's Special Education Monitoring Processes and the Small LEA Cyclical Monitoring. To further support the academic needs of SWD, additional instructional aides were added to the Learning Lab (4-6th grade) to support small group instruction. Education Specialists have been reviewing testing accommodations to determine the appropriate level of support needed for SWD on standardized tests. A new 4th-6th grade Education Specialist was hired this year and has had success with building relationships with the students and providing more support for students with more behavioral needs. Additionally, the school psychologist has conducted Functional Behavioral Analysis and created BIPs for SWD with behavioral issues that have led to suspension. We also added more services to students' IEPs, such as Psychological Services and Counseling and Guidance, with our school counselor to teach more skills in self-regulation, self-monitoring, and self-advocacy.

- Action 5: This action was fully implemented. AMPS EL student group received a RED Performance level for ELA, ORANGE for Mathematics, YELLOW for the ELPI, YELLOW for Chronic Absenteeism Rate; and GREEN for the Suspension Rate Indicator on the 2023 CA School Dashboard. AMPS provides all ELs with designated and integrated ELD instruction. Instructional Aides were assigned to support ELs that are struggling academically with language acquisition. The Reading Intervention Teacher was assigned to support ELs performing two or more years below grade level four times/week for 30 minutes each. We also prioritized ELs for our ELOP afterschool program where they receive reading and math tutoring services; and we monitor their progress. The site and assistant site leaders met individually with each teacher monthly to provide feedback, coaching and discuss the progress of EL students. Currently, ELs that were performing below grade level received Tier 1.5 intervention from their classroom teacher. ELs performing two or more years below grade levels receive additional tiered support in ELA and Math instruction. EL performing two or more years below grade level in Math are assigned math intervention four times per week (30 minutes). The Intervention Team made up the Site Director, Assistant Site Director, Counselor, Psychologist, SPED Education Specialist, Nurse, and Intervention Teacher meet monthly to discuss and monitor EL student progress and next steps. In addition, over 76% speak a second language; and receive monthly training on effective instructional strategies to support ELs. The Every Neighborhood Program provides reading intervention that includes EL students during the after-school program. To further reduce chronic absenteeism and improve daily attendance, classrooms with perfect attendance were rewarded. Teachers also contacted families when a student is absent.

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.

- **Action 2**: AMPS overestimated the costs of intervention materials for this action therefore resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- **Action 1**: Successes include an improvement in the number of English Learners that are growing in their English proficiency as seen in their ELPAC scores. This may be due to the implementation of a new ELD curriculum last year. The implementation was also observed in the classroom by administrators. I-Ready assessments have shown continual student growth in Math and ELA. The implementation of Tier 1.5 intervention in the classroom and Tier 2 outside the classroom with a Reading Intervention teacher has had an impact on student growth. Monthly Intervention Meetings include school site leaders, the counselor, the school psychologist, the Reading Intervention teacher, Special Education teachers, and the speech pathologist. The Intervention Team discusses the MTSS Referrals and reviews academic, instructional, and behavioral data to determine next steps (SST Meeting, Attendance Meeting, etc.). Over the past three years, EL Students have had steady growth. In addition, the EL population grew significantly from 2020-2021 (45 students) to 2022-2023 (63 students). In 2023, 43.1% Of EL students made progress towards English language proficiency (51 students tested). This was a 7% increase. I-Ready Reading Diagnostic, fall to winter shows that English Language Learners who performed at early grade level grew by 3%, students one grade-level below decreased by 6%, students two grade-levels below decreased by 5%, and students three grade levels below decreased by 4%. I-Ready Math Diagnostic, fall to winter shows that English Language Learners who performed at early grade level grew by 7%, students one grade-level below decreased by 2%, and students three grade levels below decreased by 5%.

Challenges: Challenges include making sure that teachers have adequate time to analyze their data to plan more targeted instruction and appropriate intervention. Another challenge has been the concentrated amount of testing done around the same time. This has been taxing on students and teachers, creating stress that is counterproductive. An additional challenge is the number of students who have never been a traditional school setting are entering school in Grades 1st-3rd. Each year since 2020-2021, an average of 26 students enrolls in grades 3rd-6th. It takes time for the school to get to know the student and identify achievement gaps to provide the appropriate supports. I-Ready Diagnostics from fall to winter show that 0% of English Learners performed at above and on grade-level in Reading and Math.

- **Action 2**: Schoolwide IReady Scores show growth over the last two years. In 2021-2022, 36% of students were on grade level in Reading in the spring. In 2022-2023- 43% of students were on grade level in Reading in spring. In 2021-2022- 17% of students were on grade level in Math and in 2022-2023- 31% of students were on grade level in Math. This year, there is growth, but the rate is slower.

Challenges: The challenge has been teacher turnover and an increase of students who are reentering school after being at home during COVID. The school also needs to do a better job of intentionally preparing the students to take the iReady and other online tests by establishing personal,

class, and schoolwide goals. Also, communicating the importance of this test to new teachers, students and parents before testing could be helpful to student performance.

- Action 3: Over the past three years, the school employed an assistant site director that is highly qualified and is familiar with the school culture (being a former APS teacher). This has helped the Climate & Culture Team to become stronger, as she was the leader of the Climate & Culture Team of our other elementary school. The schoolwide suspension rate decreased from 2021-2022 (4.5%-287 students) to 2022-2023 (3.9%-309 students). This is a 0.6% decrease. In 2021-2022, SED students had a 7.3% suspension rate (236 students) and in 2022-2023, SED suspension rate was 5.1% (255 students). This is a 1.2% decline and an increase in 19 students. Chronic absenteeism rates have declined over last year. In 2021-2022 (post-COVID), 52% of students (279) were chronically absent. In 2022-2023- 25% of students (300) were chronically absent. This is a 27% decline.

Challenges: The challenge over the past three years is the increase in suspension rate among Students with Disabilities. In 2021-2022, the suspension rate was 7.3% (41 students) and in 2022-2023, the suspension rate was 10.9% (46 students). This is a 3.6% increase. The number of new teachers needing training in special needs has compounded this challenge. Most suspensions were for "caused, attempted or threatened physical injury" and "harassment and intimidation." We had SWDs who according to their level of need, struggled to be safe when they were mainstreamed into the gen ed setting. The academic work would sometimes cause them to become agitated and then they may be escalated.

- Action 4: Over the past three years the breadth and depth of training has increased. Certificated and classified staff are being trained in the topics listed to better support students. Special education staff and general education teachers collaborate regarding shared students. This is helping the general education teachers to improve their behavior management and relationship building skills. Special education students showed growth on 2022-2023 iReady fall to spring Diagnostic Math data (6% growth). For the 2023-2024 iReady Math Diagnostic, fall to winter, there was a 5% growth of students are on and above grade level. Special education students showed growth on 2022-2023 iReady fall to spring Diagnostic Reading data (13% growth). For the 2023-2024 iReady Reading Diagnostic, fall to winter, there was a 3% growth of students are on and above grade level.

Challenges: Challenges include having new teachers who need training and an increased number of students enrolling at Meadow who have moderate needs. Some students with special needs struggle being in the general education classroom, which often requires more support from the school counselor, special education case managers, and administrators.

- Action 5: In 2021-2022, 42.4% of EL Learners were chronically absent. In 2022-2023, 13.2% of EL Learners were chronically absent. This is a 29.2% decrease. ELPAC Scores also showed improvement over the last year. In 2022-2023, 43.1% In 2021-2022, 36.2 %of students made progress of at least one ELPI level.

Challenges: EL students have scored very low in ELA on the SBAC over the last three years. In Math, they have scored low on the SBAC. More targeted intervention is needed, along with parent partnership around EL student academic growth.

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

For the 2024-25 LCAP, Goal #1 was revised to align to the CA MTSS Framework and CA Community Schools Framework to ensure fidelity to the multi-year initiatives Aspen Meadow Public School has been engaged in to improve student outcomes. Actions and metrics were revised to align to the revised goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard performance levels, our LCAP will use the distance from standard (DFS) measurement for the ELA and Math (CAASPP) Academic Indicators, which is an accurate measure of student performance.

For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level. This change was made for purposes of transparency and alignment between the LCAP metrics and the CA School Dashboard. Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 83%	2022-23: 85%	2023-24: 83%	100%
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Implementation of the Academic content & performance Standards – measured using (Source) CDE's Local Indicator self-reflection tool for Priority 2 (source)	**2020-21: Implementation** Academic Standards ELA 4 ELD 3 Math 4 NGSS 3 History 3 Health 4 PE 4 VAPA 5	**2021-22: Implementation** Academic Standards ELA 4 ELD 3 Math 4 NGSS 3 History 3 Health 4 PE 4 VAPA 4	**2022-23 Implementation** Academic Standards ELA 4 ELD 3 Math 5 NGSS 3 History 3 Health 3 PE 4 VAPA 4	**2023-24 Implementation** Academic Standards ELA 5 ELD 3 Math 5 NGSS 3 History 3 Health 2 PE 4 VAPA 4	**2023-24: Implementation** Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 Health 4 PE 4 VAPA 4
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study. Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- **Action 1**: This action was fully implemented. Aspen Meadow Public School employed a Site Director and 18 classroom teachers All teachers participated in 4-days of Summer Professional Learning; 2 additional days were provided for teachers new to the profession and scheduled to have 8 non-instructional days and weekly professional development throughout the year. Substitute teachers were hired and contracted to maintain continuity of instruction and allow for teachers to participate in peer observations and coaching.

- **Action 2**: This action was fully implemented. AMPS provided its teachers and leadership with robust professional development. We employed ELA and Math Instructional Coaches that provide instructional coaching for our teachers, participate in classroom observations, and feedback cycles. We support our teachers in clearing their credential through induction.

- **Action 3**: This action was fully implemented. AMPS provided all students with standards-aligned curricular and instructional materials, including consumables. Annually purchases are made to ensure sufficient inventories for all students.

- **Action 4**: This action was fully implemented. Each student in grades K-6 was provided a device (Chromebook) and headphones to access instructional and curricular materials. All virtual meetings were held on the Microsoft Team platform. IT worked to ensure high internet quality and bandwidth, and they have also implemented a safety software that all educational staff uses to monitor student online activities.

- **Action 5**: This action was partially implemented. The job postings for teacher openings were more specific and the interview process is more rigorous. Teachers go through more than one interview and model a demonstration lesson with one of our classes, so administrators can observe the "teacher" - "student" interaction. The music teacher position remained vacant; and classroom teacher provided this enrichment during the instructional day.

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.

- **Action 1**: AMPS incurred additional costs for substitute teachers, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 2: Due to budget constraints (see action 1) attendance for conferences that were planned were cancelled, and professional development training programs were funded by a philanthropic support resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3: The total costs for curriculum were less than budgeted for, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 5: Music teacher position remained vacant, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: The job postings for teacher openings are more specific and the interview process is more rigorous. Teachers go through more than one interview and model a demonstration lesson with one of our classes, so administrators can observe the "teacher" - "student" interaction.

Challenges: The staff has shared through verbal feedback and surveys that they feel more time is needed to prepare for the school year. There is a lot of training, which has felt overwhelming to many of the teachers as noted through conversations and surveys.

- Action 2: As teachers are professionally learning about how to better instruct their students, evidence can be seen in the classroom per site administrators teacher observations and feedback and through collaborating with instructional coaches about trends and patterns. Student academic and social-emotional growth is seen in the decrease of suspension data (0.6% decrease in 2022-2023). When teachers can manage their classes well, and deliver engaging lessons, students usually want to learn, and they perform better.

Challenges: One of the biggest challenges is making sure that there is adequate time before school to give all the appropriate professional development to new and returning staff. Training should include Human Resources discussing the personnel management system, time off, and the Employee Handbook. The CEO and CBO need time to discuss organizational policies and procedures. Site directors need time for collaborating and building community, along with facilitating a shared vision. The Climate & Culture team need time to share, review, and discuss PBIS, Restorative Practices, and Parent Communication with staff. The Special Education Department needs time to share the Intervention and MTSS Referral Process with the teachers. The teachers also need time to set up their rooms in preparation for the students to arrive to an inviting classroom.

- Action 3: Returning teachers are becoming more fluent and engaging in their instructional practices as they become more and more familiar with the content. This quality teaching helps teachers engage the students in higher level thinking and academic rigor. The teachers' professional growth can be seen in the academic growth of the students. The site leader has participated in professional development in the past year in the area of Educational Leadership.

Challenges: The challenge has been ensuring that teachers understand the curriculum well and are able to internalize the lessons to deliver quality instruction. Navigator math is very detailed and scripted and can feel overwhelming to implement for teachers, especially new teachers.

Summit Learning has a lot of components to the platform and the teacher must participate in a week-long summer training to understand and deliver the curriculum well.

- Action 4: The IT team implemented an online help ticket system for the staff if there is a need. The IT's response time is very good and very helpful. They send a Welcome Informational email with login information, etc. is sent to new employees, enabling them to get started as a new employee. Staff training is also arranged by IT for school registrars and office receptionist as well as for the educational staff.

The IT team has set up all learning platforms on clever for students to access from their school Chromebook and from home as well as setting up the parent portal, that connects to our student information system, so families can stay engaged in their child's learning.

Challenges: Challenges over the years include the expense of keeping up with technology or learning platforms (including professional development). This is a timely and costly expense that is needed so that we can continue to improve our outcomes on digital websites like CAASSP and iReady.

- Action 5: The art teacher received an Innovation Grant Award from the Fresno County Office of Education for $1000 to purchase a 3D printer. The teacher facilitates multi-cultural art lessons for the students (Dia de los muertos, Native American Heritage, Black History Month, Diwali, Alebrijes-Oaxacan).

Challenges: The music teacher that we are hiring was unable to start working with our school until 2024-2025. Since general education teachers have prep time while their students are at Music, this has been challenging.

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

For the 2024-25 LCAP, Goal 2 was revised to align to the school's shift to CA MTSS Framework and CA Community Schools Framework, to ensure fidelity to the work the school is accomplishing to build educator and leadership capacity and expertise and strengthen high teacher retention rates. Actions and metrics were revised to align to this goal (Priority 1 and 2).

Based on feedback from our educational partners, for Priority 1 - (Basic Teachers), we will use the CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school's LCAP.

Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "good" repair as measured by FIT (Source)	2020-21: Good	2021-22: Good	2022-23: Exemplary	2023-24: Exemplary	Good
Suspension Rate Source: Dataquest		2020-21: 0%			<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: %	2022-23: 0%	0%
Student Survey: Student Perception of School Safety & Connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 97% Sense of safety 60% School connectedness	2022-23: 70% Sense of safety 64% School connectedness	2023-24: 77% Sense of Safety 79% School connectedness	>75%

Suspension table (Baseline):

SUSPENSION RATE

Source; Dataquest	2019-20 Count	2019-20 Rate
Schoolwide	13	5.3%
African-American	3	9.7%
Hispanic	5	2.9%
White	3	15.0%
Two or More Races	*	*
EL	4	10.8%
HY	0	0.0%
SED	18	8.7%
SWD	4	11.8%

Suspension table (Year 2):

2021-22 SUSPENSION

	Number	Rate
Schoolwide	16	4.5%
African American	6	11.5%
Asian	0	0.0%
Hispanic	9	4.1%
White	1	5.0%
EL	3	7.3%
SWD	3	7.3%
SED	12	5.1%

Suspension table (Year 3):

2022-23 SUSPENSION

	Number	Rate
Schoolwide	13	4.2%
African American	1	4.8%
Asian	0	0.0%
Hispanic	11	4.6%
White	1	4.8%
EL	1	1.5%
Homeless Youth	2	3.0%
SED	11	4.3%
SWD	5	10.9%

Parent Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 89% Sense of safety 91% School connectedness	2022-23: 83% Sense of safety 93% School connectedness	2023-24: 78% Sense of Safety 90% School connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 92% Sense of safety 96% School connectedness	2022-23: 97% Sense of safety 100% School connectedness	2023-24: 95% Sense of Safety 73% School connectedness	>75%
Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 3 7. 4 8. 4	Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 5	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 3 4. 4	Rating of 4+

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- **Action 1**: AMPS has fully implemented this action. We hosted numerous events to increase student engagement, a positive school culture; and improve the health and safety of our students. This year the annual Jog-a-thon fundraiser took place to fund field trips or guest speaker. All students participated in at least one field trip annually. AMPS has partnered with the Big Smiles dental care to provide dental services and screening for our students. This spring our students will participate in See2Succeed that provides vision screening and access to prescription glasses at no cost. We also reviewed and revised the Comprehensive School Safety Plan; which was presented to the entire staff. The School

Resource Officers conduct safety trainings, drills, and supervision throughout year; and ensure PBIS practices are implemented. We administered a school climate survey in Spring 2024 to students, staff and parents/families.

- Action 2: This action was fully implemented. AMPS solicits parent input in decision-making through its PAC, and ELAC. The Community Schools Advisory Council is an advisory group that weighed in on implementing the community school model and collaborated with Aspen Regional staff, students, families and community members.

- Action 3: This action was fully implemented. AMPS continued to provide families with numerous opportunities to engage in their child's education. This year we've hosted 7 Community Advisory Council meetings that included parents, staff, and students in addition to meetings with student teams to develop a needs and gap analysis assessment focus groups as part of the planning phase of Community Schools. This school year, the Community School Coordinator developed a Community Education Resource List that included opportunities for parent education/parenting classes, launching a small business, English language classes, and human-trafficking. All materials sent to families is translated to Spanish. There are 4 Pillars of Community Schools: 1. Integrated Student Supports "Students must be well known to be well served." 2. Family and Community Engagement "If not developed with us, it's not for us." 4 PILLARS 3. Collaborative Leadership Practices for Educators and Administrators "Culture of professional learning, collective trust and shared responsibility for outcomes." 4. Extended/Expanded Learning Time and Opportunities "Academic support, enrichment, and real-world learning opportunities." Aspen Meadows Community Advisory Council collaboratively agreed that Aspen Public Schools will contract with a tutoring services provider to lead supplemental academic support services for students requiring targeted academic interventions to meet grade-level standards. These new academic support services were provided during the regular school day, after school program, and summer expanded learning program. Aspen Public Schools braided CCSPP funds with existing and projected funding streams supporting expanded learning time and opportunities. CCSPP funding enabled each school to provide new after school and summer academic support, develop enhanced youth enrichment clubs, offer college and career field trips, provided cooking classes and nutrition education to students and their families, and establish new sports and physical fitness programming. One of the centerpieces of Aspen Public School's CCSPP-related community engagement efforts was the establishment of the Aspen Community Garden (Fall 2023), a new community garden designed to make a transformative difference in the lives of Aspen students and families by providing opportunities for students.

- Action 4: This action was fully implemented. AMPS annually completes the FIT Report and results are reported on the school's SARC, LCAP and Local Indicators Report. We employed a full-time janitorial and maintenance team that ensues our campus is clean and safe for all students and staff.

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.

- Action 1: There were additional costs incurred to provide additional security with the Campus Resource Officer, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 1: Over the past three years, the PBIS practices have grown. In the 2022-2023 school year, Meadow started a Monday morning (before school) practice of recognizing students who had been an exemplary student for the week's PBIS focus (Be Safe, Be Responsible, Be Ready to Learn, Be Respectful). Students receive a certificate and 10 Owl Bucks A picture of them holding the Aspen Owl and their certificate is taken and sent to their family through Parentsquare. The School Leadership Team is also meeting bi-weekly with the school counselor and a teacher to demonstrate leadership in the school. These students greet visiting teams to show them the facilities, and they also work at the Owl Perch Student Store.

Challenges: In a Student Mental Health Survey (4-6), 38% of students indicated that "Students at this school stop and think before doing anything when they get angry. With several students who have experienced trauma and 26% with insecure housing, more social-emotional support and training is needed for our staff and students to change this outlook. A challenge is finding an age-appropriate way to give a Climate Survey to students TK-3rd. It is important that we also get their input as well. The school site director has been collaborative talking to teachers to come up with a solution. Another challenge is finding additional ways to raise funds for field trips. The one annual Jog-a-Thon event is not sufficient to provide the number of experiences that teachers would like to give their students. Transportation is also a challenge. APS has discouraged parents driving on field trips due to liability and since APS does not have its own transportation system, buses must be rented from FUSD ($250). The hours of transportation must fall between 9:00am-1:30pm due to the school buses needing to be on track for their regular after student pick-up schedule. In addition, charter buses cost about $1200.

- Action 2: This school year, a group of ELPAC committee member parents created an ELAC booth for a family Trunk-or-Treat Event. They shared a collaboratively made pamphlet about the ELAC group and collected parents' signatures and phone numbers. At a later date, a parent called the parents from school to encourage them to go out to the next ELAC Meeting.

Parents sign in to the meetings. Minutes are kept and an Agenda is shared. The presentation and/or notes are sent out through Parentsquare to parents who could not attend. The agenda is shared at least 72 hours advance of the meeting through Parentsquare.

Meadow is still in the process of selecting the DELAC member to represent the school at school board meetings.

Challenges include the sustainability of the school site directors leading all the parent meetings. With all the other responsibilities it becomes very challenging to be adequately prepared. In addition, it appears that the same parents come to all three meeting types. Getting other families involved has been a challenge.

- Action 3: In March 2023, the Community School Advisory Council was launched. This includes families, students, and staff. The meetings have been in the evening from 5-7pm to accommodate working parents. Dinner is provided for the attendees. As a team, the needs assessment report, that was facilitated in partnership with Every Neighborhood Partnership, was reviewed for school improvement and community engagement planning. A number of Meadow staff has attended the Advisory Council meetings.

Challenges: Challenges would include scheduling and transportation for families. Community engagement could be a challenge for the number of families who do not have reliable transportation. One of the greatest challenges is the number of needs there are and our capacity to meet them- lack of funding that could help hire more staff, more SRO hours, more engagement opportunities. The need for sustainable staff for the

opportunities is a challenge. Aligning all the initiatives and surveying the parents so much that they become confused about the goals of each project and the language about what they mean is also a challenge. Having solid ways to show parents that they are being heard and that their feedback is translated into actual results.

- Action 4: 2023-24 Updates:

- Wing 1 had the HVAC ducting completely redone

- All classrooms received new paint

- TK and Kinder received a new playground with a new rubber flooring instead of EWF

- Wing 1 and Wing 2 received new updated electrical panels

- We are still in the process to install three new modulars and a bathroom building on the eastside of the campus.

- Art has a new kiln with its own area for firing

Challenges: One of the biggest challenges is the need for funding to expand our facilities and upgrade some of our buildings. There are internal spaces that could have a better use of external doorways could be added, but it would be expensive to have the proper inspections and permits to make the changes. More gate/fencing for security is needed behind the school to allow students to use an additional exit/entry point into the cafeteria.

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

For the 2024-25 LCAP, Goal 3 was revised to align to the school's shift to CA MTSS Framework, CA Community Schools Framework, to strengthen parent engagement, communication by establishing home-school connections. For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for measuring the state priority.

Additionally, for the 2024-25 LCAP, Aspen Meadow Public School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Meadow Public School	Lisa Taylor, Site Director	lisa.taylor@aspenps.org 559-369-2456

Plan Summary 2024-25

General Information

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

Aspen Meadow Public School currently serves 296 students in grades TK-6 with the following demographics: 72% Hispanic, 10% African American, 6% White, 6% Asian, 6% Two or More Races, 23% English Learners, 26% Homeless, 15% Students with Disabilities (SWD), 1% Foster Youth, and 84% Socioeconomically Disadvantaged (SED).

The **mission** of Aspen is to transform the community by developing exceptional leaders, and our vision leads to greater quality of life for all people in Fresno, regardless of race or economic status. Aspen is focused on the promise of equal educational opportunity for all children. With its college-preparatory focus, the Aspen approach is attaining academic gains throughout the network.

Aspen's approach to teaching and learning enables every student to succeed at the highest levels. This involves:

1. Recruiting and developing successful teachers and school leaders who strategically use student data to drive instruction and leadership development.
2. Creating a school culture where joy and belonging mark the student experience, with an emphasis on developing leadership that focuses students on college and their futures.
3. Providing students with grade-level curriculum, a facilitated learning environment that demands more student cognitive lift, and intense intervention when they are struggling, so that every child has a path to success.

We envision a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. Our community has been severely impacted by the pandemic resulting in an increase in homeless youth, high levels of childhood trauma, anxiety, and a lack of emotional regulation. For our young learners social distancing negatively affected learning and growth, and some experienced increased separation anxiety. This past year, chronic absenteeism rates, although higher than pre-pandemic levels, continue to decline, resulting from our attendance schoolwide initiative, communicating with families on the impact of daily attendance on student academic outcomes, socialization, and school culture, and schoolwide events recognizing students for perfect attendance, and positive behavior.

[Aspen Meadow Public School](#) uses the nationally acclaimed Summit (Gradient) Learning Platform as our primary academic curriculum for sixth-grade students. Summit Learning is a comprehensive program that guides students in becoming their best selves, supports teachers in doing their best work, and helps communities make their vision for education a reality.

Aspen Meadow Public School is the recipient of the [CA Community Schools Partnership Program Implementation Grant](#) and has developed an LCAP that aligns to the [CA Community School Framework](#) and [MTSS Framework](#). AMPS will continue to align and strengthen its MTSS, Community Schools, and PBIS Initiative with its [Expanded learning Opportunities Program (ELOP)](#) and the [Universal transitional kindergarten program (UTK).](#)

Aspen Meadow Public School is not eligible for [Equity Multiplier Funds](#), however, is eligible for ATSI based on the school's performance on the 2022 and [2023 CA School Dashboard](#). Aspen Meadow Public School's 2024-25 LCAP was developed in consultation with its educational partners and adheres to the California Department of Education's (CDE) [ATSI Planning Summary](#), as it applies to charter schools.

Aspen Meadow Public School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Aspen Meadow Public School's performance on the 2023 CA School Dashboard by indicator and student group.

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

Aspen Meadow Public School is eligible for Additional Targeted Support and Improvement (ATSI) resulting from the school's performance on the 2022 and 2023 CA School Dashboards for the Students with Disabilities (SWD) student group: Suspension Rate Indicator

2022 CA School Dashboard:

- Students with Disabilities (SWD): "Very High" Suspension Rate Indicator

2023 CA School Dashboard:

- Students with Disabilities (SWD): RED Performance Level Suspension Rate Indicator

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

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

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

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

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

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

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

A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were

not only historically large but were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted.

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

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

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

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

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

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

Using the Alliance for Resource Equity - 10 Dimensions of Education Resource Equity Tool, Aspen Valley Preparatory Academy identified the following *resource inequities:*

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

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

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

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Aspen Meadow Public School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners 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.

LCAP Public Hearing; LCAP Adoption; and approval of 2024-25 Budget took place on: 6/27/24

Educational Partner(s)	Process for Engagement
Administrators, Principal	**Monthly meetings (January 2024 – May 2024)** took place on the discussion of the 2024-25 LCAP Goals, Actions, metrics, and to analyze the 2023 Dashboard findings, eligibility for ATSI, specifically SWD student group (suspension rate), local data to measure program effectiveness, and to reflect/complete the 2023-24 LCAP Midyear update, LCAP survey analysis, professional development planning, with Aspen Public School (APS) Administration, the Site Director, and school's leadership team. Feedback from these meetings has identified the following: • Need for instructional coaches to support teachers with the delivery of instruction and implementation of the content standards through scaffolded lessons to address the diverse learning needs of our students. • Revise the testing schedule for 2024-25 to minimize student testing fatigue and ensure assessment results accurately reflect student performance not student fatigue. Bimonthly meetings: Aspen Meadow Leader check-in meeting with the Principal and CEO **(January – May 2024)** where discussion focused on the 2023 CA School Dashboard indicators and progress on those indicators in the current year including chronic absenteeism, daily student attendance, school's budget, school policies and procedures, SPED Program, educational partner concerns, and academic programmatic needs. Feedback from these meetings has identified the following: • Need for an additional school administrator to assist with the diverse learning and social-emotional needs of students. • Need to continue to ensure Resource Officers (security) are fully staffed.

	• Hire full-time Guidance & Learning Specialist to provide instructional coaching for all teachers PBIS strategies, classroom management and ensure modifications and accommodations are implemented effectively to support student learning.
Teachers	Climate and Culture Team meetings took place in **May 2024**, with teachers and school administrators to discuss ways to improve Positive Behavior Supports and Intervention (PBIS) implementation schoolwide. Identified need for training on PBIS schoolwide and in the classroom, and support students with SEL and/or behavioral needs; and eligibility for ATSI (Dashboard) performance for SWD. Feedback from this meeting has identified the following: • Need additional training and coaching on PBIS, and de-escalation techniques to promote a healthy social-emotional school climate, and student engagement. • Strengthen PBIS, alternatives to suspension and training on restorative practices. **During Bi-Weekly mini-meetings (March – April 2024**) for all general education and special education teachers reviewed and analyzed student behavioral incidents. • Feedback provided is the need to train staff and continue to implement verbal de-escalation, community circles; trauma-informed practices, and restorative practices.
Other School Personnel	Staff Survey administered **April 2024** to solicit input for the 2024-25 LCAP and eligibility for ATSI (suspension rate). Feedback provided: • Need to train support staff on PBIS and de-escalation techniques. • Need to continue with instructional coaches. • Need to continue with Resource Officers (security/supervision) Biweekly School Resource Officer with Admin. Meeting (**February 2024-May 2024)** discussion on schoolwide safety needs, including students eloping and solicited feedback for the upcoming 2024-25 LCAP. Feedback from this meeting has identified the following: • Need to develop and implement more secure protocols as part of the School Safety Plan.

Students	Student survey administered in **April 2024** to measure school climate, student connectedness and belonging, and solicit input for the 2024-25 LCAP. Feedback provided: • Students feel cared for by school staff/teachers and recognized for making positive choices • Students feel safe on campus. • Would like to have more options in the food/lunch menu.
Parent Advisory Committee (PAC)	**Date: 1/25/24** – Presented the 2023-24 LCAP Midyear Update (goals, metrics, & Actions) including eligibility for ATSI (Suspension Rate indicator – SWD), & 2023 CA School Dashboard. Feedback provided: • Increase schoolwide events that include families. • Implement Leader in Me (Covey) schoolwide, to address increase in student behavioral issues. • Prioritize mental health needs of students **Date: 4/25/24**: Solicited input for the 2024-25 LCAP Goals, metrics & actions, reviewed school climate survey results. Feedback provided: • Need to address school connectedness especially among 6th grade students • Need to strengthen behavior policy to address student disruptive and unsafe behavior. • Need to add mental health services. • Need to provide academic support for EL with language acquisition, and hire an ELD teacher (standalone) • Need to address suspension rates especially among SWD (red performance level) – collaborate with mental health team to determine the best course of action. • PAC agreed with the revised goals that align to MTSS, CCSPP (community schools); and the school's strategic plan. **Date: 5/22/24:** The 2024-25 LCAP was presented to the Parent Advisory Committee for review and approval. The PAC agreed with the contents and no additional feedback was provided. The PAC approved the 2024-25 LCAP for submission to the APS Board of Directors.

ELAC, DELAC & EL-PAC	**Date: 3/14/24**: Review of 2024-25 LCAP Goals, metrics and 2023 Dashboard, resources from Attendance Works (chronic absenteeism), and ATSI eligibility. Feedback provided: • Requested a Parent Engagement Coordinator position to provide workshops for parents on addressing the needs of ELs; and continue math & reading tutoring – afterschool program. • Concerned about attendance rates/chronic absenteeism • Concerned with EL performance state mandated assessments: ELA & Math CAASPP. – and need for additional academic intervention for English Learners with language acquisition. • Would like to continue offering after-school tutoring services. Aspen Meadow Public School does not meet the eligibility requirements to form an English Learner Parent Advisory Committee. CA EC 52062(a)(1)
Parents including those representing Unduplicated Pupils	During Snack chat with Parent meetings **(February 2024)** Feedback provided: • There is a need to implement Leader In Me for the 2024-25 school year. • Student recognition for perfect attendance during Awards assembly. • Need to prioritize mental health and behavioral needs of students. • Establish a community garden, to invite the community and have students learn integrated math/science/health content standards with the garden. **4/26/24:** A parent meeting Community Schools Coordinator was held to review and discuss the proposed 2024-25 LCAP goals, actions and ATSI eligibility. Feedback provided: • Revise LCAP Goals. Need for the Community Schools Coordinator to educate parents on the CA Community Schools Framework; and the 4 Pillars of Community Schools and how it aligns to the school's MTSS. • Parents would like to participate in professional learning opportunities for the leadership program.
SELPA Administrator	Student Services Officer attends El Dorado County Charter SELPA's Professional Learning Network Virtual **Meetings: 9/27/23, 11/1/23, 2/21/24, 4/10/24, 5/22/24**. These meetings provided guidance from SELPA

	on CDE monitoring requirements, legal updates, upcoming professional learning training opportunities, federal and state news, and resources for SPED programming. **Date: 4/25/24** EP: SELPA Administrator (El Dorado Charter SELPA) Topics discussed: SPED Department, identified needs of SWD; and LCAP Goal 1, Action 4 (SWD); 2023 Dashboard; and eligibility for ATSI – Suspension Rate Indicator for SWD. Feedback provided by Educational Partner: • Reviewed LCAP Goal 1, Action 4 – recommended adding a Teacher Academy, Education Specialist PLC; and School Psychologist PLC to address communication, chronic absenteeism and supporting student behavior. These recommendations were added to Goal 1, Action 4.

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Intervention Teacher, Instructional Aides and tutors to provide academic support; afterschool tutoring – ELOP, and online learning (intervention) platforms.

- Goal 1, Action 3: PBIS implementation, addressing behavior challenges, SEL curriculum adoption (Leader In Me); Counseling services, partnership with All4youth for counseling and behavior interventionist, Mental health services, and Family Resource Counselor (Homeless & Foster Youth Liaison).

- Goal 1, Action 4: Education Specialist PLC, School Psychologist PLC, addition of a Teacher Academy: SWD

- Goal 1, Action 5: Strengthening EL Program, tutoring, EL support with Language acquisition; and providing professional development for teachers to improve delivery of dELD to support English Learners with language acquisition.

- Goal 1, Action 6: Music Program

- Goal 2, Action 2: Professional development & Instructional Coaching for teachers to support SWD, EL, struggling learners, and addressing student behavior challenges, and de-escalation techniques. Professional learning opportunities for Instructional Aides to support the learning needs of students and addressing behavior challenges.

- Goal 3, Action 1: Field trips, schoolwide events on diversity and inclusion, leadership clubs, and school safety.

- Goal 3, Action 2: Parent decision-making (leadership) opportunities

- Goal 3, Action 3: Parent workshops, resources for families, ELPAC workshop

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.	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.

As a school eligible for ATSI, there is a need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework, and the CA Community Schools Framework, to ensure universal screeners are used to identify student needs whether academic, social-emotional, behavioral, and/or mental health needs and to measure the effectiveness of programs. In addition, there is an urgent need to fully implement, train and coach all staff on Leader in Me, PBIS, alternatives to suspension and trauma informed practices to effectively address student behavioral challenges, and improve school climate, student engagement, and school safety. There is also a need to improve communication with educational partners (staff, parents, students) on the behavior policy and attendance policy and ensure systems are in place to ensure implementation of policies and practices, and hold all adults accountable, to improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CAASPP website	**2022-23 ELA CAASPP** Student Group / DFS All Students: -51.5 Hispanic: -59.4 EL: -92.5 SED: -60.4			**2023-24 ELA CAASPP** Student Group / DFS All Students: -48 Hispanic: -57 EL: -88 SED: -58	
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CAASPP website	**2022-23 Math CAASPP** Student Group / DFS All Students: -57.6 Hispanic: -63.8 EL: -84.7 SED: -70.1			**2023-24 Math CAASPP** Student Group / DFS All Students: -55 Hispanic: -60 EL: -82 SED: -65	
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** Student Group / % All Students: 16.2% Hispanic: 12.1% SED: 9.7%			**2023-24 CAST % Proficient** Student Group / % All Students: 18.0% Hispanic: 15.0% SED: 12.0%	
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	43.1% Source: 2023 Dashboard			2023-24: 45% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 14.52% Proficient			2023-24: 16% Proficient	

6	Reclassification Rate Source: Dataquest	2022-23: 4.4%			2023-24: 7.9%	
7	Attendance Rate Source: CALPADS	2022-23: 91.38%			2023-24: 92%	
8	Chronic Absenteeism Rates Source: Dashboard	**2022-23: Chronic Absenteeism** <table><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>25.0%</td></tr><tr><td>Hispanic</td><td>24.7%</td></tr><tr><td>EL</td><td>13.2%</td></tr><tr><td>SED</td><td>25.1%</td></tr><tr><td>SWD</td><td>29.5%</td></tr></table>			**2023-24: Chronic Absenteeism** <table><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>24%</td></tr><tr><td>Hispanic</td><td>23%</td></tr><tr><td>EL</td><td>14%</td></tr><tr><td>SED</td><td>25%</td></tr><tr><td>SWD</td><td>14%</td></tr></table>	
9	Suspension Rate Source: Dashboard	**2022-23: Suspension** <table><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>3.9%</td></tr><tr><td>Hispanic</td><td>4.2%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.9%</td></tr><tr><td>SWD</td><td>10.9%</td></tr></table>			**2023-24: Suspension** <table><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>6%</td></tr><tr><td>Hispanic</td><td>5%</td></tr><tr><td>EL</td><td>8%</td></tr><tr><td>SED</td><td>6%</td></tr><tr><td>SWD</td><td>2%</td></tr></table>	
10	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%	
11	% students participating in an enrichment or elective course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%	
12	% students participating in all 5 Components of the Physical	2022-23: 0% Note: participation rate in each of the 5 components varied from 0% - 76%			2023-24: 100%	

Fitness Test (PFT): Grade 5 Source: SARC					

Note: Aspen Meadow Public School currently serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:
- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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.

Not applicable.

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.

Not applicable.

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

Not applicable.

Not applicable.

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 establish baseline, identify learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process: • iReady Reading & Math: Grades K-6 (3 times/year) • ESGI Assessments (TK & Kinder) • Leap Math formative & summative assessments • Gradient Learning assessments: Gr 6 • State-mandated assessments: CAASPP, ELPAC, CAST, PFT. The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. iReady's online lessons provide tailored instruction and practice for each student to accelerate growth.	$20,194	N

| 2 | **MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING** | Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard.

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

For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, an interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AMPS will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners in the classroom during the instructional day and afterschool. For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page.

AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics.

Classroom teachers will implement Tier 1.5 intervention using the iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction.

Instructional Aides will receive coaching on evidence-based pedagogical strategies to provide intervention; and on addressing student behavior | $961,237 | Y |

		challenges, led by the PBIS team, to ensure behavior expectations are adhered to. The Intervention Teacher will provide Tier 2 intervention for students in grades 2-6, reading two or more years below grade level as measured by iReady reading assessment, and provide coaching for teachers and Instructional Aides on evidence-based reading strategies for struggling readers. To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is tailored to a student's reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student's progress and identify next steps. Students will also have access to tutoring offered afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP). Struggling learners will be strongly encouraged to participate in academic support offered during ELOP, and teachers will communicate this offering with families, to improve student academic outcomes.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges. Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks); implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on	$525,151	Y

addressing student behavior challenges including de-escalation techniques.

Teachers, parents, and the Community School Advisory Committee feedback all indicated a need for additional support in both academic achievement and social-emotional learning. The Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals.

AMPS will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.

The PBIS team that will be led by the Assistant Site Director and a teacher will participate in extensive and ongoing training through Navigate 360. The PBIS team will train the entire staff, and provide parent workshops, as part of our initiative to improve school climate, culture, engagement and reduce suspension rates. PBIS implementation will also include training on restorative practices including community circles, and daily wellness checks, to ensure all students are ready to learn each morning.

Discussions with our educational partners identified the need to increase student accessibility to mental health and counseling services. In partnership with All4Youth, students will have access to a full-time associate Therapist and a part-time behavior interventionist. Our SEL Counselor will provide small group counseling and lead the implementation of Leader In Me schoolwide, including training for staff, and students, and workshops for parents to ensure fidelity schoolwide.

AMPS plans to hire a Guidance and Learning Specialist that will provide staffwide coaching on de-escalation techniques, evidence-based strategies to increase student engagement, revise, present, and implement the behavior policy, and ensure that student behavior plans (action steps and goals) are adhered to by all teachers.

The Family Resource Counselor (FRC), serving Homeless and Foster Youth, will conduct home visits, meet with families regularly to ensure family and student needs are met to prevent barriers to daily attendance and learning. The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as

		bus passes, gas cards, and food, clothing, and school supplies. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students.		
4	**SERVICES TO SUPPORT SWD**	The Students with Disabilities (SWD) student group received a "Very high" status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Suspension Rate indicator resulting in eligibility for ATSI. A review of Aspen Meadow's dashboard indicated that the Students with Disabilities student group will need to be closely monitored for Suspensions in 2024-2025. After conducting a root cause analysis, the following were identified as needs: • A discipline matrix that includes restorative practices. • A formalized and systematic multi-tier system of behavioral support. • Training for behavior management. A discipline matrix, which guides administrator decision-making in student discipline incidents, needs to be implemented and embedded with restorative practices. A system that embraces the concept of restorative practices benefits all students. This way, students learn strategies to make better behavior choices and restore relationships. A formalized and systematic multi-tiered system of behavioral support for students will be created by the administrative team in collaboration with the school counselor and school psychologist, creating a formalized system of support. All students, especially students with disabilities, will receive customized supports that are responsive to their needs. All teachers and relevant staff will receive professional development in classroom culture and de-escalation strategies. This will support staff in effectively responding to escalations in student behavior. Special education staff will also offer to conduct Functional Behavioral Assessments and add Behavior Intervention Plans to support staff in addressing specific student behavior with positive interventions and strategies. SELPA input was gathered by an email sent on 4/24/2024, and the SELPA responded on 4/22/2024. The input from SELPA was to continue with our participation with the Special Education Teacher Academy, Education Specialist PLC, and School Psychologist PLC from our SELPA. These	$336,031	N

		training and meetings will include discussions on communication, absenteeism, and supporting student behavior.		
5	**STRENGTHENING EL PROGRAM & SERVICES**	The English Learner (EL) student group received a red performance level for the ELA Academic Indicator on the 2023 CA School Dashboard. As a result of an analysis of EL academic performance, AMPS will implement the following services to support and improve EL language acquisition needs: • To improve the delivery of designated English Language Development (dELD), AMPS will hire an ELD teacher/EL Interventionist to deliver designated ELD, for ELs who received a Level 1 or 2. ELs who received a Level 3 or 4 on the Summative ELPAC will receive dELD from their classroom teacher. This credentialed teacher will also provide tiered language support for ELs at-risk of long-term EL status and provide training for teachers on implementing effective evidence-based tiered support for struggling EL students. • ELs will be prioritized for academic tutoring, offered afterschool, during intersession and summer programming via ELOP. • Bilingual Instructional Aides will provide small group instruction to support the language acquisition needs of ELs. AMPS will provide all teachers with the following professional development aimed at improving the language and learning needs of ELs through targeted instruction, evidence-based strategies to improve English language proficiency, and increase reclassification rates: • Professional development will include culturally and linguistically responsive practice domains: instructional, language, and cultural knowledge. • Evidence-based strategies such as think-pair-share, sentence frames, visual anchor charts, and metacognitive strategies	$2,900	N

| 6 | **BROAD COURSE OF STUDY** | Aspen Meadow Public School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following enrichment by grade level:

• Art: TK-6

• Music: TK-4

• Band/Choir: Gr. 5-6

Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.

The music teacher will design a choral and band program. Through the music program, learning English language through song will support the language acquisition of the English Learner students. The Art teacher will offer ceramic classes using the school kiln, through the after-school program providing students an opportunity to create more extensive projects. Multicultural and diverse music and art forms will be taught to students to create an understanding of various cultural traditions and activities. | $165,839 | N |

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.

With teacher and staff turnover, post-pandemic, there is a need to support all teachers to strengthen implementation of Tiered supports, differentiation, address EL/LtEL language acquisition needs (reading, writing, speaking, and listening) to address the diverse learning needs, and gaps of our students. There is also a need for general education teachers to collaborate with Special Education educators implementing Universal Design for Learning (UDL), ensure appropriate accommodations and modifications are implemented to provide equitable and differentiated lessons that will increase student engagement and improve student learning. Teachers also need additional training on the ELD standards to strengthen designated ELD instruction to support the language acquisition needs of ELs, to increase English Language proficiency, resulting in higher reclassification rates, and an improvement on the ELPI (Dashboard). With the new adoption of Leader In Me schoolwide, and Summit (Gradient) learning for grade 6, there is a need to ensure coaching, observation and feedback cycles take place regularly to ensure fidelity to program implementation, improve student outcomes, engagement, school climate, and support teacher retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 71.9%			2022-23: 90%	

14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
15	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 2 PE: 4 VAPA: 4 World Language: N/A			2024-25: ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: N/A	

Goal Analysis for 2024-25

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.

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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 Meadow Public School (AMPS) will employ a principal, and appropriately credentialed teachers, to serve grades TK-6 with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education. AMPS's educators will participate in nine days of Summer Professional Learning; 4 non-instructional days and weekly professional development/ PLCs embedded in the school year.	$1,507,821	N
2	**PROFESSIONAL LEARNING**	Aspen Meadow Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4 non-instructional days and weekly professional development during the school year.	$242,042	Y

All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6th grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5. Substitute Teachers will be employed to allow teachers to participate in peer observations, instructional coaching, and to maintain continuity of instruction.

Based on an analysis of students and educator needs including feedback from our educational partners, professional learning will focus on the following key areas:

- PBIS: SEL, Trauma Informed Practices (TIPs), restorative practices, and community circles
- MTSS Referral, process & flow chart
- Leader In Me SEL Implementation
- Equitable outcomes and behavior approach: Fair Schools
- iReady Coaching: Data analysis and application
- Implementing Tier 1 and 2 Intervention
- Core Knowledge; CKLA Coaching
- Leap Math; Math Coaching
- Amplify Science
- Gradient Learning- Math/Science, ELA/History- 6th grade
- Health & Safety
- Designated/Integrated ELD, strategies to support ELs
- SWD: Universal Design for Learning (UDL) Tier 1
- SWD: Accommodations & Modifications: Inclusion Model

The Administrative & Leadership Team will participate in additional professional learning through workshops, conferences, throughout the year including strategic planning and core competencies, and Leadership Coaching.

		To support teacher effectiveness and credential clearance, AMPS will fund teacher induction expenses and participate in the Marshall Residency Program, a teacher pipeline – to fill teaching positions.		
3	**CORE CURRICULAR PROGRAM NEEDS**	Aspen Meadow Public School will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	$86,800	N
4	**CLOSING THE DIGITAL DIVIDE**	Aspen Meadow Public School will ensure all students have a technology device to access instructional & curricular materials. The IT Team will provide technical support, ensure schoolwide internet connectivity, accessibility, and availability of technology devices for staff and students, and access to Microsoft Teams for virtual meetings.	$94,714	N

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.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, alternatives to suspension, and implement attendance and behavior policies with fidelity. There is a need to communicate and partner with families on an ongoing basis and engage them in their child's education to improve student outcomes. The Community Schools Coordinator will continue to increase parent engagement and communication to support student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9. 3 10. 4 11. 3			2024-25: 9. 4 10. 4 11. 3	

	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.	12.3			12.3	
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 3 3. 3 4. 4			2024-25: 1. 4 2. 4 3. 3 4. 4	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 77% Sense of Safety 79% School connectedness			2024-25: 79% Sense of Safety 81% School connectedness	

20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 78% Sense of Safety 90% School connectedness			<u>2024-25:</u> 80% Sense of Safety >90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 95% Sense of Safety 73% School connectedness			<u>2024-25:</u> >90% Sense of Safety 75% School connectedness	

Goal Analysis for 2024-25

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.

Not applicable.

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.

Not applicable.

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

Not applicable.

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.

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY**	Aspen Meadow Public School will provide all students with opportunities to engage in outdoor learning opportunities through field trips and expanded learning opportunities to enhance learning, deepen student engagement and motivation. Aspen Meadow Public School will continue to provide a School Nurse and Health Aides, as requested by our educational partners. Through our partnership with Big Smiles students will have access to onsite dental care, and vision services through our partnership with See2Succeed. The School Safety Plan will be reviewed and revised and communicated to our educational partners: staff, students and families. The School Resource Officer (SRO) will lead schoolwide safety training, drills, lock-down, fire drill procedures, provide security, and supervision in alignment with our school-wide PBIS practices. To further monitor and ensure safety for students and staff, visitors will be required to check-in using our online visitor security program. There is a correlation between a positive school environment, physical and emotional safety, and a student's well-being. To increase student engagement, AMPS must ensure a positive and welcoming school environment that will include: • Assemblies: recognizing student growth • Multi-cultural events, celebrations of diversity • School Ambassadors: provide school tours, meet/greet guest speakers and assist with student recruitment • Student, staff & parent survey	$278,483	Y

		- Increased school-wide activities such as dances and family fun nights. - Family Circle Assemblies: quarterly to celebrate and bring awareness to the PBIS pillars- Be Safe, Be Responsible, Be Ready to Learn, Be Respectful - Monday Morning Gathering- student leadership shares announcements and students are recognized with a certificate for demonstrating a PBIS Pillar the previous week. - School Ambassadors (student leadership): an extra-curricular group of student leaders that design, develop and implement schoolwide initiatives and facilitate assemblies; and Monday morning gatherings to promote a safe and positive learning environment for all students. - The school community will recognize and promote Anti-bullying and Kindness Week to promote a safer and healthier school environment.		
2	**PARENT INPUT IN DECISION-MAKING**	At Aspen Meadow Public School parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). - English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) - Parent Advisory Committee (PAC) per CA EC 52062(a)(1) - Community Engagement Initiative (CEI) team - El Dorado Charter SELPA Community Advisory Committee: is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. Interpreter services will be available for all committee meetings and upon request.	$52,000	N

3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Aspen Meadow Public School will provide all parents, including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through Snack Chat with Parents and Administrators, parent workshops, assemblies open to families, weekly newsletters, messaging through ParentSquare, surveys, and volunteer opportunities. The Community School Coordinator will facilitate parent meetings, workshops, communicate with families (outreach), seek partnerships with community-based organizations to provide resources for families/students. The Leadership team will host family nights/events and Coffee with the Leadership to communicate and build partnerships with families. The Leadership team will host Coffee with the Leadership to communicate schoolwide initiatives build partnerships with families; that will include attendance policy and student behavior policy. Parent workshops will focus on topics and areas that support schoolwide initiatives and as requested by our educational partners. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.	$75,901	N
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	Aspen Meadow Public School strives to provide all students and staff with a safe and clean school facility site. Annually, the Facility Inspection Tool (FIT) report will be completed, and any issues/findings will be addressed in a timely manner. FIT results will be reported annually in the SARC, Local Indicators Report, and LCAP.	$627,511	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,126,177	$138,662

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
35.79%	0%	$0	35.79%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Aspen Meadow Public School (AMPS) received a RED performance level on the ELA Academic indicator for the English Learner (EL) student group on the 2023 CA School Dashboard. A comprehensive needs assessment was conducted that included an analysis of multiple types of data, and root cause analysis. The Leadership identified significant learning gaps schoolwide and achievement gaps among our student groups. The educational impacts of the pandemic were not only historically large but	For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, an interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AMPS will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners in the classroom during the instructional day and	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

were disproportionately worse in communities with high proportion of low-income and minority students. Test sores declined in in communities where COVID death rates were higher, in communities where adults reported feeling more depression and anxiety during the pandemic and where daily routines of families were most significantly restricted.

There are significant achievement gaps among EL, SED and SWD in ELA and Math as evidenced in the following charts. (Source 2023 CA School Dashboard – Distance from Standard)

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-51.5
Hispanic	-59.4
EL	-92.5
SED	-60.4
SWD	-120

2022-23 Math CAASPP	
Student Group	**DFS**
All Students	-57.6
Hispanic	-63.8
EL	-84.7
SED	-70.1
SWD	-127.7

afterschool. For reading, there's a need to train educators in phonics and phonemic awareness, the foundational skills of linking the sounds of spoken English to the letter that appears on a page.

AMPS will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics.

Classroom teachers will implement Tier 1.5 intervention using the iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction.

Instructional Aides will receive coaching on evidence-based pedagogical strategies to provide intervention; and on addressing student behavior challenges, led by the PBIS team, to ensure behavior expectations are adhered to.

To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is tailored to a student's reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student's progress and identify next steps.

Students will also have access to tutoring offered afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP). Struggling

		learners will be strongly encouraged to participate in academic support offered during ELOP, and teachers will communicate this offering with families, to improve student academic outcomes. These actions will be provided on a schoolwide basis because these strategies will benefit all students and we expect assessment results to improve in ELA and Math.	
Goal 1, Action 3	Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges. Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. There is a need to further reduce Chronic absenteeism rates and Suspension Rates across all student groups as evidenced in the following charts. (Source: 2023 CA School Dashboard)	Through our MTSS, Aspen Meadow Public School is committed to providing social-emotional, behavioral, and mental health services to support the needs of our students, re-engage them back to school and to address student behavioral challenges. Through our needs assessment and root cause analysis, we identified the need to expand counseling services to address the significant trauma our students experienced during the pandemic. The Students with Disabilities student group received a red performance level due to an increase in suspension rates resulting in ATSI. To further reduce suspension rates, we identified the need to implement SEL curriculum that aligns to the schoolwide needs and prepares our students to be responsible citizens; strengthen PBIS implementation including incentives through Owl bucks); implement and communicate the behavior policy schoolwide; provide counseling services and provide ongoing training and coaching for staff on addressing student behavior challenges including de-escalation techniques. Teachers, parents, and the Community School Advisory Committee feedback all indicated a need for additional support in both academic achievement and social-emotional learning. The	The metrics that will be used to monitor effectiveness are: • #8: Chronic Absenteeism Rate • #9: Suspension Rate

2022-23: Chronic Absenteeism

Student Group	Rate
All Students	25.0%
Hispanic	24.7%
EL	13.2%
SED	25.1%
SWD	29.5%

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

Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals.

AMPS will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.

The PBIS team that will be led by the Assistant Site Director and a teacher will participate in extensive and ongoing training through Navigate 360. The PBIS team will train the entire staff, and provide parent workshops, as part of our initiative to improve school climate, culture, engagement and reduce suspension rates. PBIS implementation will also include training on restorative practices including community circles, and daily wellness checks, to ensure all students are ready to learn each morning.

Discussions with our educational partners identified the need to increase student accessibility to mental health and counseling services. In partnership with All4Youth, students will have access to a full-time associate Therapist and a part-time behavior interventionist. Our SEL Counselor will provide small group counseling and lead the implementation of Leader In Me schoolwide, including training for staff, and students, and workshops for parents to ensure fidelity schoolwide.

AMPS plans to hire a Guidance and Learning Specialist that will provide staffwide coaching on de-escalation techniques, evidence-based strategies to increase student engagement, revise,

		present, and implement the behavior policy, and ensure that student behavior plans (action steps and goals) are adhered to by all teachers. The Family Resource Counselor (FRC), serving Homeless and Foster Youth, will conduct home visits, meet with families regularly to ensure family and student needs are met to prevent barriers to daily attendance and learning. The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as bus passes, gas cards, and food, clothing, and school supplies. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students. These actions will create an opportunity to significantly increase attendance rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to maximize their impact in increasing overall attendance rates and reduce chronic absenteeism rates for all students.	
Goal 2, Action 2	Professional development is critical to transform school culture, school climate, and student academic outcomes. Feedback from our educational partners (Leadership, teachers, parents) indicated the need for Instructional coaching to improve student outcome and build teacher capacity and expertise. (See Engaging Educational Partners section)	Aspen Meadow Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4 non-instructional days and weekly professional development during the school year. All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6th grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to	The metrics that will be used to monitor effectiveness are: #15: Implementation of the State Academic content & performance standards for all students & enable ELs access. #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

		provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5. Substitute Teachers will be employed to allow teachers to participate in peer observations, instructional coaching, and to maintain continuity of instruction. These actions will create an opportunity to build teacher capacity and strengthen the delivery of instruction using evidence-based strategies that we anticipate will improve reading proficiency and math instruction; and strategies to support ELs and SWD using effective tiered intervention.	
Goal 3, Action 1	There is a correlation between a positive school environment, physical and emotional safety, and a student's well-being. Feedback from our educational partners indicated the need to ensure there are School Resource Officers to support our PBIS and SEL initiatives. <table><tr><th colspan="2">2022-23: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>3.9%</td></tr><tr><td>Hispanic</td><td>4.2%</td></tr><tr><td>EL</td><td>1.5%</td></tr><tr><td>SED</td><td>3.9%</td></tr><tr><td>SWD</td><td>10.9%</td></tr></table>	The School Resource Officer (SRO) will lead schoolwide safety training, drills, lock-down, fire drill procedures, provide security, and supervision in alignment with our school-wide PBIS practices. To further monitor and ensure safety for students and staff, visitors will be required to check-in using our online visitor security program. These actions will create an opportunity to significantly decrease chronic absenteeism rates, increase attendance rates for low- income students because they are designed to address their identified needs. However, these actions will be provided on a schoolwide basis to maximize their impact in increasing overall attendance rates for all students	The metrics that will be used to monitor effectiveness are: The metrics that will be used to monitor effectiveness are: • #9: Suspension Rate • #10: Expulsion Rate • #19: Other Local Measure - Student Survey: Sense of safety & school connectedness

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
N/A	Not applicable	Not applicable	Not applicable

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.

The additional concentration grant add-on funding will be used to fund additional instructional Aides to provide direct services to students (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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,971,169.00	$ 5,106,638.00

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	$ 22,090	$ 17,912
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 763,758	$ 867,996
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 256,157	$ 253,820
1	4	SERVICES TO SUPPORT SWD	No	$ 581,272	$ 545,300
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 3,000	$ 3,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,396,877	$ 1,498,949
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 190,050	$ 210,408
2	2	PROFESSIONAL LEARNING	Yes	$ 318,220	$ 233,770
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 30,000	$ 14,817
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 140,411	$ 153,597
2	5	BROAD COURSE OF STUDY	Yes	$ 112,785	$ 72,553
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	$ 272,702	$ 302,175
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 45,064	$ 44,693
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 9,283	$ 8,403
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 829,500	$ 879,245

2023-24 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)
$ 1,017,745	$ 1,408,429	$ 1,321,483	$ 86,946	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENTS OF LEARNING	Yes	$ 424	$ -	0.00%	
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 268,926	$ 312,662.00	0.00%	0.00%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 256,157	$ 166,253.00	0.00%	0.00%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 3,000	$ 3,000.00	0.00%	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 190,050	$ 210,408.00	0.00%	0.00%
2	2	PROFESSIONAL LEARNING	Yes	$ 294,189	$ 209,739.00	0.00%	0.00%
2	5	BROAD COURSE OF STUDY	Yes	$ 112,785	$ 72,553.00	0.00%	0.00%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	$ 237,834	$ 302,175.00	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	$ 45,064	$ 44,693.00	0.00%	0.00%

2023-24 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)
$ 2,910,129	$ 1,017,745	0.00%	34.97%	$ 1,321,483	0.00%	45.41%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 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 %)
2024-25	$ 3,146,293	$ 1,126,177	35.794%	0.000%	35.794%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,558,882	$ 1,239,149	$ -	$ 179,093	$ 4,977,124.00	$ 3,713,095	$ 1,264,029

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					$ -	$ 20,194	$ -	$ 444	$ -	$ 19,750	$ 20,194	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					$ 355,228	$ 146,034	$ -	$ 410,352	$ -	$ 90,910	$ 501,262	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AMP	Ongoing	$ 425,180	$ 34,795	$ 459,975	$ -	$ -	$ -	$ 459,975	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No					$ 166,575	$ 13,530	$ 11,530	$ 147,588	$ -	$ 20,987	$ 180,105	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AMP	Ongoing	$ 329,576	$ 15,470	$ 345,046	$ -	$ -	$ -	$ 345,046	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 300,031	$ 36,000	$ 101,826	$ 186,759	$ -	$ 47,446	$ 336,031	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	No					$ -	$ 2,900	$ 2,000	$ 900	$ -	$ -	$ 2,900	0.000%
1	6	BROAD COURSE OF STUDY	All	No					$ 165,839	$ -	$ 116,828	$ 49,011	$ -	$ -	$ 165,839	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,410,133	$ 97,688	$ 1,507,821	$ -	$ -	$ -	$ 1,507,821	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ -	$ 76,000	$ 53,969	$ 22,031	$ -	$ -	$ 76,000	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AMP	Ongoing	$ 166,042	$ -	$ 166,042	$ -	$ -	$ -	$ 166,042	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 86,800	$ 86,800	$ -	$ -	$ -	$ 86,800	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 60,284	$ 34,430	$ 77,914	$ 16,800	$ -	$ -	$ 94,714	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 53,569	$ 69,800	$ 40,540	$ 82,829	$ -	$ -	$ 123,369	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	AMP	Ongoing	$ 155,114	$ -	$ 155,114	$ -	$ -	$ -	$ 155,114	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ 52,500	$ -	$ 52,500	$ -	$ -	$ -	$ 52,500	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 73,024	$ 2,877	$ 2,877	$ 73,024	$ -	$ -	$ 75,901	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ -	$ 627,511	$ 378,100	$ 249,411	$ -	$ -	$ 627,511	0.000%

2024-25 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
$ 3,146,293	$ 1,126,177	35.794%	0.000%	35.794%	$ 1,126,177	0.000%	35.794%	**Total:**	$ 1,126,177
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,126,177

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AMP	$ 459,975	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTION/	Yes	Schoolwide	All	AMP	$ 345,046	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AMP	$ 166,042	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	AMP	$ 155,114	0.000%

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]).

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

  - ▪ **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.

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

- o 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.

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.

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.

- 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.

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* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

- o 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) (California Legislative Information)](#) 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.

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.

  o 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.

  o 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.

  o 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.

  o 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.

o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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

- 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:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o 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.

- 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.

- 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:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

- o **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 of 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 (%)**

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

  o 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).

California Department of Education
November 2023