LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Ridge Public School
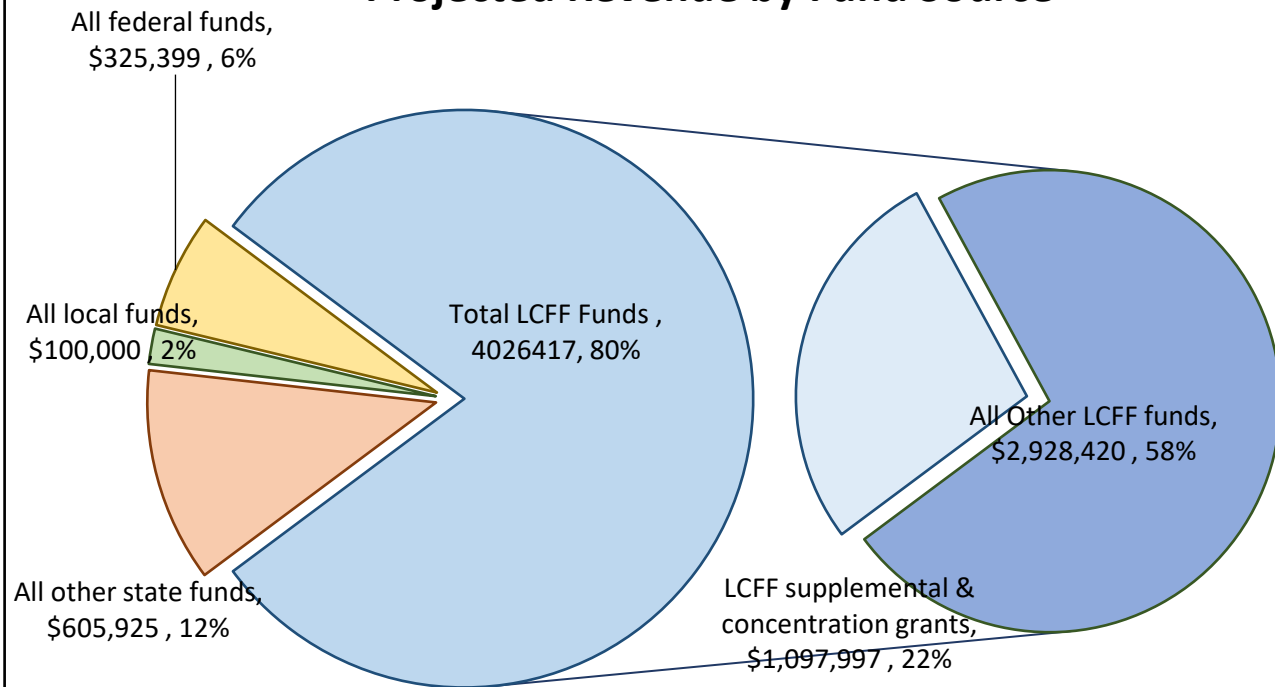
CDS Code: 10 62166 0140806

School Year: 2024 - 25

LEA contact information: Riley Fox, Site Director riley.fox@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, $325,399 , 6%

All local funds, $100,000 , 2%

All other state funds, $605,925 , 12%

Total LCFF Funds , 4026417, 80%

All Other LCFF funds, $2,928,420 , 58%

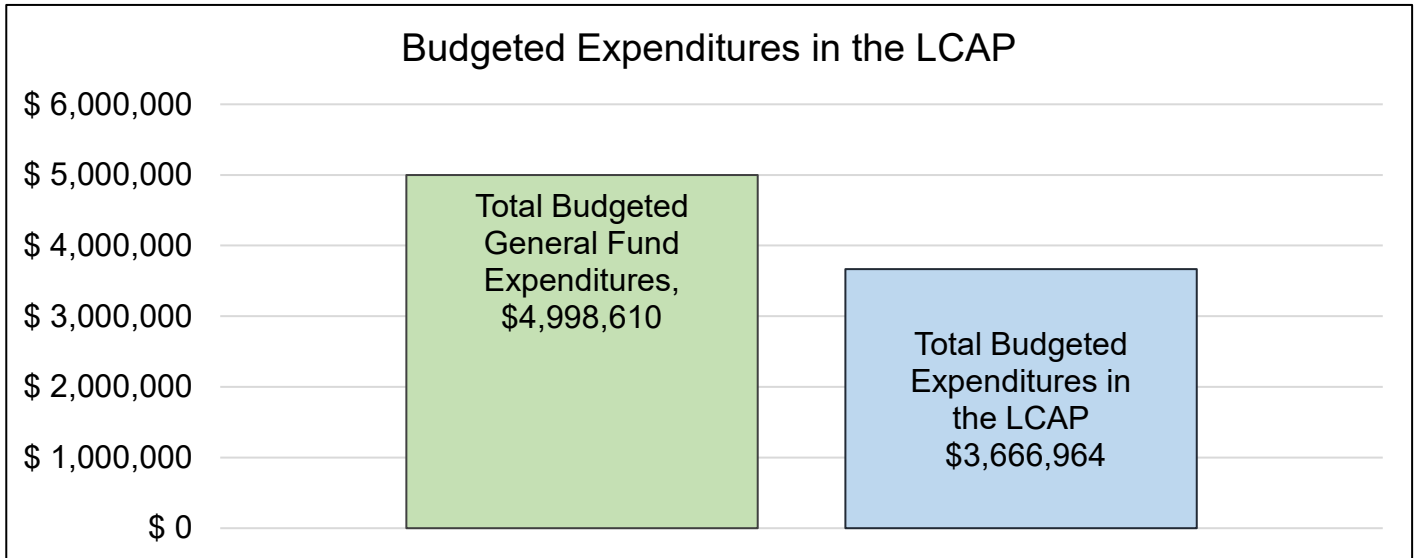LCFF supplemental & concentration grants, $1,097,997 , 22%

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

The text description for the above chart is as follows: The total revenue projected for Aspen Ridge Public School is $5,057,741.00, of which $4,026,417.00 is Local Control Funding Formula (LCFF), $605,925.00 is other state funds, $100,000.00 is local funds, and $325,399.00 is federal funds. Of the $4,026,417.00 in LCFF Funds, $1,097,997.00 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, $4,998,610	Total Budgeted Expenditures in the LCAP $3,666,964

y-axis: $ 6,000,000 / $ 5,000,000 / $ 4,000,000 / $ 3,000,000 / $ 2,000,000 / $ 1,000,000 / $ 0

This chart provides a quick summary of how much Aspen Ridge 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 Ridge Public School plans to spend $4,998,610.00 for the 2024 - 25 school year. Of that amount, $3,666,964.00 is tied to actions/services in the LCAP and $1,331,646.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
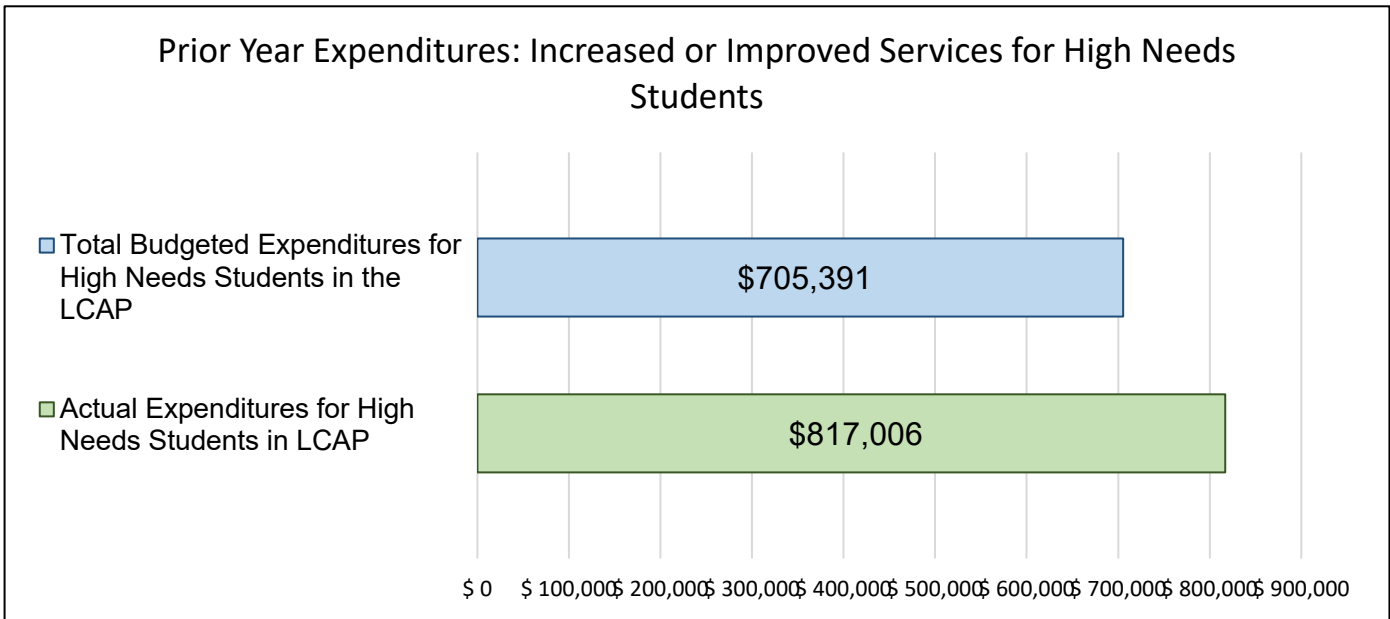
Budgeted General Fund Expenditures not included in the 2024-25 plan include meals program, operating and administrative expenses.

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

In 2024 - 25, Aspen Ridge Public School is projecting it will receive $1,097,997.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Ridge Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Ridge Public School plans to spend $1,097,997.00 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: $705,391

Actual Expenditures for High Needs Students in LCAP: $817,006

(Chart axis: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000, $700,000, $800,000, $900,000)

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

The text description of the above chart is as follows: In 2023 - 24, Aspen Ridge Public School's LCAP budgeted $705,391.00 for planned actions to increase or improve services for high needs students. Aspen Ridge Public School actually spent $817,006.00 for actions to increase or improve services for high needs students in 2023 - 24.

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 Ridge Public School	Riley Fox, Site Director	riley.fox@aspenps.org 559-374-0080

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	*	*	2021-22: 34.38% Met or Exceeded Standard	2022-23: 34.51% Met or Exceeded Standard	35%
CAASPP Math Source: CDE	*	*	2021-22: 16.49% Met or Exceeded Standard	2022-23: 17.7% Met or Exceeded Standard	18%
CA Science Test: Gr 8 Source: CDE	*	*	2021-22: 11.76% Met or Exceeded Standard	2022-23: 15.59% % Met or Exceeded Standard	17%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	*	*	2021-22: 0% Proficient	2022-23: 15.38% Proficient	17%
Reclassification Rate Source: Dataquest	*	*	2021-22: 11%	2022-23: 12.6%	15%

% EL with access to CCSS & ELD Standards Source: SARC	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Attendance Rate Source: CALPADS	*	*	2021-22: 83%	2022-23: 91.21%	95%
Chronic absenteeism Rate Source: Dataquest	*	*	(see table below)	(see table below)	30%
Middle School Dropout Rate Source: CALPADS	*	*	2021-22: 0.74%	2022-23: 0%	0%

2021-22 CHRONIC ABSENTEEISM

	Number	Rate
Schoolwide	69	48.3%
African American	5	33.3%
Hispanic	55	51.9%
White	6	40.0%
English Learners	11	40.7%
Homeless Youth	9	69.2%
SWD	15	53.6%
SED	61	52.1%

2022-23 Chronic Absenteeism

	Number	Rate
Schoolwide	68	36.8%
African American	9	39.1%
Hispanic	49	36.3%
White	7	43.8%
English Learners	7	24.1%
Homeless Youth	8	36.4%
SWD	9	30.0%
SED	56	37.8%

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 Ridge Public School (ARPS) has implemented this action, with the last set of trimester assessments scheduled for Spring 2024 including state testing. After each trimester assessments results are analyzed which informs instructional decision-making and identification for interventions, as needed. IAB's have been administered for all students in grades 7-11. Assessment results are used to inform the MTSS process and provides data on student need. iReady data and resources are consistently used in our intervention classes, as designated by our MTSS model. Students interact with iReady instructional materials to help build skill and capacity. Teachers are given consistent time to collaborate and review assessment result data to support classroom lesson design and make instructional decisions that support both rigor and student need. We have been soliciting teacher and student input to adjust our testing schedule so that the diagnostic feels more manageable for students and easily monitored by teachers. Currently, we are researching another internal (verified data) assessment that is aligned to High School standards.

- **Action 2**: This action was partially implemented. ARPS received a YELLOW Performance Level for the ELA Academic Indicator for all students, an ORANGE Performance level for the Math Academic Indicator for all students and RED for the Socioeconomically Disadvantaged student group. This year we have built into the master schedule intervention courses ELA & Math to address student learning gaps. We were unable to

fill the Intervention Teacher position, so the course has been taught by substitute teachers. Our Math and ELA Success classes have been assigned to ELA and math teachers as an additional course due to staffing challenges. Placement in intervention courses is based on student performance on the iReady trimester assessments. This year we did not implement Pathways to Reading curriculum because the iReady Toolbox already provides reading intervention that aligns and is tailored to each student's performance on iReady.

- Action 3: This action was fully implemented. ARPS received an ORANGE Performance Level on the Chronic Absenteeism Indicator and RED Performance Level for the Suspension Rate Indicator on the 2023 CA School Dashboard. For Chronic Absenteeism: Our Truancy Policy has been fully implemented and is monitored by Office Staff and the Counseling Intern. Student attendance is tracked, and parents are notified after unexcused absences according to our policies. Counseling Intern meets with students to ensure there are no school based conflicts that hinder them from attending school. The Administration team holds Truancy meetings in accordance with our policy and connects families to resources, when needed, with the support of our Homeless and Foster Youth Liaison. Mentor meetings are also implemented on a weekly basis during homeroom. To address school culture/climate and Suspensions: We continue to implement Second Step SEL Curriculum for grades 7-8; and Imago SEL for grades 9-11 with designated lessons once a week and integrated lessons throughout the week. We've implemented PBIS Rewards system to award students points for positive behavior using "Raven Cards" where students embodying our school-wide expectations are entered into a drawing each week. We've established a PBIS student store open daily where students can redeem their PBIS digital points. The Assistant Site Director has facilitated behavior management training with the Site Director and CMO office. Our teachers have participated in Verbal De-escalation training and PBIS. However, there is a need for additional PBIS training and addressing disruptive behavior in the classroom for our teachers, which will be provided by Fair Schools. Suspension Rates this year have declined when compared with last school year. The reasons for suspensions this year include tobacco/drug possessions (vaping) and safety violations (physical altercation). As a response we are seeking drug and tobacco abuse awareness programs, and family education to bring to our students. Regarding physical altercations, the administrative team has been reviewing the conflicts and utilizing our risk assessment process as preventative measures to support students prior to conflicts becoming a safety issue.

- Action 4: This action was fully implemented. We continue to utilize an inclusion model and our Education Specialists work in collaboration with our general education staff to meet student needs. We have added an additional Education Specialist this school year, who supports case management and teaches two resource classes to support students with disabilities. So far, our staff has been provided with training and/or professional development on Verbal De Escalation, CPI, and Mental Health Interventions. Additional training through SELPA will continue to be provided to staff. We have opted for a different model this year and have provided a resource period in students schedule to receive both academic support and work on their IEP goals. The students are seen by the Education Specialists every day. This is an increase in services. Our SELPA did a visit to Ridge on Sept 23, 2023, and their feedback was that our program was strong. Students have struggled post-pandemic and that rise in SWDs is statewide. SELPA encouraged us to continue to look at testing accommodations and recommended Verbal De-escalation training which we held for staff on Jan 5, 2024.

- Action 5: This action was fully implemented. ARPS provides all students with a broad course of study including electives; and A-G approved courses. This action has been fully implemented.

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: The Intervention Teacher position remained vacant, and a substitute teacher provided services on an hourly basis 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: We have successfully administered the iReady and IAB assessments over the last three years in reading/ELA and math. There has been a correlation in these results to the scores we have seen with CAASPP/SBAC. As expected, IABs are very closely aligned with SBAC and allow teachers to choose one standard or skill to assess to gain insight to how students may perform on CAASPP/SBAC. Teachers work together to choose specific IABs to administer, which helps to make the data more relevant for instruction. Over this last school year, we have utilized iReady data and instructional materials for MTSS intervention groups. Groups were formed based on assessment results and targeted intervention was delivered to student groups using iReady instructional materials. Eleven students who participated in reading intervention, grew on their diagnostic results and were able to phase out of the intervention course.

Challenges: One of biggest challenges is student buy-in and effort on the iReady diagnostic. The diagnostic assessments are very lengthy and take significant time to complete. Students are often 'flagged' for rushing, which indicates an invalid score. Administration and teachers must monitor flags and re-assign the diagnostic to students who have been 'flagged'. We need to increase completion rates to above 91% to get more accurate school wide data.

- Action 2: For this first year of targeted intervention classes, we have seen success in the improvement of reading diagnostic results for many of these students. Out of 32 students enrolled in an ELA Success/Intervention course, 11 of these students improved their reading diagnostic and were able to transition out of the course after one semester.

Challenges: One challenge for this action was staffing. We lost our full-time intervention teacher for the 23-24 school year and were unable to fill the position. However, we have been able to keep the courses active with a long-term substitute. Additionally, we lost a full-time math teacher during the 23-24 school year who was responsible for the middle school math success class. Therefore, this class was taught by multiple substitutes October-December, creating inconsistencies in interventions provided during that time. This is consistent with our dashboard indicators, which shows math a as a major area of academic need, particularly for our Socioeconomically Disadvantaged students. I, the 21-22 and 22-23 school years there has not been any consistent math-specific interventions offered. We attempted some small group intervention but struggled to implement with fidelity. This was the driving force behind the creation of scheduled intervention courses in 23-24, where students can receive targeted intervention, delivered by a highly qualified math teacher. We hope this support will be reflected in our assessment scores and therefore, the 2024 dashboard.

- Action 3: Positive behavior in our students has increased and behavior referrals and suspensions are trending downward. Our Truancy Policy has been successful in connecting with families early to problem solve before it becomes chronic.

Challenges: Challenges in this area include budget. Funding the student store with student-choice incentives can be very expensive and a limited budget has restricted availability of some student choice incentives, at times. An additional challenge that has been noted is integrating SEL lessons throughout the school day/week to support students connecting SEL to their educational experience. In regard to dashboard indicators, our suspension data has not improved over the past three years. Previously, there was a lack of supports implemented prior to suspension. Staffing and training were two the main setbacks to implementing preventative supports. In the 22-23 school year, we began work with Fair Schools to improve school culture and positive behavior supports. We began with increased training and improved implementation of PBIS in 22-23. Now in 23-24, with the support of extra staff (counseling intern) we have developed additional supports. These proactive and preventative supports include group counseling sessions, increased exposure to SEL curriculum, collaborative family meetings, and behavior contracts. All these supports are now in place for the 23-24 school year and our suspension are trending downward in comparison to 22-23.

- Action 4: Our success in this action item continues to be the inclusion of all our students with disabilities. Our students are always exposed to the least restrictive environment, which allows them to be exposed to the general education curriculum as much as possible. In addition, there are many social benefits to full inclusion of students with disabilities. Despite our large percentage of students with disabilities, our school is not plagued with stigma or negative culture around student need.

Challenges: The main challenge in this action area is the large percentage of students with disabilities in our population. For student needs to be met effectively, education specialists engage in extensive case management and service provider collaboration. This requires a lot of time and in the 23-24 school year we added an addition education specialist. There is increased need for collaboration time with general education teachers so that they are aware of multiple needs in one classroom and feel equipped to make appropriate accommodations for students while also upholding rigor in the classroom. I clarified this section. I do not think I articulated the challenge well in my first attempt. Teachers are aware of accommodations; the challenge has been more with time. Time to collaborate with each other and sped staff on how to ensure accommodations are implemented appropriately while upholding rigor. I hope that makes more sense.

- Action 5: The success of these offerings is that our students can be exposed to various courses and subject areas. Our students can explore various subjects and begin to form ideas about post-secondary goals. These various classes have also helped with the positive school culture, particularly in high school, where some of these courses were requested by students.

Challenges: Challenges in this action mostly revolve around staffing. We had enough staff to offer all the listed courses, but to increase the offerings, we will have to increase staff.

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 Ridge Public School has been engaged in to improve student outcomes, as the school expands by one grade annually. 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 Ridge 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	*	2021-22: 100%	2022-23: 82%	2023-24: 82%	100%
% Of students with access to Standards-aligned materials Source: Textbook inventory	*	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)	*	2021-22: Implementation — Academic Standards: ELA 5, ELD 3, Math 5, NGSS 5, History 5, Health 3, PE 5, VAPA 3, World Language 5	2022-23 Implementation — Academic Standards: ELA 5, ELD 3, Math 5, NGSS 5, History 5, Health 3, PE 5, VAPA 4, World Language 4	2023-24 Implementation — Academic Standards: ELA 4, ELD 3, Math 4, NGSS 3, History 4, Health 4, PE 4, VAPA 4, World Language 4	2023-24: Implementation — Academic Standards: ELA 5, ELD 4, Math 5, NGSS 5, History 5, Health 4, PE 5, VAPA 4, World Language 5
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to	*	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Broad Course of Study: Source: Master Schedule					

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. ARPS currently employs a Site Director and 13 teachers, of which 11 are fully credentialed and 2 have Intern permits working on clearing their credential. We offer 177 Instructional Days for grades 9-11; and 175 Instructional days for grades 7-8. Our teachers participated in 7 summer professional learning days that addressed EL strategies, ELD, assessment data, intervention, Summit Learning, and providing accommodation modification to students with disabilities. We are on track to providing teachers the 5 non-instructional days for PD.

- Action 2: This action was fully implemented. ARPS provided its teachers and leadership with robust professional development. The Site and Assistant Site Director provided 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. ARPS provided all students with standards-aligned curricular and instructional materials, including consumables. Annually purchases are made to ensure sufficient inventory for all students. For Sex Education we've adopted the CA Healthy Youth Act compliant Sex Ed curriculum from Advocates for Youth.

- Action 4: This action was fully implemented. All students had access to a Chromebook to access curricular, instructional materials and online learning platforms.

- Action 5: ARPS is WASC-accredited and is currently submitting courses for A-G approval. Students in High School have access to courses on UC Scout; and concurrent enrollment through Fresno City College. The Counselor has assisted our students in enrolling at FCC, through the High School Enrichment Program. We anticipate that access to dual enrollment will be restored in the 2024-25 school year, therefore this action is partially implemented.

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 staff resignations reducing staff costs overall, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action 2**: There were significant increase in the number of teachers undergoing induction costs and increased costs for instructional coaching, 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**: Over the last three years, we have been able to retain 8 teachers for at least 2 consecutive years. This has allowed our staff to build culture, which has a positive impact on students and the school culture. Having teachers for consecutive years also makes professional development more effective and meaningful because the staff is returning and familiar with the school and student population.

Challenges: Over the last three years, it has been challenging to find and hire enough highly qualified teachers.

- **Action 2**: Over the last three years, professional development has been consistently provided to teachers, particularly site-based weekly PD's. This has been beneficial in supporting teachers with instructional best practices. Surveying teachers after PD's and using the data to plan for upcoming PD's has been helpful and supports teacher participation.

Challenges have included scheduling all required professional development as well as desired professional development during available time slots. In addition, staff turnover, particularly instructional aides, has made it difficult to keep up with professional development for all new hires.

- **Action 3**: Over the last three years, we have been very successful in providing our students will all the necessary Summit Learning instructional materials as well as 100% of required textbooks for any college course our students are enrolled in.

Challenges: A major challenge over the last three years includes consistent implementation of sex education courses. Staff turnover as well as lack of compliant curriculum has contributed to this challenge.

- **Action 4**: Over the last 3 years, this action has been very successful. We have consistently been able to provide each student with a Chromebook and reliable internet access. Any issues with connectivity or access to curriculum are resolved promptly to prevent the student from missing any instruction or materials.

Challenges: There have been minimal challenges in this area in the last three years. However, in the last 3 years, construction at our school site has caused occasional disruptions to internet connectivity, but none so far this year.

- Action 5: Over the last three years, contributing successes for this would be our WASC accreditation for grades 7-11, as well as the receipt of our College Board School Code. This allowed us to begin our A-G Application process. Although our Dual Enrollment was disrupted, we still had a 100% pass rate for all students participating in college courses.

Challenges:

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 Ridge 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)	*	2021-22: Good	2022-23: Exemplary	2023-24: Exemplary	Good
Suspension Rate Source: Dataquest	*	*	**2021-22 Suspension** Schoolwide: Number 17, Rate 10.9% African American: Number 2, Rate 13.3% Hispanic: Number 11, Rate 9.5% White: Number 2, Rate 11.8% EL: Number 3, Rate 10.7% Homeless: Number 1, Rate 6.7% SED: Number 17, Rate 13.4% SWD: Number 2, Rate 6.9%	**2022-23 Suspension** Schoolwide: Number 44, Rate 22.4% African American: Number 4, Rate 16.0% Hispanic: Number 33, Rate 23.1% White: Number 3, Rate 17.6% EL: Number 6, Rate 20.0% Homeless: Number 7, Rate 31.8% SED: Number 39, Rate 24.8% SWD: Number 10, Rate 33.3%	<2%
Expulsion Rate Source: Dataquest	*	*	2021-22: 0.6%	2022-23: 0.5%	0%
Student Survey: Student Perception of School Safety & Connectedness Source: Internal Survey	*	2021-22: 98% Sense of safety 78% School connectedness	2022-23: 80% Sense of Safety 90% School connectedness	2023-24: 70% Sense of Safety 69% School connectedness	>80%
Parent Survey: Sense of safety & school connectedness Source: Internal Survey	*	2021-22: 94% Sense of safety 100% School connectedness	2022-23: 95% Sense of Safety 100% School connectedness	2023-24: 73% Sense of Safety 90% School connectedness	>80%

Teacher/staff Survey: Sense of safety & school connectedness Source: Internal Survey	*	2021-22: 100% Sense of safety 91% School connectedness	2022-23: 100% Sense of Safety 80% School connectedness	<u>2023-24:</u> 94% Sense of Safety 72% School connectedness	>90%
Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	*	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 3 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 2 7. 2 8. 2	Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool (Source)	*	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 3	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 4 4. 3	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 2 4. 3	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**: This action was fully implemented, however we experienced staff turnover/resignations resulting in contracting some services. ARPS continues to host multi-cultural events such as African drumming and Irish dance performances. We also recognized student achievement through incentives and recognition during weekly announcements. ARPS has partnered with the Big Smiles dental care to provide dental services and screening for our students, and we employ a school nurse and health aide. 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 conducted 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. ARPS has established committees to seek parent input in decision-making through ELAC, PAC, and CCSPP Steering Committee. ARPS currently is struggling with ELAC Elections and compliance in part due to the Site Director's absence during the entire Fall Semester. The PAC will be formed to comply with EC requirements. The Community Schools Advisory and Steering Committee was formed, and Meetings took place regularly with high parent engagement.

- **Action 3**: ARPS has partially implemented this action due to the Site Director's absence during the Fall semester. However, the Community Schools Coordinator has facilitated parent workshops, and parent workshops took place Spring 2024 with the return of the Site Director.

- **Action 4**: This action was fully implemented. ARPS annually completes the FIT Report and results are reported on the school's SARC, LCAP and Local Indicators Report. We employ 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 staff resignations during the year, 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**: Consistent student access to health services as well as a comprehensive safety Plan have been successes over the past three years. Physical safety is a huge priority. Through surveys, students and staff have recognized feeling physically safe on campus.

Challenges: Space for large gatherings or assemblies has been a major challenge over the past 3 years. Access to more space would allow us to host more events, including awards ceremonies. New outdoor space and recent access to the adjacent building should make this less of a challenge in the future.

- **Action 2**: Most of the success can be seen this year with the implementation of the Community Schools Advisory and Steering Committee. The Committee has surveyed students and families and have identified the biggest areas of want/need.

Challenges: The biggest challenges have been with lack of staff to support PACs and ELAC (Site Director out for 4 months) and participation. There has been minimal parent participation in the scheduled PAC meetings. Insufficient advertising and poor time choice could be contributing factors with low participation.

- Action 3: Parent Portal access and our quarterly newsletter have been successes over the past three years. Families now have more user-friendly access to student grades and attendance. The newsletter allows parents to be kept up to date on important issues and we can share any noteworthy celebrations with our community.

Challenges: The Site Director's absence (Maternity Leave) has been a challenge for holding consistent parent workshops. Lack of extra staff has made it difficult to schedule and organize these events.

- Action 4: We earned a FIT score of "good" in 2021-2022 and an "exemplary" in 2022-2023.

Challenges: Continued construction on site (adjacent buildings) has presented some challenges regarding upkeep and cleanliness. However, our custodial and operations team has worked to keep the campus in excellent shape.

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 Ridge 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 Ridge Public School	Riley Fox, Site Director	riley.fox@aspenps.org 559-374-0080

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 Ridge Public School (ARPS) provides all students with a rigorous college preparatory educational program that includes access to dual enrollment at Fresno City College (at no cost), where students can earn college credit while in high school.

Aspen Ridge Public School currently serves 227 students in grades 7-11 and will expand to serve grades 7-12 in the 2024-25 school year and graduate its initial class in 2025. Our student demographics reflect the community we serve with approximately 73% Hispanic, 15% African American, 7% White, 3% Asian, 1% American Indian, 1% Two or More Races, 16% English Learners, 19% Homeless, 1% Foster Youth, 19% Students with Disabilities (SWD), and 90% Socioeconomically Disadvantaged (SED).

Our students and their families/caregivers have faced tremendous adversity and hardships including anxiety, trauma, job/employment loss, food and/or housing insecurity. Research has shown that poverty has a profound and predictable negative influence on child development, including language skills, physical and mental health, and academic achievement. The pandemic has exacerbated these problems as it magnified economic inequality and reduced low-income families' access to healthcare, food, jobs, and housing. The stressors and uncertainty surrounding the pandemic compound the stressors low-income communities already experience daily, which has made this an incredibly challenging time our students.

Our mission is to **_transform the community by developing exceptional leaders_** through the following:

- Comprehensive leadership development integrated into all aspects of the school day

- Personalized blend of rigorous academic and social-emotional learning

- Customized pathways to success for students, educators, and family leaders

- Promotion of innovative ways to meet educational challenges for all students

- Developing a network of community partnerships working toward positive social change

Our vision is a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. Our mission is to transform the community by developing exceptional leaders.

Our vision is based on the belief that every child--and every adult--can be a leader. We recognize that our students will have opportunities and face challenges in the future that we cannot even imagine today. Technological advances, the ability of individuals to interact globally in real time, and the vast proliferation of information exchanged all necessitate that our students develop skills and attributes inherent in the concept of leadership. Today there is a growing recognition--exemplified in the California Common Core State Standards--that problem-solving skills, abilities to think creatively, flexibly and analytically, while leveraging resources and discerning sources are not ideals, but imperatives.

Aspen Ridge uses the nationally acclaimed Summit Learning Platform as our primary academic curriculum. The Summit-based high school model is designed to provide high expectations and exemplary support for every student through personalized learning plans, rigorous academic classes, one-on-one mentoring and a small school size to ensure that every student is well known. The Summit Learning model is designed to promote Habits of Success for all learners which includes a personalized plan for each student that includes a comprehensive high school program with A-G approved classes, and an opportunity to participate in dual enrollment through courses offered at Fresno City College.

Aspen Ridge Public School's manage their learning through the Summit Personalized Learning platform that focuses on four components:

1. Cognitive Skills: is universally supported by multiple prominent curriculum frameworks. Cognitive skills equip students with interdisciplinary 21st century competencies to navigate college and careers.
2. Content Knowledge: students must acquire and retain key content knowledge to support the development of Cognitive skills. To meet the needs of all learners, students advance through the material at their own pace and with appropriate supports and move on when they demonstrate proficiency in the subject area.
3. Habits of Success: a set of skills, mindsets, dispositions, and behaviors that develop along a continuum and that are grounded in social nature of learning. It promotes independence, sustainability, perseverance, mindset from self and school, school readiness and healthy development.
4. Sense of Purpose: students who cultivate a sense of purpose are more likely to succeed in meeting their short and long-term goals. Upon high school graduation, students need to possess an understanding of their interests, values, and skills; they also need to construct a credible path after high school for translating those interests, values, and skills into fulfilled lives.

Aspen Ridge 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.

Aspen Ridge Public School is not eligible for Equity Multiplier Funds. Aspen Ridge 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 Ridge 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	College/Career (Status Only)
All Students	N/A	Orange	Red	N/A	Yellow	Orange	N/A
English Learners	--	--	--	N/A	--	--	N/A
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Orange	Red	N/A	Yellow	Red	N/A
Students with Disabilities	N/A	--	--	N/A	--	--	N/A
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	N/A	--	N/A	N/A	N/A	N/A
Hispanic	N/A	Orange	Red	N/A	Yellow	Orange	N/A
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

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

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

This past year, we continued to implement Second Step SEL curriculum for middle school (grades 7-8); and added Imago SEL curriculum for students in grades 9-11, combined with PBIS, PBIS incentives and restorative practices. Teachers also received ongoing professional development on the SEL curriculum adoption, and PBIS. In addition, a counseling intern was added this year, to provide small group instruction,

implement alternatives to suspension and restorative practices. These practices have resulted in a decline in suspension rates this school year. This work will continue in the 2024-25 school year in collaboration with families.

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

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

Reflections: Technical Assistance

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

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 Ridge 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, Principals	**Dates: Weekly from January – May 2024.** The Aspen Public School (APS) Administration, the principal and school's leadership team. Topics discussed: 2023-24 LCAP Midyear Update, 2023 Dashboard performance, development of the 2024-25 LCAP, metrics and actions, local data including survey data, and the budget. Feedback provided by Educational Partner: • Identified the need for a revised discipline matrix that includes strengthening PBIS implementation, practices that include alternatives to suspension and restorative practices to improve overall school culture, climate, to reduce suspension rates and strengthen student engagement through positive behavior practices. • Need to strengthen SEL structures and SEL support staff with an additional counselor. • Need to make staffing adjustments – reduce the number of Instructional Aides and hire Substitute teachers. • Need to continue to provide intervention courses (ELA/Math Success courses), and academic tutoring services.
Teachers	**Date: 4/5/24** EP/Topics Discussed: All teachers were consulted to provide input on school climate, job satisfaction, and work environment, including schoolwide needs for 2024-25 via survey. Feedback provided by Educational Partner: • 93% of teachers feel supported • 78% feel connected to their students. 56% feel they have the tools to support their students academically while meeting high expectations.

	• Teachers requested additional coaching and professional learning on evidence-based pedagogical strategies including strategies to address behavior challenges in the classroom including de-escalation techniques. **Date: 4/19/24** EP/Topics Discussed: All teachers were consulted to solicit input in the development of the 2024-25 LCAP actions, and schoolwide needs, via survey. Feedback provided by Educational Partner: • Need for clarity on student discipline policy to support teachers and site-specific professional development where teachers can collaborate on specific concerns and/or initiatives • Requested additional training/coaching on how to support students with significant challenging behaviors; and how to effectively differentiate instruction to support chronically low-performing students. • Need to increase/provide additional Resource Officer for safety.
Other School Personnel	**Dates: Monthly from January – April 2024** EP: Office staff Topics discussed: Solicit input on 2024-25 LCAP, 2023 Dashboard, and schoolwide initiatives. Feedback provided by Educational Partner: • Need to consistently enforce attendance policy and enrollment status with parent/family communication. • Need to implement strategies to improve student engagement, motivation, to improve daily attendance and reduce chronic absenteeism rates, including recognition and awards for students demonstrating daily attendance. • Need to provide volunteer opportunities for families to increase parent involvement and sense of connectedness to improve student overall outcomes. **Dates: Monthly from January – May 2024** EP: Safety Team (Administration, SRO, Counselor, & Psychologist)

	Topics discussed: 2023-24 LCAP Midyear Update, 2023 Dashboard performance, and solicited input on 2024-25 LCAP, 2023 Dashboard, school safety, crisis intervention, safety concerns, and schoolwide initiatives. Feedback provided by Educational Partner: • Need to revise the discipline matrix for clarity and effectively communicate it with all educational partners (staff, teachers, parents, students, leadership). • Need to review, discuss and communicate School Safety Plans and procedures on a regular basis with staff, and train new staff.
Students	**Date: 10/4/23** EP: Student (focus group interviews of students in grades 7-11) conducted by Fair Schools Topics discussed: School culture, school climate, student connectedness, behavioral/academic needs, and student experiences. Feedback provided by Educational Partners: • Students felt a sense of belonging and viewed their grades and academic progress as a bright spot. • Students expressed testing fatigue from the numerous local and state assessments administered. • Students requested that teachers utilize various instructional strategies to address student learning needs to improve academic outcomes and student achievement. **Date: 4/2/24** EP: Student (focus group interviews of students in grades 7-11) conducted by Fair Schools Topics discussed: Follow-up on School culture, school climate, student connectedness, behavioral/academic needs, and student experiences. Feedback provided by Educational Partner: • Students felt a sense of belonging and could identify adults they feel they can trust; and cares about them. • Appreciated the increased leadership opportunities offered this year through clubs and extra-curricular activities. • Requested more consistency in classroom management expectations. • Students continued to express testing fatigue from the numerous local and state assessments administered. • Suggested additional security on-campus during the instructional day.

	• Would like to continue with visits to colleges/universities, college planning and ensuring they are on track to meet A-G requirements. **Date: 4/5/24** EP/Topics discussed: All students were surveyed on school climate, student connectedness, and to solicit input for the upcoming school year. Feedback provided by Educational Partner: • 65% agreed teachers recognize students for academic achievement. • 61% agreed teachers re-teach/differentiate lessons so students can understand the content. • 83% stated they have at least one friend at school. • 20% agreed their peers are patient when another student does not understand content. • 39% feel safe at school (ARPS).
Parent Advisory Committee (PAC)	**Dates: 2/27/24** EP/Topic discussed: PAC met in conjunction with the Community School Advisory Committee. Midyear LCAP update was reviewed via PowerPoint presentation Feedback provided by Educational Partner: • Need to provide additional academic support, tiered intervention during the instructional day and in the form of tutoring (afterschool) • Need to strengthen school culture, climate and address student behavior challenges to further reduce suspension rates. **Date: 4/10/24** EP/Topic Discussed: Discussed the development of the 2024-25 LCAP, solicit input from PAC on schoolwide needs including schoolwide initiatives. Feedback provided by Educational Partner: • Requested more budget transparency • Requested more field trips • Requested clarity on discipline procedures and steps for consequences.

	Date: May 31, 2024 Topics discussed: The 2024-25 LCAP was presented to the Parent Advisory Committee for review, discussion, and approval. • The PAC expressed their excitement and affirmation of the addition of another counselor (Goal 1, Action 3); and math tutoring (Goal 1, Action 2). • The PAC approved the 2024-25 LCAP for submission to the APS Board of Directors.
ELAC, DELAC & EL-PAC	**Date: 4/10/24** EP/Topic Discussed: Discussed the development of the 2024-25 LCAP, solicit input from ELAC on schoolwide needs including schoolwide initiatives. Feedback provided by Educational Partner: • Need for additional communication with EL families on EL student achievement (or lack of); ELPAC assessment findings, Long-term EL, and available resources to support the language learning needs of ELs including tutoring. Aspen Ridge Public School does not meet the CDE requirements to form an English Learner Parent Advisory Committee (EL-PAC). CA EC 52062(a)(1)
Parents including those representing Unduplicated Pupils	**Dates: 1/25/24** EP: Community Engagement Initiative Team w/parents. Topics discussed: reviewed 2023-24 LCAP goals, actions, and alignment with Community School goals. Feedback provided by Educational Partner: • Requested additional academic support to improve student outcomes, ensure students are on-track to graduate on-time. • Need to strengthen family engagement and collaborate with families (home-school connection) • Requested parent workshop on college requirements, specifically A-G requirements. **Date: 4/19/24** EP: Parent survey

	Topics discussed – solicit input for the 2024-25 LCAP, discuss schoolwide initiatives and needs.
	Feedback provided by Educational Partner:
	• Need to improve parent engagement opportunities. • Parents indicated scheduling conflicts was the main barrier to attending family/schoolwide events; but also indicated the need for increased communication.
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 provide guidance from SELPA on CDE monitoring requirements, legal updates, upcoming professional learning training opportunities, federal and state news, and resources for SPED programming. **Date: 4/24/24** EP: SELPA Administrator (El Dorado Charter SELPA) Topics discussed: SPED Department, identified needs of SWD; and LCAP Goal 1, Action 4 (SWD); and Dashboard. Feedback provided by Educational Partner: • Need to add PLCs and Teacher Academy to the LCAP since PLC's address topic of communication, 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: Tutoring, academic intervention & credit recovery

- Goal 1, Action 3: PBIS Team & PBIS Incentives: strategies to improve school culture, climate, and train staff on addressing student behavior challenges; Counseling services, SEL curriculum adoption/training, creating routines, and trauma informed practices; discussion on discipline and attendance policy.

- Goal 1, Action 4: Services to support SWD, including PLC model for co-collaboration; professional development on de-escalation, absenteeism and UDL.

- Goal 1, Action 6: Counseling services, credit recovery.

- Goal 1, Action 7: Strategies to support English Learners; and Professional development for teachers to support language acquisition for EL.

- Goal 1, Action 8: Strategies to support Long-term EL, academic tutoring, and Professional development for teachers to support language acquisition for LtEL.

- Goal 2, Action 2: Professional development: Trauma-informed practices (TIPs), Leader In Me (SEL), UDL, de-escalation techniques, alternatives to suspension, and classroom management expectations; and Instructional Coaching.

- Goal 3, Action 1: Strategies to support student safety and engagement, Resource Officers, PBIS and schoolwide events, and positive behavior.

- Goal 3, Action 3: Parent engagement opportunities, workshops on strategies to support their child including EL workshops.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using a whole child approach continue to strengthen schoolwide MTSS and PBIS in alignment with the CA Community Schools Framework, and the 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students to improve student mastery in ELA and Mathematics, and ensure students are College and Career Ready.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework to ensure universal screeners are used to identify student needs whether academic, social-emotional, behavioral, and/or mental health needs as the school continues to expand by grade levels and enrollment. In addition, there is an urgent need to fully implement, train and coach all staff on 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: CA School Dashboard	**2022-23 ELA CAASPP** **Student Group** / **DFS** All Students / -51 Hispanic / -54.8 SED / -70			**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students / -49 Hispanic / -53 SED / -68	
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** **Student Group** / **DFS** All Students / -103.5 Hispanic / -109.5 SED / -122.5			**2023-24 Math CAASPP** **Student Group** / **DFS** All Students / -101.5 Hispanic / -107.5 SED / -120.5	
3	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group** / **%** All Students / 15.6% Hispanic / 13.3% SED / 14.3%			**2023-24 CAST % Proficient** **Student Group** / **%** All Students / 16.0% Hispanic / 14.0% SED / 15.0%	
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	29.2% Source: 2023 CA School Dashboard			2023-24: 31% Source: 2024 Dashboard	
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 15.38% Proficient			2023-24: 17%	

6	Reclassification Rate Source: Dataquest	2022-23: 12.6%			2023-24: 20%	
7	Attendance Rate Source: CALPADS	2022-23: 91.2%			2023-24: 92%	
8	Chronic Absenteeism Rates Source: CA School Dashboard	**2022-23: Chronic Absenteeism** **Student Group** / **Rate** All Students / 33.3% Hispanic / 34.4% SED / 35.6%			**2023-24: Chronic Absenteeism** **Student Group** / **Rate** All Students / 32% Hispanic / 26% SED / 39%	
9	Suspension Rate Source: CA School Dashboard	**2022-23: Suspension** **Student Group** / **Rate** All Students / 20.4% Hispanic / 22.3% SED / 22.3%			**2023-24: Suspension** **Student Group** / **Rate** All Students / 13% Hispanic / 12% SED / 16%	
10	Expulsion Rate Source: Dataquest	2022-23: 0.5%			2023-24: <1%	
11	% students participating in an elective course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%	
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 92%			2023-24: 100%	
13	% students participating in all	2022-23: 96%			2023-24: 100%	

	5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC					

NOTE: Aspen Ridge Public School currently serves grades 7-11, therefore the following CDE LCAP required metrics do not (yet) apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G (will be added to the 2026-27 LCAP)
  - % of pupils who complete CTE course from approved pathways (will be added to the 2026-27 LCAP)
  - % of pupils who have completed both A-G & CTE (will be added to the 2026-27 LCAP)
  - % of pupils who pass AP exams with a score of 3 or higher (will be added to the 2026-27 LCAP)
  - % of pupils prepared for college by the EAP (gr 11 SBAC) (will be added to the 2025-26 LCAP)

- Priority 5: (will be added to the 2026-27 LCAP)
  - 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.

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	**ASSESSMENTS OF LEARNING**	To assess 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 7-8 (3 times/year) • Star assessment (Renaissance) for 9-12 (3 times a year) • Interim Assessment Blocks (IAB) • Interim Comprehensive Assessments (ICA) • State mandated assessments: CAASPP, ELPAC, CAST, PFT Renaissance STAR Assessments the assessment process with valid, reliable data to deliver and design appropriate instruction. Performance data can be viewed at various levels and growth metrics help to inform instruction. The CA State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as well as Star Assessments by Renaissance as verified data sources. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. Get a complete view of students' progress at the grade, school, or district level, including achievement and growth measures. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's	$26,200	N

		strengths and areas of need. iReady's online lessons provide tailored instruction and practice for each student to accelerate growth.		
2	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	The Socioeconomically Disadvantaged (SED) student group received a RED Performance level for the Math Academic Indicator on the 2023 CA School Dashboard. To address the low academic performance, especially among Socioeconomically Disadvantaged (SED) students, ARPS will revise the master schedule to include additional intervention courses, Aspen Ridge Public School (ARPS) will offer math tutoring both during the instructional day and afterschool. Math tutoring will be provided in three 8-week cycles by a local tutoring company, three times per week for 30 minutes. There will be one session held during school (elective period) and one session held after school. Students will be invited to join tutoring based on need as determined by diagnostic assessments, curriculum-based assessments, and academic grades. SED students will be given priority for math tutoring during the instruction day to guarantee access and lessen barriers to transportation. ARPS's MTSS/Leadership team will use local and state assessment performance and academic grades to identify students for intervention courses and/or The following Math & ELA Intervention that will meet daily: 1. English Success: a Reading/Writing Intervention Block: Gr 7-12 2. Math Success: a Math Intervention Block: Gr 7-12 3. Self-Directed Learning: SDL: Gr 7-12 4. 2-year algebra course: Grades 9-12 only: a concurrent course for students that failed Math 8 or Algebra (grade 9) and are transitioning to Math 9. All teachers in all subject areas will offer office hours (4 days/week), to address learning gaps, and accelerate learning. Instructional Aides will provide evidence-based intervention to identified/assigned students struggling in ELA and Math under the supervision of teachers. Students will be identified for academic Intervention (see above) and tutoring based on	$80,427	N

		student performance on local and state assessments, and teacher referral. Summer School Credit Recovery program will be offered to credit deficient students using Edgenuity and credentialed teachers to ensure all students are on track to graduate.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	ARPS received a RED Performance level for the Suspension Rate Indicator for all students (20.4%), Socioeconomically Disadvantaged (SED) (22.3%); and Hispanic (20.3%) student groups on the 2023 CA School Dashboard. Upon conducting a needs assessment and root cause analysis, we identified that there was a lack of consistent preventative measures, and tier 1 behavior supports in place; combined with ill-equipped teachers to manage behavior challenges. Although all teachers participated in verbal de-escalation training, there is a clear need to provide ongoing training and support, to address the behavior challenges of all students including SED, and Hispanic students, combined with trauma informed practices and evidence-based pedagogical strategies including differentiation to increase student engagement. Additional findings include a lack of consistency with PBIS implementation schoolwide. The PBIS team (Site Director, Assistant Site Director, Counselor, Psychologist, Psychology Intern, teachers) will collaborate and strengthen PBIS implementation, structures and strategies schoolwide to increase student engagement, improve school climate, and encourage positive behavior through ongoing staffwide professional development, coaching, and classroom observations. PBIS expectations will be communicated to staff, students, and families at the start of the school year, including student behavior policy, discipline, and expectations and consistently throughout the year to ensure understanding and enforcement. ARPS will also implement alternatives to suspension, restorative practices, and trauma informed practices to further reduce suspension rates; and re-engage the student. ARPS's PBIS team will improve communication with families to support with interventions for chronic behavior challenges. PBIS incentives will be implemented through Raven of the Week awards, where students will receive Raven cards for exuding positive behavior. Weekly perfect attendance awards will be issued. We will implement a tiered reward systems where students can redeem their Raven cards for incentives.	$444,248	Y

ARPS will hire an additional counselor for the 2024-25 school year to support with SEL implementation of Second Step curriculum (grades 7-8); and Imago curriculum (grades 9-12), provides academic counseling lessons and career exploration. The Counselor will also provide small group counseling. To strengthen and ensure student belonging and connectedness, each student will be assigned a teacher mentor that they will meet with on a bi-weekly basis to develop and address goal setting, academic planning, and to build community.

All teachers will participate in ongoing professional development on the SEL curriculum, PBIS, and MTSS; to ensure tiered behavior supports are implemented consistently in the classroom, including relationship building, routines, structures and clear expectations.

ARPS has adopted Positive Prevention Plus's Sex education/healthy relationship curriculum that also addresses healthy relationships, bullying and relationship abuse, risk recognition, accessing community services, and conflict resolution. These lessons in conjunction with the SEL curriculum, will serve to prevent social conflicts and support positive behavior.

ARPS will continue to implement our comprehensive plan to reduce chronic absenteeism rates and improve daily student attendance. We identified lack of transportation and student anxiety as root causes. Site leadership will communicate with staff, students and parents the school's attendance policy, including strategies to increase daily student attendance. The Counselor will implement a tiered system for student truancy that includes letters sent home to families, SART meetings, developing individualized attendance plans with the student and family, and identify barriers to attendance.

ARPS has a fluid referral process where teachers or families can refer students for academic, social-emotional, behavioral, or mental health concerns. When administration receives these referrals, there is a Student Success Team (SST) meeting scheduled with teacher(s) and parents. These meetings allow for information gathering as well as action planning to support the student moving forward. Possible outcomes of these meetings include assigning intervention services, special education assessment, or initial Section 504 plan. If the concern warrants outside mental health support, our school has partnered with All 4 Youth, that provides mental

		health services on campus through the Fresno County Department of Behavioral Health.		
		The Family Resource Counselor (Homeless and Foster Youth Liaison) will conduct home visits and meet with families regularly to address barriers to daily attendance and learning.		
4	**SERVICES TO SUPPORT SWD**	Aspen Ridge Public School's special education program design is an inclusion model. Approximately 20% of our students are identified as Students with Disabilities (SWD). Our special education staff collaborates with general education staff to provide support and training for implementing accommodations or modifications in the general education classroom. Education Specialists collaborate with general education teachers to implement best practices for students with disabilities to access the curriculum both through collaboration and training. Special education staff participate in training provided by our SELPA. SELPA's Professional Learning Offerings: https://charterselpa.org/professional-learning-catalog. • Executive Functioning • Verbal De-escalation Training • Mental Health Interventions - focus on anxiety, stress & trauma • Autism Training • CPI certification • Trauma-informed practices • Universal Design for Learning • Transition SPED services were increased, and additional staffing was brought on board to help with additional numbers and increased services to SPED students to include a special education teacher and a school psychologist increased to 3 days a week. An additional counselor has also been hired	$355,474	N

		for the 2024-25 school year to support students with counseling goal work, as well as academic counseling. Approximately 25% of our SWD are dually identified as EL & SWD. To support students who are both Special Education (SPED) and English Learners (EL), the following strategies will be implemented: • Collaborative teaching models will be utilized, where both the special education teacher and the General Education teacher work together to plan and deliver instruction. Instructional materials and activities will be differentiated to meet the diverse needs of SPED-EL students. This may include providing modified assignments, offering additional explanations or examples, and adjusting the pace of instruction to accommodate varying language proficiency and academic ability levels. • Teachers and special education staff will receive ongoing professional development focused on best practices for supporting SPED-EL students. Training will include strategies for differentiating instruction, effective collaboration between special education and ESL teachers, and culturally responsive teaching practices. Aspen Ridge Public School will participate in the CDE's Special Education Monitoring Processes Small LEA Cyclical Monitoring in Cycle C (2026-28). El Dorado County Charter SELPA also provides Program/Technical support.		
5	**BROAD COURSE OF STUDY**	Aspen Ridge Public School will offer its students a broad course of study beyond core subjects (ELA, Math, Science, History, & PE) which includes A-G approved courses for grades 9-12, in addition to the following electives: • Ceramics (Gr 9-12) • Art (Gr 7-12) • Leadership (Gr 7-12) • Adulting/Service Learning (Gr 9-12) • Service Learning (7-8) • SEL/Health: Grades 7-8 • Link Crew (Gr 11-12)	$112,237	N

		• UC Scout (Gr 9-12) • Zoology (Gr 11-12)		
6	**PROMOTING A COLLEGE-GOING CULTURE**	Aspen Ridge Public School provides a college-going culture to ensure all students have access to A-G approved courses, graduate on-time, and are college-ready. The Academic Counselor will lead numerous efforts to ensure students are on track to graduate and meet CCI requirements. ARPS will graduate its first class in 2025. The Counselor will meet with every high school student, to develop their individualized A-G plan, and meetings will take place regularly to ensure students are on track to graduate on-time and meet A-G eligibility requirements. Fresno City College will assign our students a counselor to support with post-secondary course planning. To prepare all students for college and career, Aspen Ridge Public School will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to dual enrollment opportunities at Fresno City College. Our students will have access to UC Scout which provides UC approved elective online courses for credit. As part of promoting a college-going culture, students will participate in college tours, assistance with college application process, FAFSA application, College Nights, College & Career Day, and post-secondary interest day (vocational/military) options. The Dual-enrollment/CTE teachers will facilitate dual-enrollment options for our students. ARPS will offer students the opportunity to be a part of California Scholarship Foundation (CSF)/ California Junior Scholarship Foundation (CJSF) clubs.	$254,601	Y
7	**SERVICES TO SUPPORT ENGLISH LEARNERS (EL)**	To support the language acquisition needs of English Learners (EL), ARPS will strengthen the delivery of designated ELD course with specific EL groupings to improve academic outcomes and address language acquisition needs. Integrated ELD will strategically focus on reading comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language across all disciplines.	$30,590	N

		ARPS will provide professional development to support teachers with improving the delivery of instruction for English Learners to support language acquisition, English proficiency, and improve EL academic performance on CAASPP and ELPAC, for English Learners to be on a path towards reclassification. ARPS will also provide professional development in the following area and ensure all teachers have EL authorizations: • Building and facilitating opportunities for group work/ collaboration • Use of structures and visual support for EL students within the classroom • SDAIE strategies • How to read, review, and analyze EL data (ELPAC scores) • Promoting academic vocabulary development		
8	**SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL)**	To support the language acquisition needs of Long-term English Learners (LTEL), ARPS will strengthen the delivery of designated ELD course with clustered placement of LTELs in rigorous grade level courses, including dual enrollment where teachers are aware of individual language needs and are equipped to provide structure and implement SDAIE strategies as well as other evidence-based practices. Integrated ELD will strategically focus on reading comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language across all disciplines. A bilingual instructional aide will provide tiered language support and vocabulary development, using graphic organizers, sentence frames, and realia, during dELD course; and LTELs will be prioritized for after-school tutoring opportunities and intervention ARPS will provide professional development to support teachers with improving the delivery of instruction for LTEL, support language acquisition, and increase LTEL performance on CAASPP and ELPAC to work towards reclassification. Aspen Ridge will provide professional development in the following areas: • SDAIE strategies and evidence-based practices for LTELs.	$24,000	N

		- Integrated ELD (launch to literacy) - Designated ELD with emphasis on LTELs (Launch to Literacy) - Data informed practices for supporting LTELs - Promoting academic language in the classroom		

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 high teacher turnover, and vacant teaching positions, there is a need for 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 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 to increase student engagement and improver 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 a decline in long-term English learners (LtEL), and an improvement on the English Learner Progress Indicator.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 59%			2022-23: 81.8%	
15	% students with access to standards-aligned materials.	2023-24: 100%			2024-25: 100%	

	Source: Textbook Inventory/classroom observations				
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4			2024-25: ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: 4	

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 Ridge Public School will employ a Site Director and appropriately credentialed teachers to serve grades 7-12 and provide all students with a broad course of study. In addition, onsite substitute teachers will be employed to maintain continuity of instruction for all students and avoid further disruptions to learning. Aspen Ridge Public School will provide high school students with 177 instructional days, and Middle school students with 175 instructional days. The additional two days will focus on orientation, and the registration process for dual enrollment. All educators will participate in seven days of Summer Professional Learning: four non-instructional days (deep data dives), and weekly professional development during the school year. High School educators will participate in an additional five days of summer training (total 12 days) on Summit Gradient Learning, a newly adopted curriculum and platform.	$1,343,649	Y

		Summer professional learning will focus on implementing Tier 1 & 2 interventions, designated/integrated ELD, strategies to support ELs, an analysis of student assessment data (CAASPP, CAST, iReady, ELPAC), Summit Learning, SEL curriculum, and providing Accommodations & Modifications for Students with Disabilities.		
2	**PROFESSIONAL LEARNING**	Aspen Ridge Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes 7 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 Summit Director to improve the delivery of instruction and the use of multiple types of evidence-based pedagogical strategies to address the diverse learning needs of our students. Educators will participate in Summit (Gradient) Learning new curriculum adoption: OER (History), EL Education (Gr 708(, Odel ELA Curriculum (Gr 9-12), Illustrative Math, and Open Science Education. Professional development areas of focus will include: • Imagine Edgenuity Credit Recovery online platform • Academic Curriculum Training: iReady (Gr 7-8) and Star by Renaissance (9-12) • Leader In Me SEL Curriculum • Second Step SEL Curriculum (Gr 7-8) • Imago SEL Curriculum (Gr 9-12) • Trauma-Informed Practices & Brain-based Practices: SEL • Trauma training & review: Student mental health & impacts within the classroom; Foster Youth/Homeless • Supporting EL (Summit tools) • Designated ELD • iReady tools for differentiation and Tier 1 • Accommodations & Modifications – Understanding the IEP	$51,500	N

		- Universal Design for Learning (FCSS) - Top 10 tips for supporting student behavior/Functions of behavior - De-escalation techniques – Behavior - Referral processes for Intervention: Academic & behavioral - Diversity, Equity & Inclusion (DEI): LGBTQ+ Awareness & Inclusion - Health & Puberty Education (Positive Prevention Plus) - Trainings from EL Dorado Charter SELPA - MTSS (FCSS) - Alternatives to Suspension (FCSS) Instructional Aides will participate in professional learning opportunities on evidence-based high dosage tutoring; evidence-based classroom management pedagogical strategies, and PBIS. Leadership and educators will participate in conferences, and/or workshops aligned to schoolwide initiatives. ARPS will continue its partnership with Fair Schools that will provide coaching to improve school culture, family engagement, instructional practices, and positive behavior supports. To support teacher effectiveness and credential clearance, Aspen Ridge Public School will partially fund teacher induction expenses.		
3	**CORE CURRICULAR PROGRAM NEEDS**	ARPS will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	$106,500	N
4	**CLOSING THE DIGITAL DIVIDE**	Aspen Ridge 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.	$115,181	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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Exemplary	
18	Parent input in decision-making for UP & SWD. (Questions 9-12)	2023-24: 9. 3 10.2 11.2			2024-25: 9. 3 10.3 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	
19	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. 3 2. 3 3. 2 4. 3			2024-25: 1. 3 2. 3 3. 3 4. 3	
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 70% Sense of Safety 69% School connectedness			2024-25: 72% Sense of Safety 71% School connectedness	

21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 73% Sense of Safety 90% School connectedness			<u>2024-25:</u> 75% Sense of Safety >90% School connectedness	
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 94% Sense of Safety 72% School connectedness			<u>2024-25:</u> >90% Sense of Safety 74% 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 Ridge Public School will provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation. Aspen Ridge Public School will continue to provide a School Nurse and Health aide, 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, ARPS 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	$258,850	Y

		• Increased school-wide activities such as dances and family fun nights.		
2	**PARENT INPUT IN DECISION-MAKING**	At Aspen Ridge 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.	$0	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Aspen Ridge 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 Coffee with the Administrators, parent workshops, assemblies open to families, weekly newsletters, messaging through ParentSquare, and surveys. Parents will also have access to Infinite Campus Parent portal where they can access their child's academic grades, progress, attendance, and communicate with teachers. 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 Parent workshops on: • Understanding assessment results (I-Ready and Star)	$9,959	N

- Summit (Gradient) Learning Platform

- ELPAC Summative assessment

- Attendance/chronic absenteeism

- Preparing for College

- FAFSA workshop

- Dual enrollment information

- Human Trafficking awareness and warning signs (Justice Coalition)

- Cyberbullying and social media awareness

- How to support Social Emotional Learning at home

Aspen Ridge will increase family engagement opportunities per the request of our educational partners that will include orientation, family fun nights, Cultural Food Fair, and College and Career days.

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

| 4 | **MAINTAINING SAFE & CLEAN SCHOOL FACILITY** | Aspen Ridge 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.

ARPS has a custodial staff on site throughout the school day to provide cleaning and sanitations services, which include disinfecting high traffic areas. | $453,548 | 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
$1,097,997	$136,918

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.49%	0%	$0	37.49%

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 3	ARPS received a RED Performance level for the Suspension Rate Indicator for all students (20.4%), Socioeconomically Disadvantaged (SED) (22.3%); and Hispanic (20.3%) student groups on the 2023 CA School Dashboard. Suspension rates are significantly high among all student groups as evidenced in the following chart. There is a need to implement PBIS, Alternatives to Suspension and Restorative Practices consistently and with fidelity.	Although all teachers participated in verbal de-escalation training, there is a clear need to provide ongoing training and support, to address the behavior challenges of students especially among SED, and Hispanic students, combined with trauma informed practices and evidence-based pedagogical strategies including differentiation to increase student engagement. Additional findings include a lack of consistency with PBIS implementation schoolwide.	The metrics that will be used to monitor effectiveness are: • #9: Suspension Rate • #10: Expulsion Rate • #20: Other Local Measure - Student Survey: Sense of safety & school connectedness

Upon conducting a needs assessment and root cause analysis, we identified that there was a lack of consistent preventative measures, and tier 1 behavior supports in place; combined with ill-equipped teachers to manage behavior challenges.

2022-23: Suspension Rate		
Student Group	Total	Rate
All Students	40	20.4%
EL	4	13.3%
Homeless	8	27.3%
SED	35	22.3%
SWD	8	26.7%
Hispanic	29	20.3%
Source: 2023 CA School Dashboard		

The PBIS team (Site Director, Assistant Site Director, Counselor, Psychologist, Psychology Intern, teachers) will collaborate and strengthen PBIS implementation, structures and strategies schoolwide to increase student engagement, improve school climate, and encourage positive behavior through ongoing staffwide professional development, coaching, and classroom observations. PBIS expectations will be communicated to staff, students, and families at the start of the school year, including student behavior policy, discipline, and expectations and consistently throughout the year to ensure understanding and enforcement. ARPS will also implement alternatives to suspension, restorative practices, and trauma informed practices to further reduce suspension rates; and re-engage the student. ARPS's PBIS team will improve communication with families to support with interventions for chronic behavior challenges.

PBIS incentives will be implemented through Raven of the Week awards, where students will receive Raven cards for exuding positive behavior. Weekly perfect attendance awards will be issued. We will implement a tiered reward systems where students can redeem their Raven cards for incentives.

ARPS will hire an additional counselor for the 2024-25 school year to support with SEL implementation of Second Step curriculum (grades 7-8); and Imago curriculum (grades 9-12), that also provides academic counseling lessons and career exploration. The Counselor will also provide small group counseling. To strengthen and ensure student belonging and connectedness, each student will be assigned a teacher mentor that they will meet with on a bi-weekly basis to

develop and address goal setting, academic planning, and to build community.

All teachers will participate in ongoing professional development on the SEL curriculum, PBIS, and MTSS; to ensure tiered behavior supports are implemented consistently in the classroom, including relationship building, routines, structures and clear expectations.

ARPS has adopted Positive Prevention Plus's Sex education/healthy relationship curriculum that also addresses healthy relationships, bullying and relationship abuse, risk recognition, accessing community services, and conflict resolution. These lessons in conjunction with the SEL curriculum, will serve to prevent social conflicts and support positive behavior.

ARPS has a fluid referral process where teachers or families can refer students for academic, social-emotional, behavioral, or mental health concerns. When administration receives these referrals, there is a Student Success Team (SST) meeting scheduled with teacher(s) and parents. These meetings allow for information gathering as well as action planning to support the student moving forward. Possible outcomes of these meetings include assigning intervention services, special education assessment, or initial Section 504 plan. If the concern warrants outside mental health support, our school has partnered with All 4 Youth, that provides mental health services on campus through the Fresno County Department of Behavioral Health.

The Family Resource Counselor (Homeless and Foster Youth Liaison) will conduct home visits and meet with families regularly to address barriers to daily attendance and learning. The Family

		Resource Counselor will provide consistent contact, support, and resources to help these students feel more connected and engaged at the school. 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 1, Action 6	There is a need to ensure all students are college and career ready, will graduate on-time and meet A-G eligibility criteria.	Aspen Ridge Public School provides a college-going culture to ensure all students have access to A-G approved courses, graduate on-time, and are college-ready. The Academic Counselor will lead numerous efforts to ensure students are on track to graduate and meet CCI requirements. ARPS will graduate its first class in 2025. The Counselor will meet with every high school student, to develop their individualized A-G plan, and meetings will take place regularly to ensure students are on track to graduate on-time and meet A-G eligibility requirements. Fresno City College will assign our students a counselor to support with post-secondary course planning. To prepare all students for college and career, Aspen Ridge Public School will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to dual enrollment opportunities at Fresno City College. Our students will have access to UC Scout which	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) • #11: % students participating in an elective course.

		provides UC approved elective online courses for credit.	
		As part of promoting a college-going culture, students will participate in college tours, assistance with college application process, FAFSA application, College Nights, College & Career Day, and post-secondary interest day (vocational/military) options. The Dual-enrollment/CTE teachers will facilitate dual-enrollment options for our students. ARPS will offer students the opportunity to be a part of California Scholarship Foundation (CSF)/ California Junior Scholarship Foundation (CJSF) clubs.	
		Aspen Ridge Public School has identified that this action will be provided on a "schoolwide" basis, to ensure Unduplicated Pupils are college ready and will graduate on time but also allowing other students to benefit as needed.	
Goal 2, Action 1	There is a need to maintain continuity of instruction by employing Substitute Teachers to relieve teachers during peer observations, instructional coaching and teacher absence.	Substitute teachers will be employed to maintain continuity of instruction for all students and avoid further disruptions to learning.	The metrics that will be used to monitor effectiveness are:
		Aspen Ridge Public School will provide high school students with 177 instructional days, and Middle school students with 175 instructional days. The additional two days will focus on orientation, and the registration process for dual enrollment.	• #16: Implementation of the State Academic content & performance standards for all students & enable ELs access.
		All educators will participate in seven days of Summer Professional Learning: four non-instructional days (deep data dives), and weekly professional development during the school year. High School educators will participate in an additional five days of summer training (total 12	

| | | days) on Summit Gradient Learning, a newly adopted curriculum and platform. | |

| Goal 3, Action 1 | Suspension rates and chronic absenteeism rates are high among Unduplicated Pupils and SWD. Ensuring a welcoming and safe learning environment is critical to reducing these rates. The following charts provide the total number of suspensions and chronic absenteeism by student group and schoolwide. Feedback from educational partners indicated the need for additional School Resource Officer. Many of our students lack access to health care. | Aspen Ridge Public School will continue to provide a School Nurse and Health aide, 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.

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:
• #9: Suspension Rate
• #10: Expulsion Rate
• #20: Other Local Measure - Student Survey: Sense of safety & school connectedness |

2022-23: Chronic Absenteeism

Student Group	Total	Rate
All Students	42	33.3%
Hispanic	32	34.4%
SED	36	35.6%

2022-23: Suspension Rate

Student Group	Total	Rate
All Students	40	20.4%
EL	4	13.3%
Homeless	8	27.3%
SED	35	22.3%
SWD	8	26.7%
Hispanic	29	20.3%
Source: 2023 CA School Dashboard		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 7	There are significant achievement gaps among English learners as measured by the ELA CAASPP and Math CAASPP and evidenced on the 2023 CA School Dashboard (Distance from standard). • ELA: -99.5 • Math: -137.4	To support the language acquisition needs of English Learners (EL), ARPS will strengthen the delivery of designated ELD course with specific EL groupings to improve academic outcomes and address language acquisition needs. Integrated ELD will strategically focus on reading comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language across all disciplines. ARPS will provide professional development to support teachers with improving the delivery of instruction for English Learners to support language acquisition, English proficiency, and improve EL academic performance on CAASPP and ELPAC, for English Learners to be on a path towards reclassification. ARPS will also provide extensive professional development to support English Learners with language acquisition.	The metrics that will be used to monitor effectiveness are: • #4: % EL who made progress towards English Language Proficiency (ELPI) • #5: % students English Language Proficiency for Summative ELPAC
Goal 1, Action 8	There are significant achievement gaps among English learners as measured by the ELA CAASPP and Math CAASPP and evidenced on the 2023 CA School Dashboard (Distance from standard). • ELA: -99.5 • Math: -137.4	To support the language acquisition needs of Long-term English Learners (LTEL), ARPS will strengthen the delivery of designated ELD course with clustered placement of LTELs in rigorous grade level courses, including dual enrollment where teachers are aware of individual language needs and are equipped to provide structure and implement SDAIE strategies as well as other evidence-based practices. Integrated ELD will	The metrics that will be used to monitor effectiveness are: • #4: % EL who made progress towards English Language Proficiency (ELPI)

| | | strategically focus on reading comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language across all disciplines. A bilingual instructional aide will provide tiered language support and vocabulary development, using graphic organizers, sentence frames, and realia, during dELD course; and LTELs will be prioritized for after-school tutoring opportunities and intervention

ARPS will provide professional development to support teachers with improving the delivery of instruction for LTEL, support language acquisition, and increase LTEL performance on CAASPP and ELPAC to work towards reclassification. Aspen Ridge will provide professional development to support Long-Term English Learners with language acquisition. | • #5: % students English Language Proficiency for Summative ELPAC |

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

Not applicable

Additional Concentration Grant Funding

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

Aspen Ridge Public School will utilize the additional concentration grant add-on funding to fund additional substitute teachers, increasing the number of credentialed staff to maintain continuity of instruction, (Goal 2, Action 1) and a small portion to maintain afterschool tutoring (Goal 1, Action 8)

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:	$ 2,956,526.00	$ 2,982,521.00

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	$ 21,666	$ 17,912
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 230,066	$ 200,210
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 203,507	$ 211,031
1	4	SERVICES TO SUPPORT SWD	No	$ 268,673	$ 301,035
1	5	BROAD COURSE OF STUDY	Yes	$ 108,331	$ 108,540
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,089,170	$ 823,679
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 60,000	$ 62,522
2	2	PROFESSIONAL LEARNING	Yes	$ 55,495	$ 124,940
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 21,534	$ 23,444
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 24,450	$ 30,825
2	5	PROMOTING A COLLEGE GOING CULTURE	Yes	$ 111,160	$ 108,188
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 148,488	$ 206,510
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 9,483	$ 8,403
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 604,503	$ 755,282

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)
$ 791,018	$ 705,391	$ 817,006	$ (111,615)	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	$ 21,666	$ 17,912.00	0.00%	0.00%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 44,111	$ 35,120.00	0.00%	0.00%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	$ 163,417	$ 159,961.00	0.00%	0.00%
1	5	BROAD COURSE OF STUDY	Yes	$ 108,331	$ 108,540.00	0.00%	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 60,000	$ 62,522.00	0.00%	0.00%
2	2	PROFESSIONAL LEARNING	Yes	$ 48,218	$ 118,253.00	0.00%	0.00%
2	5	PROMOTING A COLLEGE GOING CULTURE	Yes	$ 111,160	$ 108,188.00	0.00%	0.00%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 148,488	$ 206,510.00	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)
$ 2,179,355	$ 791,018	0.00%	36.30%	$ 817,006	0.00%	37.49%	$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	$ 2,928,420	$ 1,097,997	37.495%	0.000%	37.495%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,079,713	$ 465,500	$ -	$ 121,751	$ 3,666,964.00	$ 2,683,167	$ 983,797

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					$ -	$ 26,200	$ -	$ 21,196	$ -	$ 5,004	$ 26,200	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					$ 40,427	$ 40,000	$ -	$ -	$ -	$ 80,427	$ 80,427	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	ARPS	Ongoing	$ 350,180	$ 94,068	$ 444,248	$ -	$ -	$ -	$ 444,248	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 355,474	$ -	$ 78,015	$ 241,139	$ -	$ 36,320	$ 355,474	0.000%
1	5	BROAD COURSE OF STUDY	All	No					$ 112,237	$ -	$ 73,762	$ 38,475	$ -	$ -	$ 112,237	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTURE	All	Yes	Schoolwide	All	ARPS	Ongoing	$ 162,575	$ 92,026	$ 254,601	$ -	$ -	$ -	$ 254,601	0.000%
1	7	SERVICES TO SUPPORT ENGLISH LEARNERS (EL)	EL	Yes	Limited	English Learners	ARPS	Ongoing	$ 30,590	$ -	$ 30,590	$ -	$ -	$ -	$ 30,590	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL)	LtEL	Yes	Limited	English Learners	ARPS	Ongoing	$ -	$ 24,000	$ 24,000	$ -	$ -	$ -	$ 24,000	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,222,469	$ -	$ 1,222,469	$ -	$ -	$ -	$ 1,222,469	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	ARPS	Ongoing	$ 61,180	$ 60,000	$ 121,180	$ -	$ -	$ -	$ 121,180	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ -	$ 51,500	$ 51,500	$ -	$ -	$ -	$ 51,500	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 106,500	$ 106,500	$ -	$ -	$ -	$ 106,500	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 58,284	$ 56,897	$ 115,181	$ -	$ -	$ -	$ 115,181	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ -	$ 35,472	$ 11,000	$ 24,472	$ -	$ -	$ 35,472	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	ARPS	Ongoing	$ 184,738	$ 38,640	$ 223,378	$ -	$ -	$ -	$ 223,378	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ -	$ 9,959	$ 9,959	$ -	$ -	$ -	$ 9,959	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ 105,013	$ 348,535	$ 313,330	$ 140,218	$ -	$ -	$ 453,548	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
$ 2,928,420	$ 1,097,997	37.495%	0.000%	37.495%	$ 1,097,997	0.000%	37.495%	**Total:**	$ 1,097,997
								LEA-wide Total:	$ -
								Limited Total:	$ 54,590
								Schoolwide Total:	$ 1,043,407

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	3	MTSS: ADDRESSING SOCIAL-EMOTION/	Yes	Schoolwide	All	ARPS	$ 444,248	0.000%
1	6	PROMOTING A COLLEGE-GOING CULTU	Yes	Schoolwide	All	ARPS	$ 254,601	0.000%
1	7	SERVICES TO SUPPORT ENGLISH LEAR	Yes	Limited	English Learners	ARPS	$ 30,590	0.000%
1	8	SERVICES TO SUPPORT LONG-TERM E	Yes	Limited	English Learners	ARPS	$ 24,000	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	ARPS	$ 121,180	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	ARPS	$ 223,378	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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]).

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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.

    o 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:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

- 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

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 each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

- 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

- 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.

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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)**

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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