

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Valley Prep Academy

CDS Code: 10 62166 0106740

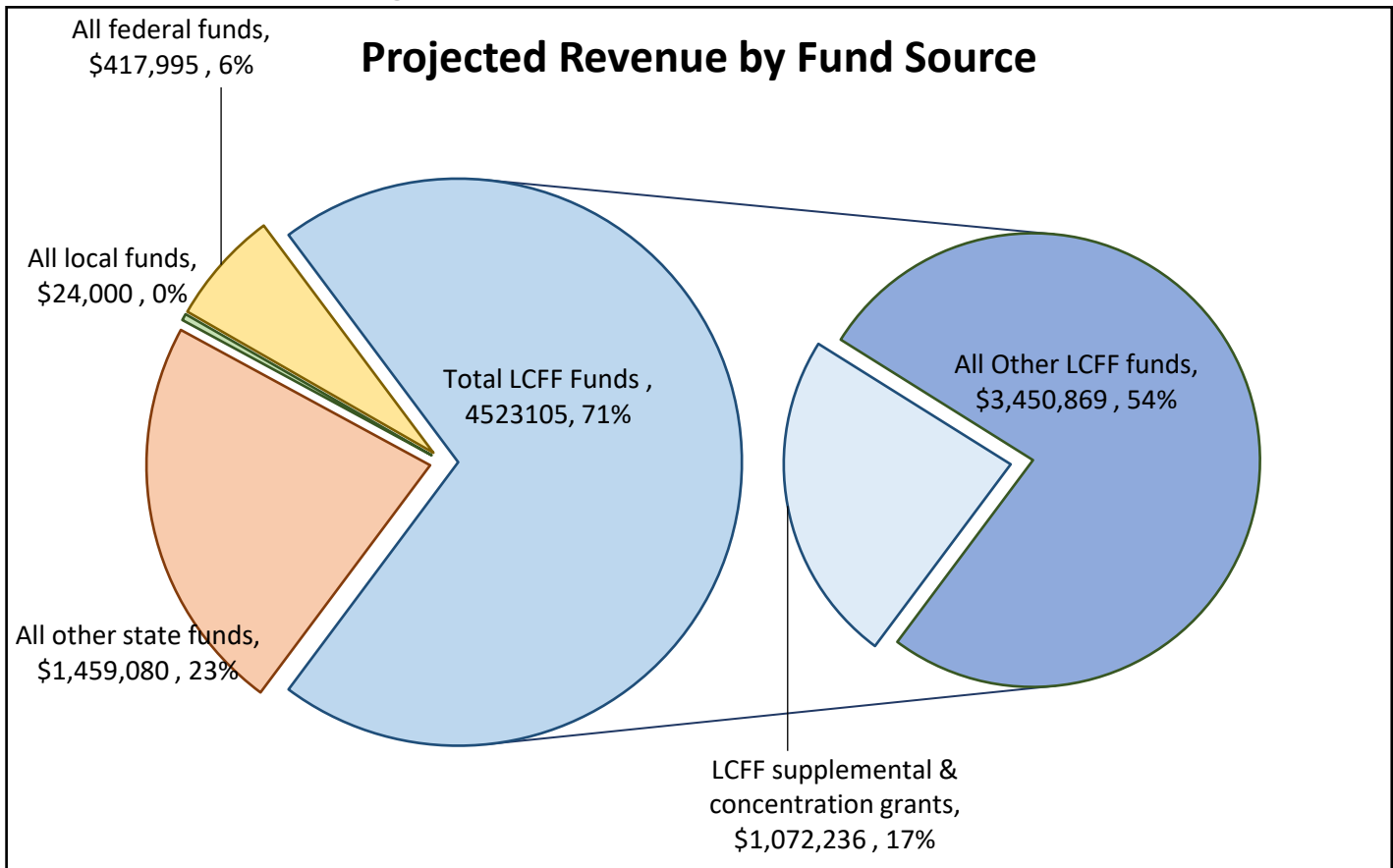
School Year: 2024 - 25

LEA contact information: Nicole Rivera, Site Director nicole.rivera@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

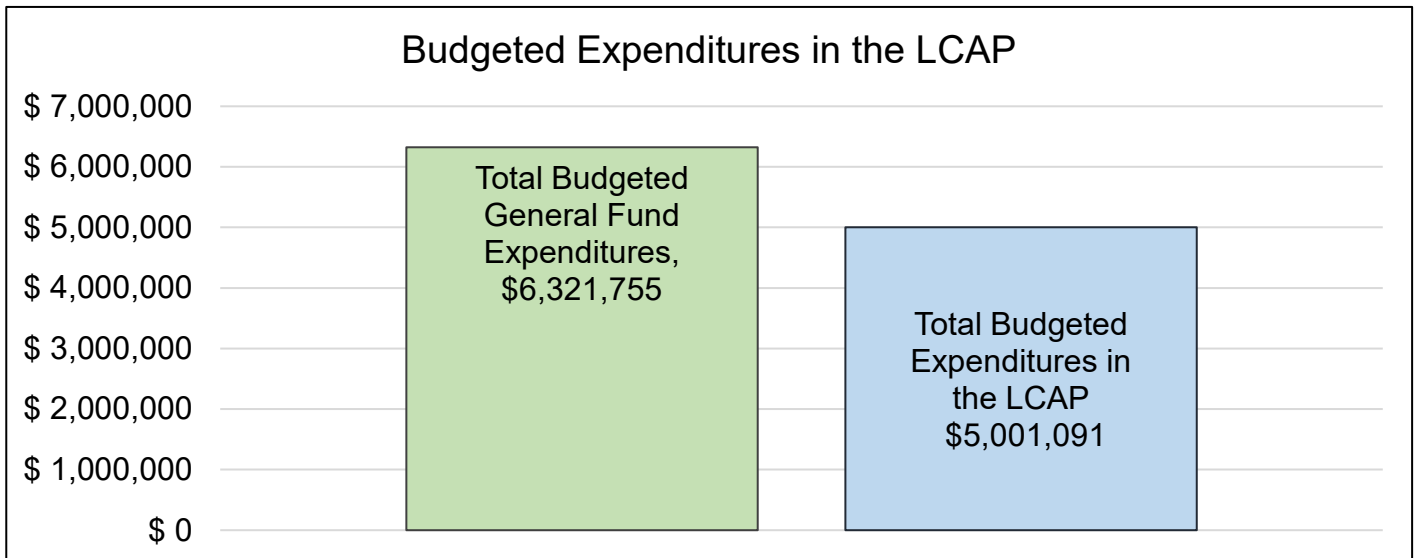


This chart shows the total general purpose revenue Aspen Valley Prep Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Valley Prep Academy is \$6,424,180.00, of which \$4,523,105.00 is Local Control Funding Formula (LCFF), \$1,459,080.00 is other state funds, \$24,000.00 is local funds, and \$417,995.00 is federal funds. Of the \$4,523,105.00 in LCFF Funds, \$1,072,236.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Valley Prep Academy 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 Valley Prep Academy plans to spend \$6,321,755.00 for the 2024 - 25 school year. Of that amount, \$5,001,091.00 is tied to actions/services in the LCAP and \$1,320,664.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

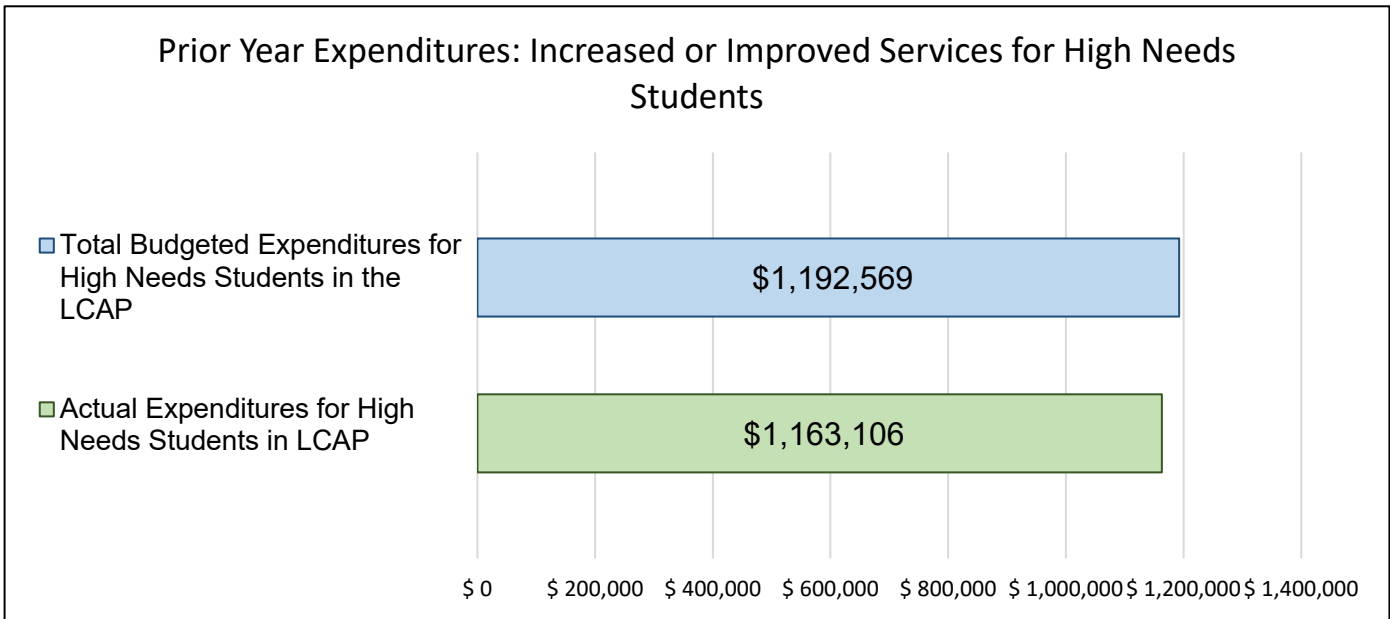
Budgeted General Fund Expenditures not included in the 2024-25 plan include meals program, operating and administrative expenses.

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

In 2024 - 25, Aspen Valley Prep Academy is projecting it will receive \$1,072,236.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Valley Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Valley Prep Academy plans to spend \$1,072,236.00 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



This chart compares what Aspen Valley Prep Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aspen Valley Prep Academy 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 Valley Prep Academy's LCAP budgeted \$1,192,569.00 for planned actions to increase or improve services for high needs students. Aspen Valley Prep Academy actually spent \$1,163,106.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of \$29,463.00 had the following impact on Aspen Valley Prep Academy's ability to increase or improve services for high needs students:

Aspen Valley received reduced supplemental and concentration funding for high need students compared to budget. Aspen Valley's expenditures exceeded their allocation and % to increase services.

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Valley Preparatory Academy	Nicole Rivera, Site Director	nicole.rivera@aspenps.org (559) 225-7737

## Goals and Actions

### Goal

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

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2019-20: Not administered	2020-21: 31.94% met/exceeded standard	2021-22: 39.11% Met or exceeded standards	2022-23: 35.79% met or exceeded standards	40%
CAASPP Math Source: CDE	2019-20: Not administered	2020-21: 22.27% met/exceeded standard	2021-22: 34.19% Met or exceeded standards	2022-23: 33.52% met or exceeded standards	25%
CA Science Test: Gr 5 Source: CDE	2019-20: Not administered	2020-21: 20.32% met/exceeded standard	2021-22: 24.33% Met or exceeded standards	2022-23: 28.58% met or exceeded standards	25%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 7.89% Proficient	2020-21: 7.89% Proficient	2021-22: 18.6% Met or exceeded standards	2022-23: 7.32% Proficient	15%

Reclassification Rate Source: Dataquest	2019-20: 20.6%	2020-21: 0%	2021-22: 5.1%	2022-23: 4%	20%																																																																																																																																										
% EL with access to CCSS & ELD Standards. Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																																																																										
Attendance Rate Source: CALPADS	2019-20: 93.7%	2020-21: 93.3%	2021-22: 83%	2022-23: 95.4%	95%																																																																																																																																										
Chronic absenteeism Rate Source: Dataquest	<table border="1"> <thead> <tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr> <tr><th colspan="3">2018-19</th></tr> <tr><th></th><th>Count</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>39</td><td>8.6%</td></tr> <tr><td>African-American</td><td>12</td><td>20.0%</td></tr> <tr><td>Hispanic</td><td>18</td><td>6.1%</td></tr> <tr><td>White</td><td>5</td><td>7.9%</td></tr> <tr><td>Two or More Races</td><td>3</td><td>27.3%</td></tr> <tr><td>EL</td><td>1</td><td>2.2%</td></tr> <tr><td>HY</td><td>*</td><td>*</td></tr> <tr><td>SWD</td><td>4</td><td>7.5%</td></tr> <tr><td>SED</td><td>33</td><td>10.3%</td></tr> </tbody> </table>	CHRONIC ABSENTEEISM			2018-19				Count	Rate	Schoolwide	39	8.6%	African-American	12	20.0%	Hispanic	18	6.1%	White	5	7.9%	Two or More Races	3	27.3%	EL	1	2.2%	HY	*	*	SWD	4	7.5%	SED	33	10.3%	<table border="1"> <thead> <tr><th colspan="3">CHRONIC ABSENTEEISM</th></tr> <tr><th colspan="3">2020-21</th></tr> <tr><th></th><th>Count</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>106</td><td>26.7%</td></tr> <tr><td>African-American</td><td>16</td><td>31.4%</td></tr> <tr><td>Hispanic</td><td>72</td><td>27.9%</td></tr> <tr><td>White</td><td>11</td><td>19.0%</td></tr> <tr><td>Two or More Races</td><td>4</td><td>26.7%</td></tr> <tr><td>EL</td><td>10</td><td>26.3%</td></tr> <tr><td>HY</td><td>11</td><td>44.0%</td></tr> <tr><td>SWD</td><td>18</td><td>35.3%</td></tr> <tr><td>SED</td><td>95</td><td>30.6%</td></tr> </tbody> </table>	CHRONIC ABSENTEEISM			2020-21				Count	Rate	Schoolwide	106	26.7%	African-American	16	31.4%	Hispanic	72	27.9%	White	11	19.0%	Two or More Races	4	26.7%	EL	10	26.3%	HY	11	44.0%	SWD	18	35.3%	SED	95	30.6%	<table border="1"> <thead> <tr><th colspan="3">2021-22 CHRONIC ABSENTEEISM</th></tr> <tr><th></th><th>Number</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>174</td><td>50.1%</td></tr> <tr><td>African American</td><td>23</td><td>54.8%</td></tr> <tr><td>Hispanic</td><td>128</td><td>54.0%</td></tr> <tr><td>White</td><td>11</td><td>28.2%</td></tr> <tr><td>Two or More Races</td><td>7</td><td>50.0%</td></tr> <tr><td>English Learners</td><td>26</td><td>53.1%</td></tr> <tr><td>Foster Youth</td><td>4</td><td>30.8%</td></tr> <tr><td>Homeless Youth</td><td>18</td><td>75.0%</td></tr> <tr><td>SWD</td><td>22</td><td>56.4%</td></tr> <tr><td>SED</td><td>146</td><td>53.3%</td></tr> </tbody> </table>	2021-22 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	174	50.1%	African American	23	54.8%	Hispanic	128	54.0%	White	11	28.2%	Two or More Races	7	50.0%	English Learners	26	53.1%	Foster Youth	4	30.8%	Homeless Youth	18	75.0%	SWD	22	56.4%	SED	146	53.3%	<table border="1"> <thead> <tr><th colspan="3">2022-23 CHRONIC ABSENTEEISM</th></tr> <tr><th></th><th>Number</th><th>Rate</th></tr> </thead> <tbody> <tr><td>Schoolwide</td><td>111</td><td>31.9%</td></tr> <tr><td>African American</td><td>11</td><td>29.7%</td></tr> <tr><td>Hispanic</td><td>78</td><td>31.8%</td></tr> <tr><td>White</td><td>13</td><td>31.7%</td></tr> <tr><td>English Learners</td><td>15</td><td>31.9%</td></tr> <tr><td>Homeless Youth</td><td>15</td><td>33.3%</td></tr> <tr><td>SWD</td><td>21</td><td>47.7%</td></tr> <tr><td>SED</td><td>96</td><td>35.4%</td></tr> </tbody> </table>	2022-23 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	111	31.9%	African American	11	29.7%	Hispanic	78	31.8%	White	13	31.7%	English Learners	15	31.9%	Homeless Youth	15	33.3%	SWD	21	47.7%	SED	96	35.4%	10%
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## 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 Valley Prep Academy (AVPA) has fully implemented this action, with the last set of trimester assessments that took place in Spring 2024 including state testing. After each trimester assessments results are analyzed which informs instructional decision-making and identification for interventions, as needed. This year, Summit Learning Assessments are no longer being used by Grade 5 and shifted to Navigator Math & CKLA assessments instead.

**- Action 2:** This action was fully implemented. AVPA received an ORANGE Performance Level for the ELA and Math Academic Indicators on the 2023 CA School Dashboard. This year, AVPA has implemented the following academic interventions to improve student outcomes:

**- iReady Toolbox:** Teachers and administrators have attended multiple professional development sessions on how to utilize the iReady teacher toolbox to effectively address the learning gaps identified from our students based on the trimester iReady assessments. Teachers work in PLCs to make plans and groups to address the gaps using the resources provided.

- **Tier 2 Reading Intervention Support** Administrators and the Intervention Coordinator met regularly to review data to support students who are performing below grade level. SST meetings are held, and teachers are coached on how to support these struggling readers. Multiple professional development opportunities have taken place to guide teachers in this process. The AIMS/ Pathway to Reading is used by the reading intervention teacher to provide struggling readers (reading below grade level) with academic support 4 times per week.

- **Instructional Aides/Tutoring:** Instructional aides led small groups (push-in) in the classroom and pull-out sessions to support struggling learners.

- **Before/After/ Winter Tutoring Sessions (ELOP Programming):** AVPA ELOP provides afterschool, winter intersession and summer academic and social enrichment opportunities.

- **Action 3:** This action was fully implemented. AVPA received a YELLOW Performance Level for Chronic Absenteeism Rate Indicator; and ORANGE Performance Level for the Suspension Rate Indicator on the 2023 CA School Dashboard.

To address Suspension Rates: We continued to implement Second Step SEL Curriculum and Bully Prevention Unit with PBIS efforts for Tier 1 level of support. Through our partnership with All4Youth our students had access to a therapist on campus. The El Dorado Charter SELPA provided our teachers with training on verbal de-escalation techniques and the local Diagnostic Center on some behavior management strategies. We are planning on partnering with FCOE for PBIS training for the upcoming 2024-25 school year.

To address Chronic absenteeism: This year we revised our attendance policy to address chronic absenteeism. We presented the attendance policy to the entire staff and to all families. We have established a SART Team that meets to address students at-risk of chronic absenteeism and when families are unresponsive. The Family Resource Counselor conducted home visits as requested by administrators.

- **Action 4:** This action was fully implemented. AVPA received an ORANGE Performance level for Chronic Absenteeism and YELLOW for the Suspension Rate Indicator for the SWD Student Group on the 2023 CA School Dashboard. This year the Special Education Team participated in CDE's Special Education Monitoring Processes and the Small LEA Cyclical Monitoring. The SPED staff collaborated with General Education teachers to strengthen the delivery of instruction, use of modifications/accommodations, and lessons were scaffolded to meet the needs of SWD. The SPED team has been attending all trainings in the topics noted in this action.

- **Action 5:** This action was fully implemented. AVPA received an ORANGE Performance Level for the Chronic Absenteeism Rate; and ORANGE Performance level for the Suspension Rate Indicator for the EL student group in the 2023 CA School Dashboard. Bilingual EL Instructional aides assist ELs with language acquisition during dELD. This year we provided teachers with professional development on the ELD curriculum (Amplify) and chose not to implement Rosetta Stone Foundation but rather focus on using Amplify ELD because of its level of rigor and implement it with fidelity. This change was both cost efficient and effective use of our currently adopted curriculum.

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.

There were no material differences 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:** Several successes of implementation have been growth at every grade level as measured with the iReady reading and math data. We have also seen high completion rates in every major assessment. This is due to the ongoing communication to teachers and families of assessment dates and level of importance. Our school has prioritized providing teachers additional time to review, analyze and apply iReady diagnostic data to inform instruction, assess learning gaps, and prepare remediation groups to intervene or enrich academic growth. The school also created schoolwide iReady challenges to engage families to have a better understanding of their child's results and the steps needed to make progress toward proficiency.

Challenges over the past 3 years include the growth between our English Learners and English Only students in CAASPP. ELs were 60 points from the standard whereas EOs were 39.7 points away in Math. In ELA, ELs were 62.2 points away whereas EOs were 23.2 points away from standard. The school has made attempts to include more professional development regarding ELD and EL supports in the classroom. They've adopted a new curriculum to address the gaps seen through these assessments. Another challenge is the time it takes to analyze the data in each assessment to use to make instructional decisions. We started to carve out more designated time for teachers to collaborate in PLCs to analyze the data and make plans to address learning gaps.

- **Action 2:** We have seen great growth in our iReady data for all grade levels in specific domains due to the extra reading intervention support from the intervention coordinator and switch to a Science of Reading approach. In the iReady final diagnostic of 2022-2023, 91% of our students passed the Phonological Awareness, 72% passed Phonics, and 86% passed High Frequency words. In this school year, we've seen similar trends with students demonstrating higher rates of proficiency across these 3 domains. In math 2022-2023 iReady assessments we progressed from 9% to 37% proficient.

Challenges over the past 3 years include fluency, comprehension, and staffing for math intervention support. The school noticed a trend in stagnant fluency and comprehension data, so this year, we purchased a program called Read Naturally to support this learning gap. All instructional aides, admin, and reading intervention teacher were trained in how to deliver services based on our iReady diagnostic data. Another challenge is staffing and support regarding math intervention. We don't have a specific math intervention coordinator, so admin and instructional coaches collaborated to support teachers in using the iReady toolbox to help support learning gaps. The school also purchased Reflex math this school year to support with basic math fact fluency.

- **Action 3:** Our partnership with All4Youth has served over 40 students over the last few years, 23 alone in 2022-2023. Students have either continued to see the therapist or were able to graduate out of counseling. On site, the school counselor has been able to serve over 50 students each school year and trained students with coping skills for use within the school setting. The school counselor has also met with teachers in small groups or 1:1 to ensure they are teaching Second Step curriculum with fidelity. With the new attendance protocols and truancy meetings in place, the school has worked to close the achievement gap in our WHITE student subgroup who were previously in the RED performance

level on the dashboard. The school admin has met with these families throughout the school year through an SST/ SART process to address the absenteeism rates.

Challenges: over the past 3 years include the need for the behavior intervention support from All4Youth. This was a large piece of success at the beginning of our partnership to help students learn skills (self-regulation) needed to manage in the classroom setting. With our high need population, we are finding that the counselor has limited time to model SEL lessons or run consistent social emotional groups. The school will need to monitor the needs and adjust the professional development calendar to address some of the social emotional needs the school is experiencing for the 2024-25 school year.

- **Action 4:** The collaboration between SPED and General Education teachers has been a strength, especially in the past two years. The designated time provided to meet has allowed the team to dig deeper with student data and review accommodations and modifications put in place to support students. In last year's final diagnostic, we saw a 10% increase in reading level schoolwide among SWD students and 7% increase on grade level in math. We have seen that the Professional Development in CPI, behavior intervention, and trauma informed practices have decreased the amount of behavior referrals and suspensions. The dashboard shows our SWD are in the yellow category as compared to the orange overall schoolwide.

Challenges: Challenges over the past 3 years include the significant increase in enrolled Students with disabilities, which has been challenging to address staffing needs. This year because of the minimum requirement service minutes, we hired additional support. With these new additions comes the time to make sure they are properly trained and ready to support the learning gaps. Another challenge is making sure that the professional development calendar reflects the disability gaps such as autism or emotional disturbance. More training continues to be a need for staff. This will help address the low performance in assessments - iReady and CAASSP.

- **Action 5:** Through ELD services and Reading Intervention groups, the school has seen iReady growth in reading at all grade levels, with major growth in kindergarten, 3rd, 4th, and 5th grades in 2022-2023. Another strength is that more time is devoted in the academic calendar to reflect the need for ELD groups. We were also able to reclassify some students last year and this school year.

Challenges: Challenges over the past three years include the need for designated time for ELD. This school year and at the end of the last school year, we have made sure that teachers and the curriculum and time to teach ELD. We see the need for Professional Development on EL standards and ELPAC testing strategies. There has also been an increase in the percentage of EL students this year, we are currently at about 14% of students, so we have seen on the dashboard that we have a decline in points toward the standard. 33% are meeting proficiency, as compared to the 50% from the previous year.

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 Valley Preparatory Academy has been engaged in to improve student outcomes. Actions and metrics were revised to



align to the revised goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on PFT (grade 5 assessment). With the return of the CA School Dashboard performance levels, our LCAP will use the distance from standard (DFS) measurement for the ELA and Math (CAASPP) Academic Indicators, which is an accurate measure of student performance.

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

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated for last year’s actions may be found in the Contributing Actions Annual Update Table.**

## Goal

Goal #	Description
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																															
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 89%	2021-22: 94%	2022-23: 75%	2023-24: 81%	100%																																																																															
% Of students with access to Standards-aligned materials Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																															
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator self-reflection tool for Priority 2	2020-21: Implementation Academic Standards	2021-22: Implementation Academic Standards	2022-23 Implementation Academic Standards	2023-24 Implementation Academic Standards	2023-24: Implementation Academic Standards																																																																															
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% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																															

Study: Source: Master Schedule					
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**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 but with modifications. Aspen Valley Prep Academy employed a Site Director and classroom teachers We had vacant teaching positions which were being served by substitute teachers. All teachers participated in Summer Professional Learning; 8 non-instructional days and weekly professional development throughout the year. Substitute teachers received extensive coaching to ensure students were receiving equitable services.
  
- **Action 2:** This action was fully implemented. AVPA provided its teachers and leadership with robust professional development. We employed ELA and Math Instructional Coaches that provided instructional coaching for our teachers, participated in classroom observations, and feedback cycles. We supported our teachers in clearing their credential through induction. This year, we hired an additional part-time math coach to support primary grades (TK-1) focusing on math foundational skills, an identified area of need for our students in early grades.
  
- **Action 3:** This action was partially implemented. AMPS provided all students with standards-aligned curricular and instructional materials, including consumables. Purchases were made to ensure sufficient inventories for all students. However, we did not purchase sex education curriculum since we are currently researching curriculum adoption.
  
- **Action 4:** This action was fully implemented. Each student had access to a device (Chromebooks) and headphones to access instructional and curricular materials. All virtual meetings are held on the Microsoft Team platform. IT worked to ensure high internet quality and bandwidth, and they have also implemented a safety software that all educational staff uses to monitor student online activities.
  
- **Action 5:** This action was partially implemented. AVPA provided all students with a broad course of study, and Art enrichment for all grade levels. We were unable to fill the music and drama teacher position this year despite extensive recruitment efforts.

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:** Despite numerous teacher recruitment efforts, AVPA had vacant teacher positions which we staffed with substitute teachers, and incurred substantial costs for these substitute teachers, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action 5:** Despite numerous teacher recruitment efforts, AVPA had vacant Music and drama teacher position, which remained vacant, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

- **Action 1:** Over the last few years, the retention rates for teachers have been overall high. If there has been a teacher need, we were able to fill before the school year started with a highly qualified teacher. Due to the high retention rate, we were able to keep our Physical Education and Arts program to widen the broad course of study for our students. The professional development days have also been successful in our student academic and well-being growth. We have seen Chronic Absenteeism rates from by 20% and are currently at a 95% ADA for 2023-2024 so far. The time spent on math and ELA professional learning has shown academic gains in iReady for both subjects.

Challenges over the past 3 years include the need for highly qualified credentialed teachers in all subjects. The school is competing with bigger districts to keep positions filled with experienced, talented teachers. Another challenge has been the amount of topics and time needed to lead quality professional development that is differentiated for the various levels of experience our staff has. We also lost our Chief Academic Officer last year who typically plans these PDs, and the position has not been filled yet.

- **Action 2:** A strength is the amount of time designated for professional development in the duty calendar. The school utilized every designated day to cover these topics. The school also strategically plans Friday Professional Development to address the learning gaps in assessments. The school has partnered with outside organizations such as Fair Schools, Diagnostic Center, Instruction Partners, and El Dorado to deliver high quality professional development. We have seen some of this success in our suspension and iReady data sources.

Challenges: Challenges we have seen over the last 3 years include the need to differentiate professional development for teacher experience and needs. Due to staffing, this has been difficult to plan for. We also lost the CAO position that hasn't been filled yet to continue to find and organize additional high quality professional development based on the student learning needs and teacher development. Another challenge is the number of Intern -3rd year teachers the school has employed of the years needing additional professional development or coaching support. They are just learning the expectations of teaching and how to use the data to inform their instruction and classroom management. We have seen this to be evident in our 2nd grade classroom where the teachers are new this year. The data in their iReady and Navigator Math benchmarks are not as high as the other grade levels. Both teachers are new to the profession > 2 years.

- **Action 3:** A strength is that teachers have all the resources they need to deliver high-quality instruction with vetted curriculum and support.

Challenges: The challenges over the last 3 years includes a change in leadership twice at the CMO level of the person who typically monitors the effectiveness of the curriculum and does the ordering. This position hasn't been filled, so admin and instructional coaches have been doing

their best to fill this need and make sure curriculum gets ordered in a timely manner to have all supplies for the following school year. We also need to vet and order a high-quality age-appropriate sex education curriculum for elementary students.

**- Action 4:** This service has been consistent, and our strong IT team has been able to ensure up-to-date technology and internet connectivity. All training is provided to ensure students and staff know how to properly use these resources to close the digital divide. The IT team has also set up all learning platforms in easy access for parents to access at home, including a parent portal so families stay engaged in their child's learning.

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

**- Action 5:** A strength is being able to retain our art teacher. Students have been able to keep that course of student consistently throughout the last 3 years. We have been able to purchase a curriculum to supplement the learning topics in the art classroom. Parents and students have expressed formally and informally the appreciation to have arts in the school setting. The school has used ELOP funds in the after-school program to find music alternatives, such as dance.

Challenges: Challenges over the last 3 years has been retaining and finding highly qualified candidates with the right credentials for these positions. Even with ads, attending job fairs, we have not been able to fill these positions.

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

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

**Goal**

Goal #	Description
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																		
Facilities in “good” repair as measured by FIT (Source)	2020-21: Good	2021-22: Good	2022-23: Exemplary	2023-24: Exemplary	Good																																																																																																		
Suspension Rate Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">SUSPENSION RATE</th> </tr> <tr> <th rowspan="2">Source: Dataquest</th> <th colspan="2">2019-20</th> </tr> <tr> <th>Count</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>24</td> <td>5.3%</td> </tr> <tr> <td>African-American</td> <td>3</td> <td>4.9%</td> </tr> <tr> <td>Hispanic</td> <td>16</td> <td>5.5%</td> </tr> <tr> <td>White</td> <td>4</td> <td>6.6%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>EL</td> <td>6</td> <td>16.7%</td> </tr> <tr> <td>HY</td> <td>2</td> <td>9.1%</td> </tr> <tr> <td>SED</td> <td>42</td> <td>13.7%</td> </tr> <tr> <td>SWD</td> <td>10</td> <td>18.9%</td> </tr> </tbody> </table>	SUSPENSION RATE			Source: Dataquest	2019-20		Count	Rate	Schoolwide	24	5.3%	African-American	3	4.9%	Hispanic	16	5.5%	White	4	6.6%	Two or More Races	0	0.0%	EL	6	16.7%	HY	2	9.1%	SED	42	13.7%	SWD	10	18.9%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>10</td> <td>2.2%</td> </tr> <tr> <td>African American</td> <td>1</td> <td>2.3%</td> </tr> <tr> <td>Hispanic</td> <td>5</td> <td>1.6%</td> </tr> <tr> <td>White</td> <td>2</td> <td>2.4%</td> </tr> <tr> <td>English Learners</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Foster Youth</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Homeless Youth</td> <td>4</td> <td>14.8%</td> </tr> <tr> <td>SWD</td> <td>8</td> <td>2.8%</td> </tr> <tr> <td>SED</td> <td>1</td> <td>2.4%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	10	2.2%	African American	1	2.3%	Hispanic	5	1.6%	White	2	2.4%	English Learners	0	0.0%	Foster Youth	0	0.0%	Homeless Youth	4	14.8%	SWD	8	2.8%	SED	1	2.4%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>10</td> <td>2.2%</td> </tr> <tr> <td>African American</td> <td>2</td> <td>5.0%</td> </tr> <tr> <td>Hispanic</td> <td>6</td> <td>2.4%</td> </tr> <tr> <td>White</td> <td>2</td> <td>4.8%</td> </tr> <tr> <td>English Learners</td> <td>1</td> <td>2.0%</td> </tr> <tr> <td>Homeless Youth</td> <td>6</td> <td>12.5%</td> </tr> <tr> <td>SED</td> <td>13</td> <td>4.7%</td> </tr> <tr> <td>SWD</td> <td>1</td> <td>2.2%</td> </tr> </tbody> </table>	2022-23 SUSPENSION				Number	Rate	Schoolwide	10	2.2%	African American	2	5.0%	Hispanic	6	2.4%	White	2	4.8%	English Learners	1	2.0%	Homeless Youth	6	12.5%	SED	13	4.7%	SWD	1	2.2%	<1%
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Student Survey: Student Perception of School Safety & Connectedness Source: Internal Survey	2020-21: Not reported	2021-22: 97% Sense of safety 60% School connectedness	2022-23: 89% Sense of safety 92% School connectedness	<u>2023-24:</u> 82% Sense of Safety 80% School connectedness	>75%																																																																																																		
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Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 5	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 3	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 8. 4	Rating 4+
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## 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:** AVPA has fully implemented this action. We hosted numerous events to increase student engagement, a positive school culture; and improve the health and safety of our students. This year the annual Jog-a-thon fundraiser took place to fund field trips and guest speaker. All students participated in at least one field trip. AVPA partnered with the Big Smiles dental care to provide dental services and screening for our students. This spring our students participated 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 ensured PBIS practices were implemented. We administered a school climate survey in Spring 2024 to students, staff and parents/families.

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

- **Action 3:** This action was fully implemented. AVPA hosted Coffee with the Principal to keep parents updated on schoolwide issues, solicited input, and developed partnerships with families to engage them in their child's education. We communicated with families most effectively using ParentSquare; and administered parent surveys. We've hosted parent workshops on the following topics: Suicide Prevention Awareness, The Importance of Reading & Attendance, Understanding Data, Social Emotional Learning/ Growth Mindset, LCAP Goal #1 Positive Behavior Intervention & Supports, The Importance of Sleep / Screen Time / Hygiene, LCAP Goal #3 Positive & Safe School Culture, State Testing (ELPAC, SBAC), Summer Learning, annual update of LCAP Goals and Action; and solicited input for the 2024-25 LCAP. The Community Schools Coordinator has also hosted parent meetings, workshops, and communication with parents consistently throughout the year. We have been researching new organizations to partner with to provide learning opportunities for parents. This year we are partnered with CalFresh that provided a parent workshop on resources for healthy eating.

- **Action 4:** This action was fully implemented. AVPA completed the FIT Report and results were reported on the school's SARC, LCAP and Local Indicators Report. We employed a full-time janitorial and maintenance team that ensued our campus was 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 4:** Additional costs were incurred for janitorial and facility maintenance services, 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:** Some successes over the past 3 years have been the prioritization from the admin team on campus culture and safety. The school partnered with CalFresh, EcoHero, Dairy Ag, Fresno Grizzlies, See2succeed, Big Smiles, to address the different learning needs of the students. One way to see the growth is in parent and student surveys. We have also seen students show up to school more. Our chronic absenteeism rates



dropped 18.2% and our current ADA is at 95% this school year. We are also seeing less behavior referrals and increases in academic engagement.

Challenges over the past 3 years include the consistency in our health department with our school nurse and health aide positions. These positions have been difficult to retain and affect our programs like See2succeed or Big Smiles. The timeliness of our health screenings has been affected due to the turnover rates as well. Field trips and school assemblies have also been proven to be more difficult in the amount of time and funds it takes to plan high quality experiences. Right now, all the responsibility falls on teachers for field trips and admin for assemblies. It would be helpful to have these planned out by grade level and calendared throughout the year so that the students have more access.

- **Action 2:** A success has been that there are more parent surveys sent out and a position that has been designated to create and send out these surveys. We've also received Community Schools Funding and have engaged parents in this community. We also always offer interpreter services and have begun interpreting (almost) all communication that goes home as well via flyers or ParentSquare.

Challenges: A challenge has been recruiting parents to these meetings. Most parents have expressed that they can take off work for bigger items their child needs like sports, awards assemblies, or parent teacher conferences, but find it hard to commit to a parent committee.

- **Action 3:** A Strength has been the consistency of communication through ParentSquare and that parents are able to translate our messaging to their native language. Another strength is that parents are given the dates of assemblies, Coffee with the Principal, and Community Schools at the beginning of the year, so they can make informed decisions on what they can attend.

Challenges: A continued challenge over the last 3 years is recruiting parents and finding the right time for them to come to these meetings. Parents are expressing it's difficult to take off work, but evening sessions are also hard because of childcare or it being around dinnertime for their family.

- **Action 4:** A designated position has been a huge success in keeping up compliant with state and local guidelines. We have also been found to be compliant in local check in and on all state reporting. The COO has a team of qualified custodians, nutrition staff, nurse staff, and maintenance to keep our school safe and clean. The school also received several bonds needs to improve our schools and facilities.

Challenges: A challenge has been the funding needed to continue to keep buildings, classrooms, play structures all up to date. Working with city permits and the contractors to do it in specific time frames has been difficult when students are on campus most of the school year.

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 Valley Preparatory Academy 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](mailto: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.

- 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.

# 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 Valley Preparatory Academy	Nicole Rivera, Site Director	nicole.rivera@aspenps.org (559) 225-7737

## 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 Valley Preparatory Academy](#) (AVPA) was established in 2004 to serve the community. Since then, the school has expanded and currently serves 347 students in grades TK-6 with student demographics that reflect the community – 70% Hispanic, 12% White, 11% African American, 3% Asian, 2% Two or More Races, 1% Pacific Islander, 14% English Learner (EL), 1% Foster Youth, 14% Homeless, 11% Students with Disabilities (SWD), and 77% Socioeconomically Disadvantaged (SED).

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

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

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

We envision a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities.

Our community was severely impacted by the pandemic resulting in an increase in homelessness, transiency, high levels of childhood trauma, anxiety, and a lack of emotional regulation. For our young learners social distancing negatively affected learning and growth, and some experienced increased separation anxiety. The pandemic has also resulted in high rates of chronic absenteeism, despite ongoing communication with families on the importance of daily attendance. Families are still reluctant to send their child to school if they are experiencing minimal signs of illness.

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

[Aspen Valley Preparatory Academy](#) 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](#). AVPA will continue to align and strengthen its MTSS, Community Schools, and PBIS Initiative with its Expanded learning Opportunities Program (ELOP) and the Universal transitional kindergarten program (UTK).

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

Aspen Valley Preparatory Academy 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 Valley Preparatory Academy’s performance on the [2023 CA School Dashboard](#) by indicator and student group.

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

Aspen Valley Preparatory Academy is eligible for **Additional Targeted Support and Improvement (ATSI)** resulting from the school’s performance on the 2022 and 2023 CA School Dashboards for the White student group: Chronic Absenteeism Indicator

[2022 CA School Dashboard:](#)

- White Student Group: “Very High” Chronic Absenteeism



## [2023 CA School Dashboard:](#)

- White Student Group: RED Performance Level Chronic absenteeism indicator

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

**Chronic Absenteeism Indicator:** The White student group received a "Very high" status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Chronic Absenteeism indicator resulting in eligibility for ATSI. (See Goal 1, Action 3). Our recent needs assessment and root cause analysis for chronic absenteeism revealed several key factors impacting student attendance.

1. **Academic Anxiety:** Data indicated that a significant number of students, particularly in math, expressed anxiety related to coursework or the classroom environment. We addressed this concern by developing targeted interventions through SST and IEP meetings, tailoring support to individual student needs.
2. **Parental Engagement:** The analysis identified a trend in parents' lack of understanding regarding our attendance policy. To bridge this gap, we implemented comprehensive parent education initiatives focusing on our attendance policy and state requirements. These efforts clarified expectations and fostered greater collaboration.
3. **Transportation Barriers:** Several of our high absenteeism rates stemmed from transportation challenges faced by some families. Leveraging the expertise of our Foster Homeless Liaison, we facilitated access to resources such as bus passes and gas cards for families in need.
4. **Peer Conflict:** Our analysis also revealed an association between peer conflict and increased absenteeism. We are actively addressing this concern by implementing restorative practices and strengthening our PBIS (Positive Behavioral Interventions and Supports) and Restorative Practice program.

These proactive measures aim to build a more positive and inclusive school climate and community, foster conflict resolution skills, and reduce peer-related absenteeism. We will ensure that our students have access to academic support and that transportation is not a barrier. As a result, AVPA will continue to implement the following to improve daily attendance, and further reduce chronic absenteeism rates.

1. The front office team will work with the school administration team to track unexcused absences and tardies each week (Fridays): Monitor unexcused absences and tardies. The roadmap highlights unexcused absences and tardies over 30 minutes.
2. The receptionist, registrar, and/or school administration team will initiate communication: We contact parents or guardians at each unexcused absence or tardy threshold (2, 5, and 7), via phone call and a truancy letter mailed home.
3. Student Success Team (SST) meeting: After reaching the second letter with five unexcused tardies over 30 minutes or absences, a Student Success Team (SST) meeting is required. The purpose of this meeting would be to develop a plan with the family to understand and address the chronic absenteeism.
4. Truancy letters and Student Attendance Review Team (SART) meeting: After reaching the third letter after seven unexcused tardies or absences following the SST meeting, a third truancy letter will be mailed home, and a referral to attend a meeting will occur. This meeting

will further allow families to discuss the obstacles they are facing. The team will then determine specific guidelines for the family to follow regarding the attendance of the student(s) to improve chronic absenteeism.

5. Implement PBIS Initiatives to encourage daily attendance.
6. Conduct Home Visits for disengaged students and unresponsive families to barriers to daily attendance and connect families to resources to re-engage the student.
7. Implement Quarterly Attendance Challenges to improve daily attendance, build community and strengthen school culture.

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

- Positive & Inviting School Climate – AVPA will continue to implement PBIS, restorative practices and implement strategies to reduce suspension rates and reduce chronic absenteeism rates. (See Goal 1, Action 3)
- Student Supports & Intervention – we continue to provide tiered interventions and will continue to strengthen the delivery of instruction and tiered intervention. (See Goal 1, Action 2)

To address these resource inequities, AVPA will provide robust professional learning opportunities combined with Instructional Coaching to continue to strengthen these schoolwide initiatives to further build teacher capacity, and continuity.

# 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 Valley Preparatory Academy 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
<p><b>Administrators, Principals</b></p>	<p><b>Monthly meetings (January 2024 – May 2024)</b> took place on the discussion of the 2024-25 LCAP Goals, Actions, metrics, and to analyze the 2023 Dashboard findings, eligibility for ATSI, specifically SWD student group (suspension rate), local data to measure program effectiveness, and to reflect/complete the 2023-24 LCAP Midyear update, LCAP survey analysis, professional development planning, with Aspen Public School (APS) Administration, the Site Director, and school’s leadership team. Additional topics that were discussed:</p> <ul style="list-style-type: none"> <li>• Meet to review iReady data after every diagnostic test</li> <li>• Meet to review behavior and academic referrals</li> <li>• Meet to review academic grades for grade levels</li> <li>• Meet to review parent engagement</li> <li>• Meet to plan, review, and debrief Professional Development opportunities for teachers and feedback from their surveys</li> <li>• Meet to review the need for additional mental health support and SPED assessment support.</li> </ul> <p>Feedback from these meetings has identified the following:</p> <ul style="list-style-type: none"> <li>• Need for additional support with a FTE school psychologist to assist with assessment, behavior intervention plans, and preventative PBIS programs.</li> <li>• Need for more personnel support to help with math and reading intervention.</li> <li>• Need for more educational software programs to improve math fact fluency and fraction knowledge.</li> <li>• Need to enhance the quality and frequency of professional development of instructional aides to support with student intervention groups, particularly with Read Naturally and Leap Mathematics.</li> </ul>
<p><b>Teachers</b></p>	<p><b>11/4/24:</b> A teacher survey was administered to gather their input on actions needed to achieve the new LCAP goals.</p>

Feedback from the survey has identified the following:

- 22% of the staff members feel they require more resources, personnel, and professional learning to support students with behavioral problems.
- 28% of the staff members feel they need more materials and training to effectively support student's social-emotional needs.

**Weekly Friday Teacher Meetings (March – May 2024):** Discussion took place on revised LCAP goals, actions, metrics, ATSI eligibility, and program effectiveness. During these meetings teachers reviewed internal data - iReady, Leap Mathematics assessments, End-of-the-year CKLA assessment progress, and behavioral referrals.

Feedback from these meetings has identified the following:

- Teachers have expressed that instructional aides have been a great support for student achievement and have been utilized to help EL students and small instructional groups with remedial work. There is a need to continue staffing IAs.
- Teachers requested more professional development sessions on supporting students with IEPs, EL status, and BIPs.
- Teachers requested that instructional aides participate in professional development and coaching to support small groups and student behavior challenges.

**4/8/24:** A teacher survey was administered to gather their feedback on new LCAP goals and initiatives.

Feedback from the survey has identified the following:

- 65% of teachers have witnessed racial comments or conflicts at one point or another at the school.
- 40% of teachers feel that bullying has been an issue, and there has been a lack of response from students towards their peers and staff.
- Need for more multicultural events and celebrations to help students learn and celebrate diversity.

**4/17/24:** A teacher survey was administered to gather input for the new LCAP goals and actions & ATSI eligibility.

Feedback from the survey has identified the following:

- Teachers shared that PBIS has been a great tool to help student behavior and improve school climate and culture. They requested that all staff participate in PBIS training to ensure fidelity with implementation.

	<ul style="list-style-type: none"> <li>• Need for additional math intervention and support to address student learning gaps exacerbated by the pandemic.</li> <li>• There is a need to strengthen daily student attendance and reinforce the attendance policy and communicate it with students, staff, and parents.</li> <li>• Would like to continue with instructional aides who have been instrumental in supporting student achievement.</li> <li>• For goal #2, teacher requested additional professional learning to support students with IEPs, 504s, and who are on behavior intervention plans.</li> <li>• Teachers also shared that they'd like to see more support with our foster/homeless population and parents to be educated on community partnerships.</li> </ul>
<p><b>Other School Personnel</b></p>	<p><b>11/14/23:</b> Input regarding student achievement and social-emotional growth was collected through a survey from staff.</p> <p>Feedback from the survey has identified the following:</p> <ul style="list-style-type: none"> <li>• 78% of support staff feel they can manage behavior problems, with 22% requesting coaching and training</li> <li>• 90% of the staff feel that the school counseling services provide students with additional help they need to address their social or emotional, behavioral problems, and mental health needs. There is a however a need to add a full-time counselor</li> </ul> <p><b>4/8/24:</b> A staff survey was administered to gather input on the revised 2024-25 LCAP goals, actions, eligibility for ATSI, schoolwide initiatives and identify needs for 2024-25 school year.</p> <p>Feedback from the survey has identified the following:</p> <ul style="list-style-type: none"> <li>• 32% of staff surveyed feel that the school needs additional interventions for struggling students.</li> <li>• 85% of staff feel that the current curriculum is rigorous and prepares students for high school, college, and their careers.</li> <li>• 98% of staff feel safe on campus because of the positive climate, culture, and school safety officers.</li> <li>• There is a need for an additional school psychologist to address the behavioral and mental health needs of our students.</li> </ul>
<p><b>Students</b></p>	<p><b>4/28/24:</b> Administered a student survey to measure school climate, student connectedness and belonging, and solicit input for the 2024-25 LCAP.</p> <p>Feedback from the survey has identified the following:</p>

	<ul style="list-style-type: none"> <li>• 91% of students feel that their teachers care for them and that they have all the materials they need to learn.</li> <li>• 80% of students feel that they belong and feel included.</li> <li>• Students expressed a need for a Black Student Union club to celebrate diversity. 58% of students say they would like their campus to be cleaner and that facilities to be better.</li> </ul>
<p><b>Parent Advisory Committee (PAC)</b></p>	<p><b><u>3/20/24:</u></b> Meeting with PAC, discussion took place on the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness, and eligibility for ATSI (White Student group: Chronic Absenteeism; and the 2023 CA School Dashboard.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> <li>• Need for opportunities to celebrate the diversity of our school.</li> <li>• Requested the addition of more clubs, and multicultural events, and stated they appreciate the increase in diversity amongst staff.</li> <li>• Need to strengthen the EL program</li> <li>• Parents requested a graduation ceremony for ELs who reclassify.</li> <li>• Parents requested a workshop to understand state mandated assessment results.</li> </ul> <p><b><u>4/24/24:</u></b> Meeting with PAC to solicit input on the 2024-25 LCAP Goals, actions, metrics, ATSI eligibility, and 2023 Dashboard.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> <li>• Need for Increased access to computer time: Parents believe additional computer time would be beneficial for student learning.</li> <li>• More opportunities for independent reading with teachers: One suggestion from parents was to provide more one-on-one time for students to read independently with teachers.</li> <li>• Implementation of dual language classes: Parents expressed interest in seeing dual language classes offered as a program.</li> <li>• Need to address chronic absenteeism rates, develop strategies to improve daily attendance.</li> </ul> <p><b><u>5/31/24:</u></b> The 2024-25 LCAP was presented to the Parent Advisory Committee for discussion, review and approval.</p> <ul style="list-style-type: none"> <li>• Parents requested reading intervention (tutoring to be offered for 3<sup>rd</sup> grade students. Principal clarified that tutoring is provided to all grade levels K-6 during the school day and afterschool, as outlined in Goal 1, Action 2).</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents requested Math and reading support via the afterschool program. Principal clarified that tutoring support is available afterschool for reading and math. The school will continue to communicate this service using multiple methods of communication outlined in Goal 3, Action 3.</li> <li>• Parents expressed strong support for the School Resource Officers (SRO) valuing the safety and positive impact they provide. (Goal 3, action 1)</li> <li>• The PAC approved the 2024-25 LCAP for submission to the APS Governing Board.</li> </ul>
<p style="text-align: center;"><b>ELAC, DELAC &amp; EL-PAC</b></p>	<p><b>3/20/24</b> Meeting with ELAC, discussion took place on the 2023-24 LCAP Midyear Update: Goals, Actions, metrics, including assessing actions for effectiveness, and eligibility for ATSI (White Student group: Chronic Absenteeism; and the 2023 CA School Dashboard.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> <li>• Need to strengthen the EL program to support language acquisition needs.</li> <li>• Parents requested a graduation ceremony for ELs who reclassify.</li> <li>• Parents requested a workshop to understand summative ELPAC results.</li> </ul> <p><b>4/24/24</b> Meeting with ELAC to solicit input on the 2024-25 LCAP Goals, actions, metrics, ATSI eligibility, and 2023 Dashboard.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> <li>• Need for Increased access to computer time: Parents believe additional computer time would be beneficial for student learning.</li> <li>• More opportunities for independent reading with teachers: One suggestion from parents was to provide more one-on-one time for students to read independently with teachers.</li> <li>• Implementation of dual language classes: Parents expressed interest in seeing dual language classes offered as a program.</li> </ul> <p>Aspen Valley Preparatory Academy does not meet the eligibility requirements to form an English Learner Parent Advisory Committee. CA EC 52062(a)(1)</p>
<p style="text-align: center;"><b>Parents including those representing Unduplicated Pupils</b></p>	<p><b>4/8/24:</b> A parent survey was administered to solicit input on school safety, sense of belonging, instructional environment, and discipline policies.</p> <p>Feedback from the survey has identified the following:</p> <ul style="list-style-type: none"> <li>• 90% agreed the school provided an emotionally safe and welcoming instructional environment</li> <li>• 85% favorable relationships between staff and students</li> </ul>



	<ul style="list-style-type: none"> <li>• Area for growth: 75% agreed need to strengthen discipline practices</li> <li>• 78% Sense of safety</li> <li>• School neighborhood increased campus safety officers.</li> <li>• Concerned with the school rules being applied fairly to all students. Students with 504s and foster youth families expressed the most concern. This will be addressed with the MTSS action steps.</li> </ul> <p><b>4/17/24:</b> A parent survey was administered to solicit input on the 2024-25 LCAP goals and actions, ATSI eligibility (Chronic absenteeism – White), and the 2023 CA School Dashboard.</p> <p>Feedback from the survey has identified the following:</p> <ul style="list-style-type: none"> <li>• Requested more field trips, student leadership clubs</li> <li>• Identified the need for academic tutoring during and after school.</li> <li>• Requested Music course/program.</li> <li>• Identified the need to address student behavior challenges through counseling, and mental health services.</li> <li>• Need to strengthen the EL program</li> <li>• Need to connect low-income parents with community partnerships and hire a parent liaison.</li> <li>• Need for additional bilingual staff</li> <li>• Need to expand designated ELD instructional time.</li> </ul> <p><b>4/26/24:</b> A parent meeting led by the Site Director was held to review and discuss the proposed 2024-25 LCAP goals, actions and ATSI eligibility.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> <li>• Revise LCAP Goals. Need for the Community Schools Coordinator to educate parents on the CA Community Schools Framework; and the 4 Pillars of Community Schools and how it aligns to the school’s MTSS.</li> <li>• Parents would like to participate in professional learning opportunities for the leadership program.</li> </ul>
<p><b>SELPA Administrator</b></p>	<p>Student Services Officer attends El Dorado County Charter SELPA’s Professional Learning Network Virtual <b>Meetings: 9/27/23, 11/1/23, 2/21/24, 4/10/24, 5/22/24.</b> These meetings provided guidance from SELPA on CDE monitoring requirements, legal updates, upcoming professional learning training opportunities, federal and state news, and resources for SPED programming.</p>

**Date: 4/25/24**

EP: SELPA Administrator (El Dorado Charter SELPA)

Topics discussed: SPED Department, identified needs of SWD; and LCAP Goal 1, Action 4 (SWD); 2023 Dashboard; and eligibility for ATSI – Suspension Rate Indicator for SWD.

Feedback provided by Educational Partner:

- Reviewed LCAP Goal 1, Action 4 – recommended adding a Teacher Academy, Education Specialist PLC; and School Psychologist PLC to address communication, chronic absenteeism and supporting student behavior. These recommendations were added to Goal 1, Action 4.

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

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

- Goal 1, Action 2: Intervention Teacher, Instructional Aides and tutors to provide academic (ELA and Math) support; afterschool tutoring – ELOP, and online learning (intervention) platforms.
- Goal 1, Action 3: PBIS implementation, addressing behavior challenges, SEL curriculum adoption (Leader In Me); Counseling services, partnership with All4youth for counseling and behavior interventionist, and Family Resource Counselor (Homeless & Foster Youth Liaison).
- Goal 1, Action 4: Education Specialist PLC, School Psychologist PLC, addition of a Teacher Academy: SWD
- Goal 1, Action 5: Strengthening EL Program, tutoring, EL support with Language acquisition; and providing professional development for teachers to improve delivery of dELD to support English Learners with language acquisition.
- Goal 1, Action 6: Music Program
- Goal 2, Action 2: Professional development & Instructional Coaching for teachers to support SWD, EL, struggling learners, and addressing student behavior challenges, and de-escalation techniques. Professional learning opportunities for Instructional Aides to support the learning needs of students and addressing behavior challenges.
- Goal 2, Action 4: Technology devices
- Goal 3, Action 1: Field trips, schoolwide events on diversity and inclusion, leadership clubs, and school safety (SRO).
- Goal 3, Action 2: Parent decision-making (leadership) opportunities
- Goal 3, Action 3: Parent workshops, resources for families, ELPAC workshop

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																				
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: <a href="#">CAASPP website</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-25.6</td> </tr> <tr> <td>Hispanic</td> <td>-35.1</td> </tr> <tr> <td>SED</td> <td>-35.6</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-25.6	Hispanic	-35.1	SED	-35.6			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-23</td> </tr> <tr> <td>Hispanic</td> <td>-33</td> </tr> <tr> <td>SED</td> <td>-33</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-23	Hispanic	-33	SED	-33	
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3	% Proficient CAST Source: <a href="#">CAASPP website</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>28.58%</td> </tr> <tr> <td>Hispanic</td> <td>22.58%</td> </tr> <tr> <td>SED</td> <td>20.52%</td> </tr> </tbody> </table>	2022-23 CAST % Proficient		Student Group	%	All Students	28.58%	Hispanic	22.58%	SED	20.52%			<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>30.0%</td> </tr> <tr> <td>Hispanic</td> <td>24.5%</td> </tr> <tr> <td>SED</td> <td>22.5%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	30.0%	Hispanic	24.5%	SED	22.5%	
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4	% EL who made progress towards English Language Proficiency Source: <a href="#">ELPI – CA School Dashboard</a>	33.3% Source: 2023 Dashboard			2023-24: 24.35% Source: 2024 Dashboard																					
5	% students English Language Proficiency for Summative ELPAC	2022-23: 7.32%			2023-24: 10%																					

	Source: <a href="#">ELPAC website</a>																																									
6	Reclassification Rate Source: <a href="#">Dataquest</a>	2022-23: 8.5%			2023-24: 16%																																					
7	Attendance Rate Source: CALPADS	2022-23: 95.4%			2023-24: >95%																																					
8	Chronic Absenteeism Rates Source: <a href="#">CA School Dashboard</a>	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>31.9%</td> </tr> <tr> <td>African American</td> <td>29.7%</td> </tr> <tr> <td>Hispanic</td> <td>31.8%</td> </tr> <tr> <td>White</td> <td>31.7%</td> </tr> <tr> <td>EL</td> <td>31.9%</td> </tr> <tr> <td>SED</td> <td>35.4%</td> </tr> <tr> <td>SWD</td> <td>47.7%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	31.9%	African American	29.7%	Hispanic	31.8%	White	31.7%	EL	31.9%	SED	35.4%	SWD	47.7%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>26%</td> </tr> <tr> <td>African American</td> <td>25%</td> </tr> <tr> <td>Hispanic</td> <td>26%</td> </tr> <tr> <td>White</td> <td>26%</td> </tr> <tr> <td>EL</td> <td>26%</td> </tr> <tr> <td>SED</td> <td>30%</td> </tr> <tr> <td>SWD</td> <td>42%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	26%	African American	25%	Hispanic	26%	White	26%	EL	26%	SED	30%	SWD	42%	
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10	Expulsion Rate Source: <a href="#">Dataquest</a>	2022-23: 0%			2023-24: 0%																																					
11	% students participating in enrichment. Source: Master Schedule	2023-24: 100%			2024-25: 100%																																					

	CALPADS					
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: <a href="#">SARC</a>	2022-23: 98%			2023-24: 100%	

Note: Aspen Valley Preparatory Academy currently serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:

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

## Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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	<p>To establish baseline, identify learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process:</p> <ul style="list-style-type: none"> <li>• iReady Reading &amp; Math: Grades K-6 (3 times/year)</li> <li>• Leap Mathematics</li> <li>• Core Knowledge: ELA EOY</li> <li>• Gradient Learning assessments: Gr 6</li> <li>• State-mandated assessments: CAASPP, ELPAC, CAST, PFT.</li> </ul> <p>The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady provides user-friendly dashboards and reports with actionable data that provides teachers with a</p>	\$20.194	N

		foundational understanding of each student’s strengths and areas of need. iReady’s online lessons provide tailored instruction and practice for each student to accelerate growth.		
2	<b>MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</b>	<p>As evidence in the 2023 CA School Dashboard student performance declined for the ELA and math Academic Indicators. A needs assessment was conducted to identify areas of strength and growth. This school year, the focus was providing all teachers with training on phonics and phonemic awareness to strengthen foundational skills. For 2024-25, the shift will be to strengthen vocabulary and reading comprehension skills.</p> <p>For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AVPA will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners in the classroom during the instructional day and afterschool.</p> <p>AVPA will continue to strengthen MTSS to identify students with learning gaps for tiered intervention, using local and state mandated assessments in ELA/Reading and mathematics.</p> <p>Classroom teachers will implement Tier 1.5 intervention using various remedial instructional materials, including iReady Teacher Toolbox Intervention, a resource of tools to support struggling learners in reading and mathematics, while challenging high performing students performing above grade level. Under the supervision of the classroom teacher, Instructional aides will provide individual high dose tutoring and/or small group instruction during ELA and Math.</p> <p>Instructional Aides will receive coaching on evidence-based pedagogical strategies to provide intervention; and on addressing student behavior challenges, led by the PBIS team, to ensure behavior expectations are adhered to.</p> <p>The Intervention Coordinator (credentialed) will provide Tier 2 intervention for students in grades 2-6, reading two or more years below grade level as identified by the iReady reading assessment, and provide</p>	\$1,080,362	Y



		<p>coaching for teachers and Instructional Aides on evidence-based reading strategies for struggling readers. In addition, will provide push-in support in grades TK-2, to support skills in CKLA Planning and Implementation, and help students learn how to decode and basic reading skills.</p> <p>To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is tailored to a student’s reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student’s progress and identify next steps.</p> <p>Students will also have access to tutoring offered afterschool, intersession and summer programming through the Expanded Learning Opportunities Program (ELOP). Struggling learners will be strongly encouraged to participate in academic support offered during ELOP, and teachers will communicate this offering with families, to improve student academic outcomes. Our students will also have access to tutoring from the Reading Excellence Center.</p>		
3	<p><b>MTSS: ADDRESSING SOCIAL-EMOTIONAL &amp; BEHAVIORAL STUDENT NEEDS</b></p>	<p>The White student group received a “Very high” status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Chronic Absenteeism indicator resulting in eligibility for ATSI.</p> <p>Our recent needs assessment and root cause analysis for chronic absenteeism revealed several key factors impacting student attendance.</p> <ol style="list-style-type: none"> <li>1. <b>Academic Anxiety:</b> Data indicated that a significant number of students, particularly in math, expressed anxiety related to coursework or the classroom environment. We addressed this concern by developing targeted interventions through SST and IEP meetings, tailoring support to individual student needs.</li> <li>2. <b>Parental Engagement:</b> The analysis identified a trend in parents' lack of understanding regarding our attendance policy. To bridge this gap, we implemented comprehensive parent education initiatives focusing on our attendance policy and state requirements. These efforts clarified expectations and fostered greater collaboration.</li> </ol>	\$321,278	Y

3. **Transportation Barriers:** Several of our high absenteeism rates stemmed from transportation challenges faced by some families. Leveraging the expertise of our Foster Homeless Liaison, we facilitated access to resources such as bus passes and gas cards for families in need.
4. **Peer Conflict:** Our analysis also revealed an association between peer conflict and increased absenteeism. We are actively addressing this concern by implementing restorative practices and strengthening our PBIS (Positive Behavioral Interventions and Supports) and Restorative Practice program.

These proactive measures aim to build a more positive and inclusive school climate and community, foster conflict resolution skills, and reduce peer-related absenteeism. We will ensure that our students have access to academic support and that transportation is not a barrier. As a result, AVPA will continue to implement the following to improve daily attendance, and further reduce chronic absenteeism rates.

1. The front office team will work with the school administration team to track unexcused absences and tardies each week (Fridays): Monitor unexcused absences and tardies. The roadmap highlights unexcused absences and tardies over 30 minutes.
2. The receptionist, registrar, and/or school administration team will initiate communication: We contact parents or guardians at each unexcused absence or tardy threshold (2, 5, and 7), via phone call and a truancy letter mailed home.
3. Student Success Team (SST) meeting: After reaching the second letter with five unexcused tardies over 30 minutes or absences, a Student Success Team (SST) meeting is required. The purpose of this meeting would be to develop a plan with the family to understand and address the chronic absenteeism.
4. Truancy letters and Student Attendance Review Team (SART) meeting: After reaching the third letter after seven unexcused tardies or absences following the SST meeting, a third truancy letter will be mailed home, and a referral to attend a meeting will occur. This meeting will further allow families to discuss the obstacles they are facing. The team will then determine specific guidelines for the

family to follow regarding the attendance of the student(s) to improve chronic absenteeism.

5. Implement PBIS Initiatives to encourage daily attendance.
6. Conduct Home Visits for disengaged students and unresponsive families to barriers to daily attendance and connect families to resources to re-engage the student.
7. Implement Quarterly Attendance Challenges to improve daily attendance, build community and strengthen school culture.

Aspen Valley Preparatory Academy is committed to providing social-emotional and behavioral services to support the mental health needs of our students. SEL Counseling services will be provided for students, including grief and small group counseling. Through our partnership with All for Youth, students will also have access to a Therapist and Behavior Interventionist. Teachers will begin to implement Leader in Me SEL curriculum in combination with PBIS, Eagle Bucks (PBIS rewards), and restorative practices schoolwide.

The PBIS team led by the Assistant Site Director will participate in the local PBIS Cohort, Community of Practice. The Assistant Site Director will facilitate and lead professional learning/training for teachers on behavior challenges, de-escalation techniques, meet with students who were issued referrals.

Feedback from teachers, parents, and the Community School Advisory Committee indicated the need for additional support in academics and social-emotional learning. The Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals.

AVPA will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement. Through the 7 Habits framework, Leader in Me fosters self-leadership, goal setting, and problem-solving abilities in students. These skills directly translate into improved academic

		<p>performance (MTSS Action 2) and social-emotional well-being (MTSS Action 3).</p> <p>The Family Resource Counselor (FRC), who also serves as the Homeless and Foster Youth Liaison, will maintain a consistent schedule of home visits and family meetings. This proactive approach aims to address any challenges faced by students and their families, promoting daily attendance and overall well-being.</p> <p>The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as bus passes, gas cards, and food, clothing, and school supplies. In the 2023-2024 academic year, the FRC successfully provided these resources to 18 students. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students.</p>		
4	<p><b>SERVICES TO SUPPORT SWD</b></p>	<p>Aspen Valley Preparatory Academy's special education program design is an inclusion model. The percentage of students with disabilities is 11%.</p> <p>Our special education staff works collaboratively 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 push-in support.</p> <p>Special education staff participate in training provided by our SELPA. SELPA's Professional Learning Offerings:  <a href="https://charterselpa.org/professional-learning-catalog">https://charterselpa.org/professional-learning-catalog</a></p> <ul style="list-style-type: none"> <li>• Executive Functioning</li> <li>• Verbal De-escalation Training</li> <li>• Mental Health Interventions - focus on anxiety, stress &amp; trauma</li> <li>• Autism Training</li> <li>• CPI certification</li> <li>• Trauma-informed practices</li> <li>• Universal Design for Learning</li> </ul>	\$488,864	N

AVPA completed the CDE's Special Education Monitoring Processes Small LEA Cycle A Monitoring. There were no findings or corrections for Aspen Valley.

A review of Aspen Valley's dashboard indicated that Students with Disabilities student group will need to be closely monitored for Chronic Absenteeism in 2024-2025. After conducting a root cause analysis, students were missing school due to mental health concerns as well as families needed more support with routines for sleep. Aspen Valley will continue to implement the following to improve daily attendance further and reduce chronic absenteeism rates.

- Case managers will hold IEP meetings to address attendance issues and discuss needs
- "School Attendance Review Team ("SART") Case manager will participate in these meetings
- Home visits will be conducted by SPED staff once the student is considered "Habitual Truant"
- SPED PLCs will address topics such as communication, absenteeism, and supporting student behavior.

AVPA's percentage of students who are English learners with disabilities is 17%. 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 teachers 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 levels of language proficiency and academic ability.

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.

5	<p style="text-align: center;"><b>STRENGTHENING EL PROGRAM &amp; SERVICES</b></p>	<p>Aspen Valley Preparatory Academy will implement the following services to support and improve EL language acquisition needs:</p> <ul style="list-style-type: none"> <li>• Implement CKLA Language Studio for designated ELD for Grades TK-5; and Cengage for grade 6.</li> <li>• ELs will be prioritized for academic tutoring, offered afterschool, during intersession and summer programming via ELOP.</li> <li>• Bilingual Instructional Aides will provide small group instruction to support the language acquisition needs of ELs.</li> <li>• Implement Grade level PLCs to address: <ul style="list-style-type: none"> <li>○ Explicit Vocabulary Delivery</li> <li>○ Utilizing multiple modalities</li> <li>○ ELD Standards</li> <li>○ Integration of ELD into core subjects such as Math, ELA, Science, and social studies</li> <li>○ Use of Visuals and Manipulatives</li> <li>○ SADIE strategies</li> </ul> </li> <li>• Quarterly teacher/administrator collaboration to review and monitor progress on internal benchmarks</li> <li>• Parent Education on ELD initiatives and ELPAC assessments</li> </ul> <p>To continue to improve the delivery of designated and integrated ELD, including evidence-based pedagogical strategies to support English language acquisition, all teachers will participate in professional development specific to the needs of our ELs. Professional development will support the successful implementation ELD, targeted instruction, evidence-based strategies for EL and progress monitoring of English language learners to improve English language proficiency and reclassification rates. Additionally, professional development will include evidence-based strategies to support reclassification of ELs academically.</p> <p>To enhance their ability to support English learners (ELs), all teachers will engage in the following professional development opportunities designed to address specific language and learning needs of this student population:</p>	\$6,000	N
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		<ul style="list-style-type: none"> <li>• Developing a comprehensive understanding of the Core Knowledge Language Studio curriculum</li> <li>• Utilizing manipulatives to facilitate student language acquisition</li> <li>• Gaining a thorough understanding of ELD standards</li> <li>• Implementing differentiation and scaffolding strategies specifically tailored to EL learners</li> <li>• Deepening understanding of the ELPAC assessment and its connection to EL student instruction</li> <li>• Establishing effective communication practices with families of EL students</li> <li>• Differentiating instruction to cater to the diverse needs of EL students across various proficiency bands.</li> </ul>		
6	<b>BROAD COURSE OF STUDY</b>	<p>Aspen Valley Preparatory Academy will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, &amp; PE) that include Art and Music instruction.</p> <p>Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children’s communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.</p>	\$158,234	N

# Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students, and improve student academic outcomes.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: <a href="#">CDE TAMO</a>	2021-22: 82.4%			2022-23: 72.8%	



14	<p>% students with access to standards-aligned materials.</p> <p>Source: Textbook Inventory/classroom observations</p>	2023-24: 100%			2024-25: 100%	
15	<p>Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</p> <p><u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 - Full Implementation &amp; Sustainability</p> <p>Source: <a href="#">Priority 2 Self Reflection Tool</a> - Local Indicator CA School Dashboard)</p>	<p><u>2023-24</u></p> <p>ELA: 5  ELD: 4  Math: 5  Social Science: 3  Science: 3  CTE: NA  Health: 3  PE: 5  VAPA: 4  World Language: N/A</p>			<p><u>2024-25:</u></p> <p>ELA: 5  ELD: 4  Math: 5  Social Science: 4  Science: 4  CTE: NA  Health: 3  PE: 5  VAPA: 4  World Language: N/A</p>	

## 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	<b>ADMIN &amp; EDUCATORS THAT SUPPORT THE ED PROGRAM</b>	Aspen Valley Preparatory Academy will employ a Site Director and 16 credentialed teachers to serve grades TK-6 and provide all students with a broad course of study, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. In addition, an onsite substitute teacher(s) will be employed to maintain continuity of instruction for all students and avoid disruptions in learning.  AVPA’s educators will participate in nine days of Summer Professional Learning; 4 non-instructional days and weekly professional development/ PLCs embedded in the school year.	\$1,535,009	N
2	<b>PROFESSIONAL LEARNING</b>	Aspen Valley Preparatory Academy will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4	\$179,162	Y

non-instructional days and weekly professional development during the school year.

All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6<sup>th</sup> grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5.

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

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

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

		To support teacher effectiveness and credential clearance, AVPA will fund teacher induction expenses and participate in the Marshall Residency Program, a teacher pipeline – to fill teaching positions.		
<b>3</b>	<b>CORE CURRICULAR PROGRAM NEEDS</b>	Aspen Valley Preparatory Academy will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	\$77,300	N
<b>4</b>	<b>CLOSING THE DIGITAL DIVIDE</b>	Aspen Valley Preparatory Academy 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.	\$109,698	N

# Goal

Goal #	Description	Type of Goal
3	Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: <a href="#">SARC</a>	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12)	<u>2023-24:</u> 9. 3 10.3 11.4			<u>2024-25:</u> 9. 4 10.4 11.4	

	<p><u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a>.</p>	12.4			12.4	
18	<p>Parent participation in programs for UP &amp; SWD.  (Questions 1-4)</p> <p><u>Rating Scale:</u>  1 - Exploration &amp; Research Phase;  2 – Beginning Development;  3 – Initial Implementation;  4 – Full Implementation;  5 - Full Implementation &amp; Sustainability</p> <p>Source: Score - <a href="#">CDE Priority 3 Self-reflection tool</a></p>	<p><u>2023-24:</u></p> 1. 4 2. 5 3. 4 4. 5			<p><u>2024-25:</u></p> 1. 4 2. 5 3. 5 4. 5	
19	<p>Other Local Measure - Student Survey: Sense of safety &amp; school connectedness</p> <p>Source: Local</p>	<p><u>2023-24:</u></p> 82% Sense of Safety 80% School connectedness			<p><u>2024-25:</u></p> 85% Sense of Safety 85% School connectedness	

20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 88% Sense of Safety 90% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 90% Sense of Safety 85% School connectedness			<u>2024-25:</u> >90% Sense of Safety 87% 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	<b>PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH &amp; SAFETY</b>	<p>Aspen Valley Preparatory Academy will provide all students with opportunities to engage in outdoor learning opportunities through field trips and expanded learning opportunities to enhance learning, deepen student engagement and motivation.</p> <p>AVPA will continue to provide a School Nurse and Health Aides, as requested by our educational partners. Through our partnership with Big Smiles students will have access to onsite dental care, and vision services through our partnership with See2Succeed.</p> <p>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.</p> <p>There is a correlation between a positive school environment, physical and emotional safety, and a student’s well-being. To increase student engagement, AVPA must ensure a positive and welcoming school environment that will include:</p> <ul style="list-style-type: none"> <li>• Assemblies: recognizing student growth</li> <li>• Multi-cultural events, celebrations of diversity</li> <li>• School Ambassadors: is an extra-curricular group of student leaders that design, develop, and implement schoolwide initiatives to promote a safe and positive learning environment for all students.</li> <li>• Administer Student, staff &amp; parent survey</li> </ul>	\$275,686	Y



		<ul style="list-style-type: none"> <li>• Student clubs to promote diversity and inclusion</li> </ul>		
2	<b>PARENT INPUT IN DECISION-MAKING</b>	<p>At Aspen Valley Preparatory Academy parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> <li>• English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2)</li> <li>• Parent Advisory Committee (PAC) per CA EC 52062(a)(1)</li> <li>• Community Engagement Initiative (CEI) team</li> <li>• 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.</li> </ul> <p>Interpreter services will be available for all committee meetings and upon request.</p>	\$42,401	N
3	<b>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT &amp; PARTICIPATION</b>	<p>Aspen Valley Preparatory Academy 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 Principal, parent workshops, assemblies open to families, weekly newsletters, messaging through ParentSquare, surveys.</p> <p>AVPA will host parent workshops on topics requested by our educational partners and in alignment to schoolwide initiatives which include:</p> <ul style="list-style-type: none"> <li>• Understanding state-mandated assessments content and results</li> <li>• Understanding iReady reports</li> <li>• MTSS Mental Health Services; Suicide prevention</li> <li>• Science of Reading</li> <li>• Math Fluency</li> <li>• Understanding Gradient Learning</li> <li>• Parent Learning Walks</li> <li>• Understanding the LCAP &amp; School Safety Plans</li> </ul>	\$82,984	N

		<ul style="list-style-type: none"> <li>• EL Master Plan</li> <li>• SEL Programs at Aspen Valley</li> <li>• Leader in Me training for families</li> <li>• The Impact of Student attendance and Chronic absenteeism</li> </ul> <p>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.</p> <p>The Leadership team will host Family Nights/events to build partnerships with families.</p> <p>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.</p>		
4	<b>MAINTAINING SAFE &amp; CLEAN SCHOOL FACILITY</b>	<p>Aspen Valley Preparatory Academy strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local county health department guidelines in the prevention of COVID. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.</p>	\$623,919	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
\$1,072,236	\$123,340

## 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
31.07%	0%	\$0	31.07%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	As evidence in the 2023 CA School Dashboard student performance declined for the ELA and math Academic Indicators. A needs assessment was conducted to identify areas of strength and growth. This school year, the focus was providing all teachers with training on phonics and phonemic awareness to strengthen foundational skills. For 2024-25, the shift will be to strengthen vocabulary and reading comprehension skills.	For math we identified that students lacked foundational skills in math facts and fluency, and implemented Reflex and Frax intervention, interactive online math solution. Reflex focuses on math facts problem; and Frax focuses on fractions, helping students build confidence with their math skills. AVPA will continue to utilize Reflex and Frax; and in partnership with the Eurgubian Center, will provide math tutors to also focus on Number sense, for our struggling learners	The metrics that will be used to monitor effectiveness are: The metrics that will be used to monitor effectiveness are: <ul style="list-style-type: none"> <li>#1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>#2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>

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

<b>2022-23 ELA CAASPP</b>	
<b>Student Group</b>	<b>DFS</b>
All Students	-25.6
Hispanic	-35.1
SED	-35.6
EL	-62.2
SWD	-83.1

<b>2022-23 Math CAASPP</b>	
<b>Student Group</b>	<b>DFS</b>
All Students	-41
Hispanic	-41.7
SED	-52.8
EL	-60
SWD	-92.3

in the classroom during the instructional day and afterschool.

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

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

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

The Intervention Coordinator (credentialed) will provide Tier 2 intervention for students in grades 2-6, reading two or more years below grade level as identified by the iReady reading assessment, and provide coaching for teachers and Instructional Aides on evidence-based reading strategies for struggling readers. In addition, will provide push-in support in grades TK-2, to support skills in CKLA Planning and Implementation, and help students learn how to decode and basic reading skills.

To further accelerate learning, students will have access to AIMS reading intervention program during the intervention block. AIMS reading is

		<p>tailored to a student’s reading gaps, using iReady diagnostic assessment results. The Intervention block will take place, four times per week during the instructional day, in 8-week cycles, where teachers and the leadership will assess each student’s progress and identify next steps.</p> <p>These actions will be provided on a schoolwide basis because these strategies will benefit all students and we expect assessment results to improve in ELA and Math.</p>																			
<p>Goal 1, Action 3</p>	<p>The White student group received a “Very high” status on the 2022 CA School Dashboard, and a RED performance level on the 2023 CA School Dashboard for the Chronic Absenteeism indicator resulting in eligibility for ATSI.</p> <p>Feedback from teachers, parents, and the Community School Advisory Committee indicated the need for additional support in academics and social-emotional learning.</p> <table border="1" data-bbox="352 948 781 1377"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>31.9%</td> </tr> <tr> <td>African American</td> <td>29.7%</td> </tr> <tr> <td>Hispanic</td> <td>31.8%</td> </tr> <tr> <td>White</td> <td>31.7%</td> </tr> <tr> <td>EL</td> <td>31.9%</td> </tr> <tr> <td>SED</td> <td>35.4%</td> </tr> <tr> <td>SWD</td> <td>47.7%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	31.9%	African American	29.7%	Hispanic	31.8%	White	31.7%	EL	31.9%	SED	35.4%	SWD	47.7%	<p>Our recent needs assessment and root cause analysis for chronic absenteeism revealed several key factors impacting student attendance.</p> <ol style="list-style-type: none"> <li><b>Academic Anxiety:</b> Data indicated that a significant number of students, particularly in math, expressed anxiety related to coursework or the classroom environment. We addressed this concern by developing targeted interventions through SST and IEP meetings, tailoring support to individual student needs.</li> <li><b>Parental Engagement:</b> The analysis identified a trend in parents' lack of understanding regarding our attendance policy. To bridge this gap, we implemented comprehensive parent education initiatives focusing on our attendance policy and state requirements. These efforts clarified expectations and fostered greater collaboration.</li> <li><b>Transportation Barriers:</b> Several of our high absenteeism rates stemmed from transportation challenges faced by some families. Leveraging the expertise of our Foster Homeless Liaison, we facilitated</li> </ol>	<p>The metrics that will be used to monitor effectiveness are:</p> <ul style="list-style-type: none"> <li>#8: Chronic Absenteeism Rate</li> <li>#9: Suspension Rate</li> </ul>
2022-23: Chronic Absenteeism																					
Student Group	Rate																				
All Students	31.9%																				
African American	29.7%																				
Hispanic	31.8%																				
White	31.7%																				
EL	31.9%																				
SED	35.4%																				
SWD	47.7%																				

2022-23: Suspension	
Student Group	Rate
All Students	3.9%
African American	5.0%
Hispanic	2.4%
White	4.8%
EL	2.0%
SED	4.7%
SWD	2.2%

access to resources such as bus passes and gas cards for families in need.

4. **Peer Conflict:** Our analysis also revealed an association between peer conflict and increased absenteeism. We are actively addressing this concern by implementing restorative practices and strengthening our PBIS (Positive Behavioral Interventions and Supports) and Restorative Practice program.

These proactive measures aim to build a more positive and inclusive school climate and community, foster conflict resolution skills, and reduce peer-related absenteeism. We will ensure that our students have access to academic support and that transportation is not a barrier.

Aspen Valley Preparatory Academy is committed to providing social-emotional and behavioral services to support the mental health needs of our students. SEL Counseling services will be provided for students, including grief and small group counseling. Through our partnership with All for Youth, students will also have access to a Therapist and Behavior Interventionist. Teachers will begin to implement Leader in Me SEL curriculum in combination with PBIS, Eagle Bucks (PBIS rewards), and restorative practices schoolwide.

Feedback from teachers, parents, and the Community School Advisory Committee indicated the need for additional support in academics and social-emotional learning. The Leader in Me program directly addresses these concerns by equipping students with the skills necessary to become successful learners and well-rounded individuals.

AVPA will adopt, train all staff and implement Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement. Through the 7 Habits framework, Leader in Me fosters self-leadership, goal setting, and problem-solving abilities in students. These skills directly translate into improved academic performance (MTSS Action 2) and social-emotional well-being (MTSS Action 3).

The Family Resource Counselor (FRC), who also serves as the Homeless and Foster Youth Liaison, will maintain a consistent schedule of home visits and family meetings. This proactive approach aims to address any challenges faced by students and their families, promoting daily attendance and overall well-being.

The FRC's strategy directly supports students' physical and social-emotional needs. This is achieved by providing essential resources such as bus passes, gas cards, and food, clothing, and school supplies. In the 2023-2024 academic year, the FRC successfully provided these resources to 18 students. For the upcoming year (2024-2025), the program aims to expand its reach and serve a greater number of foster and homeless students.

These actions will create an opportunity to significantly increase attendance rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to maximize their impact in increasing overall attendance rates and reduce chronic absenteeism rates for all students.

<p>Goal 2, Action 2</p>	<p>Professional development is critical to transform school culture, school climate, and student academic outcomes. Feedback from our educational partners (Leadership, teachers, parents) indicated the need for Instructional coaching to improve student outcome and build teacher capacity and expertise. (See Engaging Educational Partners section)</p>	<p>Aspen Valley Preparatory Academy will provide all educators (General Education &amp; SPED) with a robust evidence-based professional development that includes nine days of Summer Professional Learning: 4 non-instructional days and weekly professional development during the school year.</p> <p>All teachers will receive instructional coaching from the ELA and Math Instructional Coaches, and 6<sup>th</sup> grade teachers will receive coaching from the Summit Director, including training on the Summit Gradient Learning new curriculum adoption. Education Partners will continue to provide coaching, observation and feedback cycles for ELA instruction for teachers in grades K-5.</p> <p>These actions will create an opportunity to build teacher capacity and strengthen the delivery of instruction using evidence-based strategies that we anticipate will improve reading proficiency and math instruction; and strategies to support ELs and SWD using effective tiered intervention.</p>	<p>The metrics that will be used to monitor effectiveness are:</p> <ul style="list-style-type: none"> <li>• #15: Implementation of the State Academic content &amp; performance standards for all students &amp; enable ELs access.</li> <li>• #1: CAASPP ELA Assessment: Distance from Standard (DFS)</li> <li>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</li> </ul>
<p>Goal 3, Action 1</p>	<p>There is a correlation between a positive school environment, physical and emotional safety, and a student's well-being. Feedback from our educational partners indicated the need to ensure there are School Resource Officers to support our PBIS and SEL initiatives.</p>	<p>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.</p> <p>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</p>	<p>The metrics that will be used to monitor effectiveness are: The metrics that will be used to monitor effectiveness are:</p> <ul style="list-style-type: none"> <li>• #9: Suspension Rate</li> <li>• #10: Expulsion Rate</li> <li>• #19: Other Local Measure - Student Survey: Sense of safety &amp; school connectedness</li> </ul>



		their impact in increasing overall attendance rates for all students	
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**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

**Additional Concentration Grant Funding**

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

The additional concentration grant add-on funding will be used to fund an additional Instructional Aides providing direct services to students. (Goal 1, Action 2)

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

## 2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,998,785.00	\$ 5,045,930.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	Yes	\$ 22,090	\$ 21,892
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 779,123	\$ 780,336
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 261,179	\$ 259,214
1	4	SERVICES TO SUPPORT SWD	No	\$ 611,774	\$ 600,936
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 3,000	\$ 3,000
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,399,498	\$ 1,311,379
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 40,850	\$ 150,487
2	2	PROFESSIONAL LEARNING	Yes	\$ 331,483	\$ 335,531
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 30,000	\$ 36,669
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 121,887	\$ 126,414
2	5	BROAD COURSE OF STUDY	Yes	\$ 108,537	\$ 76,818
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	\$ 218,146	\$ 212,987
3	2	PARENT INPUT IN DECISION-MAKING	Yes	\$ 50,511	\$ 46,675
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 113,162	\$ 111,402
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 907,545	\$ 972,190

**2023-24 Contributing Actions Annual Update Table**

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,061,848	\$ 1,192,569	\$ 1,163,106	\$ 29,463	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENTS OF LEARNING	Yes	\$ 424	\$ -	0.00%	
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 365,484	\$ 217,573.00	0.00%	0.00%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 147,179	\$ 153,352.00	0.00%	0.00%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 3,000	\$ 3,000.00	0.00%	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 40,850	\$ 150,487.00	0.00%	0.00%
2	2	PROFESSIONAL LEARNING	Yes	\$ 294,306	\$ 302,214.00	0.00%	0.00%
2	5	BROAD COURSE OF STUDY	Yes	\$ 108,537	\$ 76,818.00	0.00%	0.00%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Yes	\$ 182,278	\$ 212,987.00	0.00%	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	Yes	\$ 50,511	\$ 46,675.00	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)
\$ 3,403,729	\$ 1,061,848	0.00%	31.20%	\$ 1,163,106	0.00%	34.17%	\$0.00 - No Carryover	0.00% - No Carryover

**2024-25 Total Planned Expenditures Table**

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 3,450,869	\$ 1,072,236	31.071%	0.000%	31.071%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,498,803	\$ 1,315,121	\$ -	\$ 187,167	\$ 5,001,091.00	\$ 3,910,840	\$ 1,090,251

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					\$ -	\$ 20,194	\$ -	\$ 7,511	\$ -	\$ 12,683	\$ 20,194	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					\$ 317,902	\$ 146,035	\$ 17,902	\$ 446,035	\$ -	\$ -	\$ 463,937	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AVP	Ongoing	\$ 579,023	\$ 37,402	\$ 616,425	\$ -	\$ -	\$ -	\$ 616,425	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No					\$ 118,964	\$ 6,480	\$ -	\$ 6,480	\$ -	\$ 118,964	\$ 125,444	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AVP	Ongoing	\$ 169,334	\$ 26,500	\$ 195,834	\$ -	\$ -	\$ -	\$ 195,834	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					\$ 488,864	\$ -	\$ 79,144	\$ 354,200	\$ -	\$ 55,520	\$ 488,864	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	No					\$ -	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000	0.000%
1	6	BROAD COURSE OF STUDY	All	No					\$ 158,234	\$ -	\$ 104,480	\$ 53,754	\$ -	\$ -	\$ 158,234	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					\$ 1,471,785	\$ 63,224	\$ 1,535,009	\$ -	\$ -	\$ -	\$ 1,535,009	0.000%
2	2	PROFESSIONAL LEARNING	All	No					\$ -	\$ 74,300	\$ 62,983	\$ 11,317	\$ -	\$ -	\$ 74,300	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AVP	Ongoing	\$ 104,862	\$ -	\$ 104,862	\$ -	\$ -	\$ -	\$ 104,862	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					\$ -	\$ 77,300	\$ 56,072	\$ 21,228	\$ -	\$ -	\$ 77,300	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 80,378	\$ 29,320	\$ 109,698	\$ -	\$ -	\$ -	\$ 109,698	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					\$ 65,301	\$ 55,270	\$ 40,640	\$ 79,931	\$ -	\$ -	\$ 120,571	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	Yes	Schoolwide	All	AVP	Ongoing	\$ 155,115	\$ -	\$ 155,115	\$ -	\$ -	\$ -	\$ 155,115	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ 42,401	\$ -	\$ 42,401	\$ -	\$ -	\$ -	\$ 42,401	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ 73,024	\$ 9,960	\$ 13,892	\$ 69,092	\$ -	\$ -	\$ 82,984	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					\$ 85,653	\$ 538,266	\$ 358,346	\$ 265,573	\$ -	\$ -	\$ 623,919	0.000%

**2024-25 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,450,869	\$ 1,072,236	31.071%	0.000%	31.071%	\$ 1,072,236	0.000%	31.071%	<b>Total:</b>	\$ 1,072,236
								<b>LEA-wide Total:</b>	\$ -
								<b>Limited Total:</b>	\$ -
								<b>Schoolwide Total:</b>	\$ 1,072,236

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AVP	\$ 616,425	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL	Yes	Schoolwide	All	AVP	\$ 195,834	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AVP	\$ 104,862	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIM	Yes	Schoolwide	All	AVP	\$ 155,115	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



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

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

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

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

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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## ***Broad Goal***

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

#### Year 1 Outcome

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

#### Year 2 Outcome

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

#### Target for Year 3 Outcome

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

#### Current Difference from Baseline

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:



- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- 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:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

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

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

### ***Statutory Requirements***

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### ***LEA-wide and Schoolwide Actions***

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

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

### ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

## Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

## Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

## Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

## LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## *LEA-wide and Schoolwide Actions*

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the

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

### ***Additional Concentration Grant Funding***

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the



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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## ***Contributing Actions Table***

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## ***Contributing Actions Annual Update Table***

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### ***LCFF Carryover Table***

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).