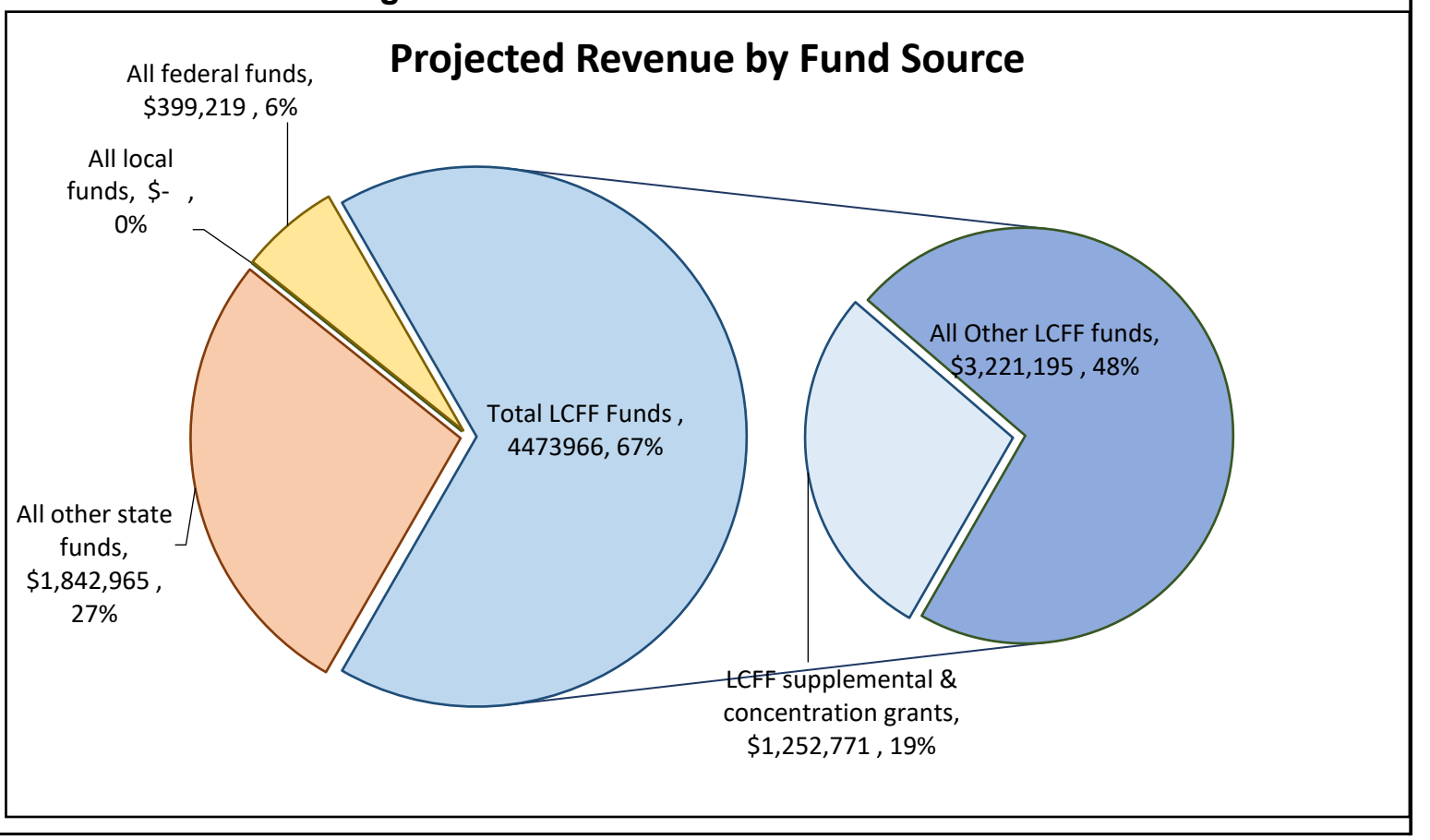
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Meadow Public School
CDS Code: 10 62166 0133942
School Year: 2025 - 26
LEA contact information: Lisa Taylor, Site Director lisa.taylor@aspenps.org

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

Budget Overview for the 2025 - 26 School Year

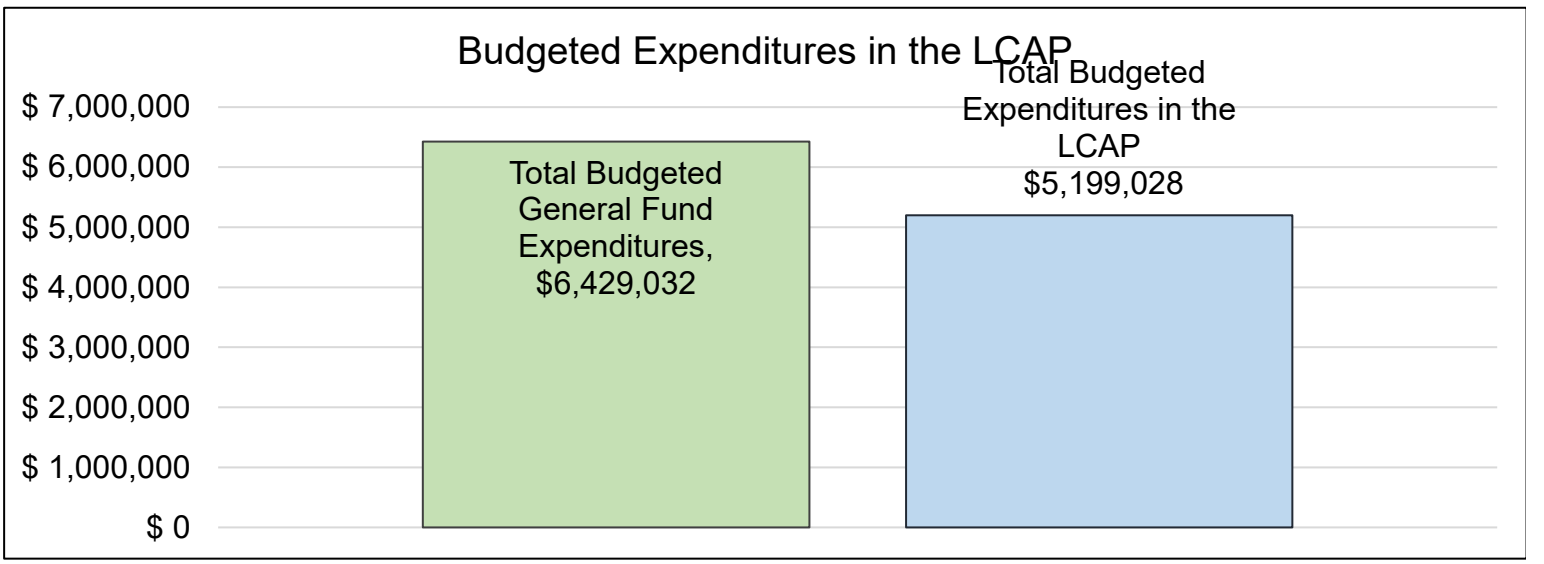


This chart shows the total general purpose revenue Aspen Meadow Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Meadow Public School is $6,716,150.00, of which $4,473,966.00 is Local Control Funding Formula (LCFF), $1,842,965.00 is other state funds, $0.00 is local funds, and $399,219.00 is federal funds. Of the $4,473,966.00 in LCFF Funds, $1,252,771.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Meadow Public School plans to spend for 2025 - 26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Meadow Public School plans to spend $6,429,032.00 for the 2025 - 26 school year. Of that amount, $5,199,028.00 is tied to actions/services in the LCAP and $1,230,004.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

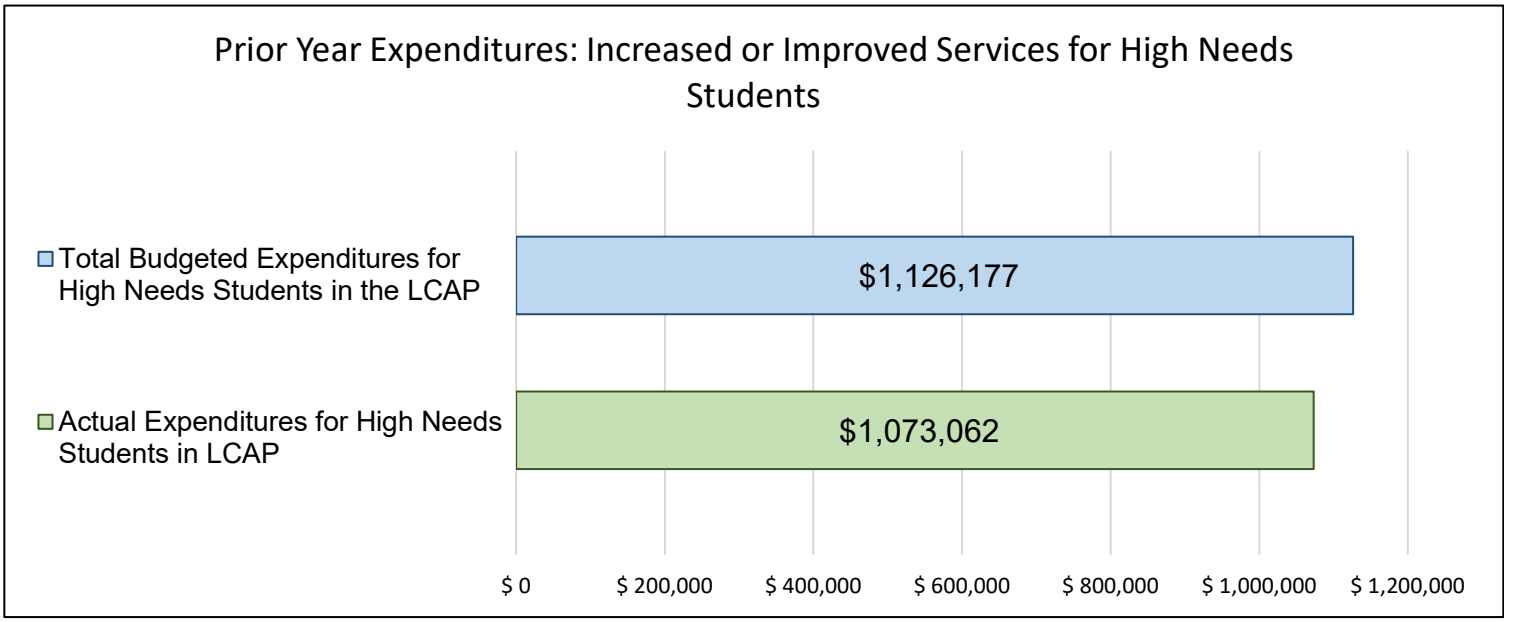
Budgeted General Fund Expenditures not included in the 2025-26 plan include meals program, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2025 - 26 School Year

In 2025 - 26, Aspen Meadow Public School is projecting it will receive $1,252,771.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Meadow Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Meadow Public School plans to spend $1,252,771.00 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 2024 - 25



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

The text description of the above chart is as follows: In 2024 - 25, Aspen Meadow Public School's LCAP budgeted $1,126,177.00 for planned actions to increase or improve services for high needs students. Aspen Meadow Public School actually spent $1,073,062.00 for actions to increase or improve services for high needs students in 2024 - 25. The difference between the budgeted and actual expenditures of $53,115.00 had the following impact on Aspen Meadow Public School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

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

Plan Summary 2025-26

General Information

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

Aspen Meadow Public School currently serves 301 students in grades TK-6. Our diverse student population comprises 73% Hispanic, 10% African American, 6% White, 5% Asian, and 4% Two or More Races. Our school community faces unique challenges, with 90% of students identified as Socioeconomically Disadvantaged (SED), 23% experiencing homelessness, 22% classified as English Learners, 15% receiving services as Students with Disabilities (SWD), and 1% in Foster Youth programs.

Mission and Vision

The **mission** of Aspen Meadow is to transform our community by developing exceptional leaders. Our **vision** is to contribute to a greater quality of life for all people in Fresno, regardless of race or economic status. We remain steadfastly committed to the promise of equal educational opportunity for all children. Our college-preparatory focus has consistently demonstrated academic gains throughout our network.

Educational Approach

Aspen's approach to teaching and learning enables every student to succeed at the highest levels through three key strategies:

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 characterize the student experience, with an emphasis on developing leadership skills that prepare students for college and their futures.

Providing students with grade-level curriculum, facilitating learning environments that increase student cognitive engagement, and implementing targeted interventions when students struggle, ensuring every child has a path to success.

Community Context and Pandemic Response

We envision a Fresno where all families have access to opportunities and actively contribute to their communities. Our community has been significantly impacted by the pandemic, resulting in increased homelessness among youth, elevated levels of childhood trauma and anxiety, and

challenges with emotional regulation. For our youngest learners, social distancing negatively affected development, with some experiencing increased separation anxiety.

This past year, we've seen a continued decline in chronic absenteeism rates, though they remain higher than pre-pandemic levels. This improvement stems from our comprehensive attendance initiative, which includes regular communication with families about how daily attendance impacts academic outcomes, socialization, and school culture, as well as schoolwide events recognizing students for perfect attendance and positive behavior.

Curriculum and Programs

For our sixth-grade students, we utilize the nationally acclaimed Summit (Gradient) Learning Platform as our primary academic curriculum. This comprehensive program guides students in becoming their best selves, supports teachers in performing their best work, and helps our community realize its educational vision.

Grants and Initiatives

Aspen Meadow Public School is the recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant. Our LCAP aligns with both the California Community School Framework and Multi-Tiered System of Support (MTSS) Framework. AMPS continues to strengthen the integration of our MTSS, Community Schools, and Positive Behavioral Interventions and Supports (PBIS) initiatives with our Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program.

AMPS is not eligible for Equity Multiplier Funds and has expended all Learning Recovery and Emergency Block Grant (LREBG) funds.

Educational Partner Engagement and Compliance

Aspen Meadow Public School has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). This plan meets the educational partner engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements in CA EC 52062(a), including consultation with the Special Education Local Plan Area (SELPA) per CA EC 52062(a)(5), engagement with the Parent Advisory Committee (PAC) per CA EC 52062(a)(1), engagement with the English Learner Parent Advisory Committee per CA EC 52062(a)(2), and providing written responses to each committee regarding their comments.

Growth and Community Initiatives

Aspen Meadow Public School continues to experience high enrollment demand, as evidenced by our current waitlist for Transitional Kindergarten. To accommodate our growing student population, we will expand our campus facilities for the 2025-26 school year with the addition of three new portable classrooms. These facilities will provide dedicated space for two 6th grade classes and one 5th grade class.

In the 2024-25 academic year, we successfully established a Community Garden through funding provided by the CCSPP Grant. This initiative strengthened our community partnerships, exemplified by a local nursery's generous donation of 17 trees. The garden project culminated in a well-attended community-wide planting event that engaged students, families, and community members in environmental stewardship and collaborative learning.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Overview

- **EL Population Trends:** Steady increase of EL students from 2023 to 2025, including several newcomers.
- **ELPAC Performance:** 2023-24 ELPAC: Level 4 (5.3%), Level 3 (26.3%), Level 2 (35.1%), Level 1 (33.3%) 2024-25 ELPAC: Level 4 (9.7%, ↑4.4%), Level 3 (35.5%, ↑9.2%), Level 2 (38.7%, ↑3.6%), Level 1 (16.1%, ↓17.2%)

- **iReady Performance (2024-25):** EL Reading: Fall (7% on/above grade level) → Spring (35% on/above grade level) All Students Reading: Fall (17% on/above grade level) → Spring (39% on/above grade level) EL Math: Fall (0% on/above grade level) → Spring (16% on/above grade level) All Students Math: Fall (7% on/above grade level) → Spring (28% on/above grade level)
- **EL Progress Metrics:** EL progress toward English proficiency: 26% (2024 Dashboard), significantly below 45% target Reclassification rate: 7.8% in 2023-24 (increased from 4.4% in 2022-23)

Areas of Strength

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

Areas for Growth/Needs

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

Resource Inequities

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

Root Cause Analysis

- **Program Implementation Inconsistencies:** Different models of ELD instruction across grade levels create potential gaps between designated and integrated ELD approaches, with unclear alignment between ELD curriculum and core content.
- **Newcomer Impact:** Influx of newcomers affecting overall progress metrics with limited specialized programming for students at beginning levels.
- **Professional Capacity:** Classroom teachers may lack specialized training in effective ELD strategies, with limited ongoing coaching specific to language development techniques.
- **Assessment and Monitoring:** Quarterly monitoring may be insufficient for timely intervention adjustments, and data analysis may not effectively translate to instructional modifications.
- **Curriculum and Material Alignment:** Potential misalignment between ELD materials and core curriculum, with limited culturally responsive materials that connect to students' backgrounds.

Action Plan for 2025-26 School Year

1. Enhance ELD Program Structure

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

2. Strengthen Professional Development

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

3. Intensify Data-Driven Practices

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

4. Expand Learning Opportunities

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

5. Enhance Family Engagement

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

6. Strengthen Assessment and Accountability

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

7. Enhance Curriculum and Resources

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

8. Strengthen Community Partnerships

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

9. Address Program Gaps for Specific Populations

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

10. Build Staff Capacity

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

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

Suspension Rate Indicator Needs Assessment: 2024 Dashboard

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

Current Status Overview

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

Areas of Strength

- **Established Behavior Support Systems:** The school has implemented fundamental behavior management systems including PBIS and Leader in Me, with a dedicated Climate & Culture Team that meets weekly to coordinate schoolwide events and initiatives.
- **Tiered Support Structure:** A multi-tiered approach to behavior support exists with a Guidance Learning Specialist (GLS) providing Tier 2 interventions, classroom SEL lessons, and management of the Crossroads detention program using restorative practices.
- **Mental Health Resources:** A school counselor serves 52 students, alongside a part-time psychologist, two psychologist interns, and an All4Youth therapist team supporting 25 students weekly, addressing underlying social-emotional needs.
- **Professional Development Initiatives:** Staff have received some specialized training in Restorative Practices, with upper-grade teachers (4th-6th) receiving focused training on Active Listening and the Peacemaking Process.
- **Discipline Matrix Implementation:** The school has adopted a standardized Discipline Matrix with training for all staff members, providing consistency in response to behavioral incidents.
- **Recognition Systems:** The school implements positive behavior reinforcement through weekly celebrations, the Owl Perch store, and Growth Awards Assemblies to encourage positive behavior.

Areas for Growth/Needs

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

Resource Inequities

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

Root Cause Analysis

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

Action Plan for 2025-26 School Year

1. Strengthen PBIS Implementation

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

2. Enhance Alternatives to Suspension

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

3. Build Staff Capacity

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

4. Address Demographic-Specific Needs

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

5. Enhance Data Systems and Monitoring

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

6. Strengthen Family-School Partnerships

Develop a family engagement strategy specifically focused on behavior support and home-school consistency. Create a parent liaison role for families of students with behavioral challenges to navigate support systems. Implement parent training in positive behavior support strategies they can implement at home. Establish regular communication protocols for sharing positive behavior progress, not just concerns. Create a family resource center with materials supporting social-emotional development.

7. Intensify Tier 2 and 3 Supports

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

8. Enhance School Climate and Culture

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

9. Strengthen Coordination of Services

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

10. Address Resource Inequities

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

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

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

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

Areas of Strength

- **Growth in iReady Performance:** EL students demonstrated substantial growth in reading proficiency on I-Ready assessments from Fall to Spring (7% to 35% on/above grade level), indicating that current interventions are producing some positive results.
- **Increasing ELPAC Level Distribution:** The 2024-25 ELPAC results show improvement with Level 4 (9.7%, ↑4.4%), Level 3 (35.5%, ↑9.2%), Level 2 (38.7%, ↑3.6%), and a significant decrease in Level 1 (16.1%, ↓17.2%). This vertical movement across ELPAC levels suggests effective language acquisition strategies are beginning to take effect.

- **Improved Reclassification Rate:** The reclassification rate increased from 4.4% (2022-23) to 7.8% (2023-24), nearly meeting the target of 7.9%, showing improved processes for moving students toward English proficiency.
- **Dedicated ELD Staffing:** The school employs a dedicated ELD teacher for grades 2-6 and has bilingual instructional aides comprising 67% of the aide staff, providing language support resources for EL students.
- **Tiered Intervention Structure:** A structured intervention system is in place, with students performing two or more grade levels below receiving either Tier 2 Reading Intervention during the school day (30-minute sessions, 3-4 times weekly) or after-school tutoring programs.
- **Evidence-Based Strategies:** Teachers implement research-supported instructional approaches including think-pair-share, sentence frames, visual anchor charts, and metacognitive strategies to support language development.

Areas for Growth/Needs

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

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

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

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

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

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

Resource Inequities

- **Staffing Allocation:** Only one dedicated ELD teacher serves grades 2-6, while TK-1 ELD instruction falls to classroom teachers who may have varying levels of expertise in language acquisition strategies.
- **Inconsistent Program Delivery:** Different ELD delivery models across grade levels (dedicated teacher vs. classroom teachers) create inequitable access to specialized language instruction for younger students.
- **Professional Development Disparities:** While the ELD teacher receives specialized training, there appears to be limited ongoing, job-embedded professional development in ELD strategies for all classroom teachers, particularly those in TK-1 who deliver ELD instruction.

- **Assessment Systems:** While I-Ready diagnostics are administered, there appears to be limited use of EL-specific formative assessment tools to monitor language development progress between major assessment windows.
- **Time Allocation:** Potential scheduling conflicts exist between ELD instruction, core ELA instruction, and intervention programs, potentially creating fragmented learning experiences for EL students.

Root Cause Analysis

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

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

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

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

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

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

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

Action Plan for 2025-26 School Year

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

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

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

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

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

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

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

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

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

10. Monitor Implementation and Impact: Establish clear success metrics beyond state indicators to track program effectiveness. Implement regular classroom observations using an ELD-specific lens to monitor strategy implementation. Create quarterly program reviews involving all

stakeholders to identify strengths and needs. Develop a continuous improvement cycle with regular data collection and analysis. Establish clear benchmarks for EL progress in both language development and ELA achievement to monitor growth throughout the year.

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

Math Academic Indicator Needs Assessment: 2024 Dashboard

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

Current Status Overview

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

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

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

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

<u>Areas of Strength</u>

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

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

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

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

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

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

Areas for Growth/Needs

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

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

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

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

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

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

Resource Inequities

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

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

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

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

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

Root Cause Analysis

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

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

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

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

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

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

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

Action Plan for 2025-26 School Year

1. Enhance Mathematics Instruction for ELs

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

2. Strengthen Professional Development

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

3. Enhance Assessment and Progress Monitoring

Implement biweekly formative assessments of mathematical understanding that minimize language barriers while accurately assessing conceptual knowledge. Create assessment accommodations appropriate for ELs at different language proficiency levels. Develop data visualization tools that help teachers quickly identify mathematical concepts that are challenging for ELs due to language or conceptual barriers. Establish regular data review protocols that examine both mathematical content mastery and related language development. Create clear decision-making guidelines for adjusting instruction based on assessment results.

4. Intensify Foundational Skills Development

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

5. Strengthen Intervention Systems

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

6. Enhance Instructional Resources

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

7. Build Family Math Capacity

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

8. Strengthen Coordination of Services

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

9. Develop Mathematical Discourse Capacity

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

10. Monitor Implementation and Impact

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

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

Aspen Meadow Public School has expended all Learning Recovery Emergency Block Grant Funds (LREBG).

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Aspen Meadow Public School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Consultation with School Administrators: 2025-26 LCAP Development** School administrators played a vital role in the development of the 2025-26 LCAP through a series of structured meetings throughout the 2024-25 school year. These consultations provided critical insights into operational needs, academic performance, and strategic priorities for the upcoming academic year. **Biweekly Leadership Meetings (August 2024 - May 2025)** **Participants:** Aspen Meadow Principal and CEO **Topics Discussed:** • 2024 CA School Dashboard indicators and current-year progress monitoring • Daily attendance and chronic absenteeism patterns and interventions • School budget planning and adjustments • School policies and procedures implementation • Special Education program effectiveness • Educational partner concerns and feedback • Academic programmatic needs assessment **Feedback Provided:** • Need for clarification of administrative roles and responsibilities to staff • Importance of transparent communication regarding administrative decisions • Recommendations for improved time management and staff delegation

	• Planning for upcoming facility projects • Identification of LCAP survey needs, particularly around parent engagement and English Learner support (academic and behavioral) • Strategies to address enrollment and attendance challenges • Review of staff expectations and potential adjustments • Analysis of budget concerns and necessary modifications • Recommendation for expanded Calming Spaces for students in 2025-2026 **Weekly Administrative Team Meetings (August 2024 - May 2025)** **Participants:** Aspen Meadow Principal, Assistant Site Director, and Guidance Learning Specialist **Topics Discussed:** • Student academic and behavioral needs • Staff professional development requirements • Parent engagement and communication • Systematic program adjustments • Classroom observations and instructional effectiveness **Feedback Provided:** • Analysis of staff observations, including celebrations and areas for improvement • Review of Parent Contact Log with coordinated responses from school leadership • Discussion of Student Success Team (SST) meeting outcomes and follow-up actions • Review and refinement of policies and procedures for communication to stakeholders • Strategies to address attendance and behavioral concerns with appropriate interventions **Policy Lunch With Principals (February 7, March 7, and May 16, 2025)** **Participants:** CEO, CMO Team, and School Leaders **Topics Discussed:** • Review of existing policies and upcoming changes • Budget planning for 2025-26 • Documentation requirements and compliance

	• Staffing projections and adjustments for 2025-26 **Feedback Provided:** • Recommendation for revised Independent Study Policy implementation in 2025-2026 • Development of refined systems for addressing chronic absenteeism with early intervention • Necessary budget adjustments to align with strategic priorities • Reinforcement of documentation importance for compliance and accountability • Planned staff changes for the 2025-2026 academic year These consultations ensured that administrative perspectives informed the development of the 2025-26 LCAP, particularly regarding resource allocation, program effectiveness, and strategic initiatives to address identified needs.
Teachers	**Consultation with Teachers: 2025-26 LCAP Development** Teachers provided essential input for the 2025-26 LCAP through structured meetings throughout the 2024-25 school year. These consultations yielded valuable insights regarding instructional needs, student behavior management, and school climate priorities. **Bi-Weekly Mini-Meetings (August 2024 - May 2025)** **Participants:** All general education and special education teachers **Topics Discussed:** • Review and analysis of student behavioral incidents • Implementation of Leader in Me practices and strategies • Effectiveness of current behavioral interventions • Progress on school climate initiatives **Feedback Provided:** • Identified need for comprehensive staff training in Leader in Me practices • Recommended continued implementation and refinement of verbal de-escalation techniques • Emphasized importance of maintaining community circles as a regular practice • Supported expansion of trauma-informed approaches across all classrooms • Advocated for strengthening restorative practices to address behavioral challenges

	Monthly Campus Connect Meetings (August 2024 - May 2025) **Participants:** Teachers and administrators **Topics Discussed:** • Planning for upcoming school events and activities • Analysis of LCAP Survey results from fall, winter, and spring administrations • Review of student performance data (iReady diagnostics, CA School Dashboard indicators) • Examination of attendance and behavioral trends • School-wide initiatives and program effectiveness **Feedback Provided:** • Expressed desire for increased teacher involvement in curriculum decision-making processes • Requested more transparent communication regarding administrative responses to student behavior incidents • Advocated for dedicated opportunities for teachers to meet with school leadership to share concerns and ideas • Recommended improvements to communication channels between administration and teaching staff • Suggested enhanced collaborative structures for problem-solving school-wide challenges These consultations ensured that teacher perspectives informed the development of the 2025-26 LCAP, particularly regarding instructional practices, behavior management approaches, and school climate initiatives.
Other School Personnel	**Consultation with Classified Staff: 2025-26 LCAP Development** Classified staff contributed to the development of the 2025-26 LCAP through structured surveys administered throughout the 2024-25 school year. Their perspectives provided valuable insights regarding school operations, student engagement, and communication practices. **LCAP Kelvin Surveys (2024-25 School Year)** **Participants:** All classified staff members **Survey Administration Periods:** • Fall 2024

	• Winter 2024-25 • Spring 2025 **Topics Assessed:** • School climate and culture • Operational effectiveness • Communication systems • Student engagement strategies • Policy implementation • Support services for students **Feedback Provided:** • Identified need for clearer communication of school policies and procedures to all stakeholders • Emphasized importance of developing additional strategies to increase student attendance motivation • Recommended enhanced approaches to foster student enthusiasm for learning • Suggested improvements to school-wide systems that impact daily operations • Provided perspective on frontline interactions with students and families These surveys ensured that classified staff perspectives informed the development of the 2025-26 LCAP, particularly regarding operational systems, communication practices, and student engagement initiatives.
Students	**Consultation with Students: 2025-26 LCAP Development** Students in grades 3-6 provided valuable input for the 2025-26 LCAP through structured surveys administered throughout the 2024-25 school year. Their feedback offered critical insights into school climate, academic engagement, and sense of belonging from the student perspective. **LCAP Kelvin Surveys (2024-25 School Year)** **Participants:** Students in grades 3-6 **Survey Administration Periods:** • Fall 2024 • Winter 2024-25

	• Spring 2025 **Topics Assessed:** • Academic engagement and interest • School climate and culture • Sense of belonging and connectedness • Student perception of instructional effectiveness • Social-emotional well-being • Student satisfaction with school programs and activities **Feedback Provided:** • Identified need for enhanced strategies to increase student interest and engagement in academic classes • Expressed desire for initiatives that foster positive attitudes toward school and learning • Recommended development of additional approaches to strengthen students' sense of belonging • Emphasized importance of creating stronger connections between students and the school community • Suggested improvements to make learning experiences more relevant and engaging This student feedback provided essential perspective for the development of the 2025-26 LCAP, particularly regarding strategies to improve academic engagement, school climate, and student connectedness.
Parent Advisory Committee (PAC)	**Consultation with PAC 2025-26 LCAP Development** The Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC) provided significant input for the 2025-26 LCAP through a series of meetings throughout the 2024-25 school year. These advisory committees offered valuable perspectives on program effectiveness, resource allocation, and strategies to enhance student outcomes. **PAC Meetings** **November 7, 2024, Topics Discussed:** • Fall LCAP Survey results from students, staff, and parents • Available family resources and support services

	• Intervention programs specifically designed for English Learner students **Feedback Provided:** • Recommended increased distribution of communications in hard copy format • Emphasized importance of translating all communications into families' home languages • Suggested expanding student surveys to include TK-2 students • Advocated for increased hands-on, game-based learning approaches to enhance student engagement and enjoyment of learning **February 13, 2025, Topics Discussed:** • Midyear LCAP implementation update • Review of MTSS Goal progress • Analysis of "Operation Behavior" initiative (launched November 8, 2024) • Discussion of 22% decline in behavior referrals between November 2024 and February 2025 • Winter student survey results, including finding that 44.12% of 4th–6th graders indicated interest in class **Feedback Provided:** • Recommended teachers develop more engaging activities for each instructional unit • Suggested creation of goal-oriented challenges with incentive prizes for students who reach their goals • Proposed strategies to increase student engagement in academic content **April 10, 2025, Topics Discussed:** • Midyear LCAP Budget presentation • Potential implications of budget adjustments on staffing • Importance of enrollment and student recruitment efforts **Feedback Provided:** • Inquired about current recruitment initiatives and strategies • Suggested organizing additional recruitment events to increase enrollment • Emphasized the importance of parent word-of-mouth in recruitment efforts • Offered to support enrollment efforts through community connections

May 16, 2025, Topics Discussed:

- 2025-26 LCAP
- Use of Title Funds, and LCFF Funds
- Strategies to increase parent involvement

Recommendations to Boost Parent Involvement

Pre-School Year Outreach To increase parent engagement, PAC meeting attendees recommend hosting a lunch meeting for current families before Back-to-School Night (Fall 2025). The principal and Family and Community Engagement Coordinator (FACE) will send a school-wide invitation for this planning session, which will focus on developing specific, interactive ways to welcome new families.

New Family Support During the lunch meeting, current parents will plan how to help new families with essential technology access, including:

- Getting set up on the new ParentSquare platform
- Accessing Clever for student learning platforms
- Navigating Infinite Campus to view student grades

Ongoing Data Communication The committee suggested implementing regular "data chats" throughout the year to share student progress on iReady and other assessments, emphasizing the importance of parent support for academic success:

- Teachers will conduct data chats with all parents during parent conferences
- The principal will message families about school-wide student progress at least once per quarter
- The principal and FACE coordinator will personally contact parents of students performing two or more grade levels below in ELA and Math for individual data chats that include specific parent support strategies

The PAC approved the school's 2025-26 LCAP for submission to the APS Governing Board.

These consultations ensured that PAC perspectives informed the development of the 2025-26 LCAP, particularly regarding parent communication, student engagement strategies, and sustainability through enrollment management.

English Learner Parent Advisory Committee (EL-PAC)	**Consultation with EL-PAC: 2025-26 LCAP Development** The Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC) provided significant input for the 2025-26 LCAP through a series of meetings throughout the 2024-25 school year. These advisory committees offered valuable perspectives on program effectiveness, resource allocation, and strategies to enhance student outcomes. **EL-PAC Meetings** **November 7, 2024, Topics Discussed:** • Fall LCAP Survey results from students, staff, and parents • Available family resources and support services • Intervention programs specifically designed for English Learner students **Feedback Provided:** • Recommended increased distribution of communications in hard copy format • Emphasized importance of translating all communications into families' home languages • Suggested expanding student surveys to include TK-2 students • Advocated for increased hands-on, game-based learning approaches to enhance student engagement and enjoyment of learning **February 13, 2025, Topics Discussed:** • Midyear LCAP implementation update • Review of MTSS Goal progress • Analysis of "Operation Behavior" initiative (launched November 8, 2024) • Discussion of 22% decline in behavior referrals between November 2024 and February 2025 • Winter student survey results, including finding that 44.12% of 4th-6th graders indicated interest in class **Feedback Provided:** • Recommended teachers develop more engaging activities for each instructional unit • Suggested creation of goal-oriented challenges with incentive prizes for students who reach their goals • Proposed strategies to increase student engagement in academic content

April 10, 2025, Topics Discussed:

- Midyear LCAP Budget presentation
- Potential implications of budget adjustments on staffing
- Importance of enrollment and student recruitment efforts

Feedback Provided:

- Inquired about current recruitment initiatives and strategies
- Suggested organizing additional recruitment events to increase enrollment
- Emphasized the importance of parent word-of-mouth in recruitment efforts
- Offered to support enrollment efforts through community connections

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May 16, 2025, Topics Discussed:

- 2025-26 LCAP
- Use of Title Funds, and LCFF Funds
- Strategies to increase parent involvement

Recommendations to Boost Parent Involvement

Pre-School Year Outreach To increase parent engagement, EL-PAC meeting attendees recommend hosting a lunch meeting for current families before Back-to-School Night (Fall 2025). The principal and Family and Community Engagement Coordinator (FACE) will send a school-wide invitation for this planning session, which will focus on developing specific, interactive ways to welcome new families.

New Family Support During the lunch meeting, current parents will plan how to help new families with essential technology access, including:

- Getting set up on the new ParentSquare platform
- Accessing Clever for student learning platforms
- Navigating Infinite Campus to view student grades

	English Language Learner Families English Language families will receive targeted outreach about attending the "Meet & Greet" EL table on Back-to-School Night, where they can learn about the school's EL services, curriculum, and assessments. **Ongoing Data Communication** The committee suggested implementing regular "data chats" throughout the year to share student progress on iReady and other assessments, emphasizing the importance of parent support for academic success: • Teachers will conduct data chats with all parents during parent conferences • The principal will message families about school-wide student progress at least once per quarter • The principal and FACE coordinator will personally contact parents of students performing two or more grade levels below in ELA and Math for individual data chats that include specific parent support strategies The EL-PAC approved the school's 2025-26 LCAP for submission to the APS Governing Board. These consultations ensured that EL-PAC perspectives informed the development of the 2025-26 LCAP, particularly regarding parent communication, student engagement strategies, and sustainability through enrollment management.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Consultation with Parents: 2025-26 LCAP Development** Parents provided valuable input for the 2025-26 LCAP through multiple channels, including surveys and various meeting formats throughout the 2024-25 school year. Their feedback offered essential insights regarding communication, student support, and family engagement opportunities. **LCAP Kelvin Surveys (2024-25 School Year)** **Participants:** All parents **Survey Administration Periods:** • Fall 2024 • Winter 2024-25 • Spring 2025 **Feedback Provided:** • Requested earlier and more effective communication regarding student academic progress • Advocated for flexible scheduling of school events to accommodate working families

	• Expressed desire for increased evening meetings and events to enhance participation opportunities • Suggested improvements to parent-school communication channels **Community Schools Meetings** **October 3, 2024: Topics Discussed:** • LCAP Goal 1 focus on social-emotional learning, mental health, and student resilience **November 7, 2024: Topics Discussed:** • LCAP Goals 1-3 overview • Teacher retention as a factor in student attendance and engagement **Feedback Provided:** • Suggested enhanced distribution of volunteer information sent home with students • Recommended implementing incentive prizes for students whose parents' volunteer **January 16, 2025: Topics Discussed:** • Aspen Community Garden initiatives • Community learning opportunities **February 13, 2025: Topics Discussed:** • Math tutoring program implementation and student identification process • Student progress updates including attendance rates **Feedback Provided:** • Recommended developing a parent orientation for tutoring programs • Suggested implementing signed agreements to increase tutoring attendance **April 10, 2025: Topics Discussed:** • Budget review for upcoming year • Guidance Learning Specialist role and impact on school culture during 2024-25 **Feedback Provided:** • Expressed concern regarding the continued high number of behavior referrals during the current school year **Family Nest Connection Parent/Principal Meetings**

	August 26, 2024: Topics Discussed: • Introduction to new Leader in Me social-emotional curriculum • Schoolwide iReady fall Diagnostic Reading and Math scores • Parent involvement opportunities for the academic year **October 28, 2024: Topics Discussed:** • School attendance initiatives • Campus safety measures • Leader in Me Habits 1-3 **February 24, 2025: Topics Discussed:** • iReady growth from fall to winter diagnostic assessments • Intervention programs and parent involvement opportunities • Leader in Me Habits 4-6 **Feedback Provided:** • Appreciated information about Leader in Me Habits and the reminder that parents are children's primary teachers • Advocated for tutoring services for all students performing three or more grade levels below on I-Ready assessments **April 28, 2025: Topics Discussed:** • Spring LCAP Survey highlights from parent, staff, and student responses **Feedback Provided:** • Offered suggestions for implementing K-2 student feedback into school programming These consultations ensured that parent perspectives informed the development of the 2025-26 LCAP, particularly regarding communication practices, family engagement opportunities, and student support services.
SELPA Administrator	**Consultation with SELPA: 2025-26 LCAP Development**

	El Dorado County Charter SELPA provided valuable guidance and support throughout the 2024-25 school year that informed the development of the 2025-26 LCAP. These consultations offered essential insights regarding special education services, compliance requirements, and professional development opportunities. **SELPA Professional Learning Network Virtual Meetings** **Meeting Dates:** • September 25, 2024 • November 13, 2024 • January 29, 2025 • March 26, 2025 • May 21, 2025 **Participants:** Student Services Officer **Topics Discussed:** • CDE monitoring requirements and compliance updates • Legal guidance affecting special education services • Professional learning opportunities for staff • Federal and state legislative updates • Resources for enhancing special education programming **Specialized Consultations and Trainings** **July 16, 2024, Topics Discussed:** • Start-of-year resource overview provided by EDCOE Program Specialist • Professional development offerings for the upcoming year • Procedural guidelines and handbook resources • Support materials for SST, 504, and IEP development processes **August 13, 2024, Topics Discussed:** • Information regarding School Psychologist Academy opportunities • Professional development resources for school psychologists **September 9, 2024, Topics Discussed:**

	• Speech and Language Pathologist training opportunities • Continuing education resources for new site SLP • Year-long support resources through digital platforms **September 11, 2024: Topics Discussed:** • Universal Design for Learning (UDL) training provided by SELPA program specialist • Strategies to enhance the school's inclusion model **November 14, 2024: Topics Discussed:** • Resources and training for parents regarding the IEP process **Feedback Provided:** • Shared video resource: https://www.youtube.com/watch?v=YS7d4bZ6VKU • Provided parent resource portal access: https://charterselpa.org/parent-resources/ **March 14, 2025: Topics Discussed:** • Nonviolent Crisis Intervention Training (CPI) certification for key staff • Verbal de-escalation techniques and safety intervention protocols **Participants:** Administrators, School Resource Officers, Psychologists, Counselors, Education Specialists, Speech and Language Pathologists, SPED instructional aides, and after-school program leads **Feedback Provided:** • Recommended consideration of Verbal De-escalation training expansion to general education staff **May 9, 2025: Topics Discussed:** • Review of LCAP Goal #1, Action Item #4 (Services to Support SWD) • Request for specific SELPA input on special education components of the LCAP **Feedback Provided:** • Confirmation that the proposed action item was appropriate • No additional suggestions or modifications were recommended These consultations ensured that SELPA expertise informed the development of the 2025-26 LCAP, particularly regarding services for Students with Disabilities, professional development needs, and compliance requirements.

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these educational partners to ensure their perspectives were incorporated as follows:

- Math Intervention: tutoring, Reflex & Frax: Goal 1, Action 2
- Reading Intervention: Goal 1, Action 2
- MTSS Support Systems: Goal 1, Action 2
- Leader In Me implementation & SEL Support: Goal 1, Action 3
- Professional Development: Trauma-informed Practices (TIPs), Restorative Practices, de-escalation techniques, PBIS practices, Leader in Me, Curriculum implementation: Goal 2, Action 2
- De-escalation Techniques: Goal 1, Actions 3 & 4
- Counselor: Goal 1, Action 3
- Psychologist: provide behavioral and mental health support: Goal 1, Actions 3 & 4
- Activities and Programs to promote student connectedness and positive attendance: Goal 3, Action 1

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.

This goal was developed to address significant needs identified through comprehensive data analysis and Dashboard indicators. As a school eligible for Additional Targeted Support and Improvement (ATSI), Aspen Meadow requires strengthened systems and protocols aligned with Multi-Tiered System of Support and California Community Schools frameworks. Dashboard data revealed concerning performance levels, particularly for English Learners (RED in ELA, Mathematics, and ELPI) and Students with Disabilities (suspension rates).

Aspen Meadow has recognized an urgent need to implement, train, and coach staff on evidence-based practices including Leader in Me, Positive Behavioral Interventions and Supports, trauma-informed approaches, and alternatives to suspension to effectively address behavioral challenges while improving school climate and student engagement. Universal screeners must be systematically used to identify student needs—whether academic, social-emotional, behavioral, or mental health—and measure program effectiveness. This comprehensive "whole child" approach aims to create integrated supports that collectively improve student mastery in ELA and Mathematics while addressing fundamental barriers to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: Dashboard	2022-23 ELA CAASPP DFS All Students -51.5 Hispanic -59.4 EL -92.5 SED -60.4	2023-24 ELA CAASPP DFS All Students -55.3 Hispanic -65.4 EL -106.9 SED -60.6		2024-25 ELA CAASPP DFS All Students -53.3 Hispanic -63.4 EL -104.9 SED -58.6	All Students: -3.8 Hispanic: -6 EL: -14.4 SED: -0.2
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: Dashboard	2022-23 Math CAASPP DFS All Students -57.6 Hispanic -63.8 EL -84.7 SED -70.1	2023-24 MATH CAASPP DFS All Students -60 Hispanic -73 EL -99.4 SED -68.7		2024-25 MATH CAASPP DFS All Students -58 Hispanic -71 EL -97.4 SED -66.7	All Students: -2.4 Hispanic: -9.2 EL: -14.7 SED: +1.4
3	% Proficient CAST Source: Dashboard	2022-23 CAST % All Students 16.2% Hispanic 12.1% SED 9.7% Source: CAASPP website	2023-24 CAST DFS All Students -19.7 Hispanic -19.1 SED -18.9		2024-25 CAST DFS All Students -19.4 Hispanic -18.8 SED -18.6	*All Students: -.8 *Hispanic: +4% *SED: +5% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	43.1% Source: 2023 Dashboard	2023-24: 26% Source: 2024 Dashboard		2024-25: 46.3%	-17.1%
5	% students English Language Proficiency for Summative ELPAC	2022-23: 14.52% Proficient	2023-24: 4.76%		2024-25:9.7%	-9.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPAC website					
6	Reclassification Rate Source: Dataquest	2022-23: 4.4%	2023-24: 7.8%		2024-25:9.1%	-3.4%
7	Attendance Rate Source: CALPADS	2022-23: 91.38%	2023-24: 92.8%		2024-25: 93%	-1.42%
8	Chronic Absenteeism Rates Source: Dashboard	2022-23: Chronic Absenteeism Rate All Students 25.0% Hispanic 24.7% EL 13.2% SED 25.1% SWD 29.5%	2023-24: Chronic Absenteeism Rate All Students 22.0% Hispanic 22.1% EL 11.9% Homeless 18.8% SED 24.0% SWD 18.2%		2024-25 Chronic Absenteeism Rate All Students 25.0% Hispanic 24.0% EL 21.0% Homeless 21.0% SED 27.0% SWD 24.0%	All: -3% Hispanic: -2.6% EL: -1.3% Homeless: NA SED: -1.1% SWD: -11.3%
9	Suspension Rate Source: Dashboard	2022-23: Suspension Rate All Students 3.9% Hispanic 4.2% EL 1.5% SED 3.9% SWD 10.9%	2023-24: Suspension Rate All Students 6.5% Hispanic 7.7% EL 8.6% Homeless 5.7% SED 7.0% SWD 3.6%		2024-25 Suspension Rate All Students 8.5% Hispanic 7.0% EL 4.5% Homeless 8.5% SED 8.0% SWD 12.0%	All: +2.6% Hispanic: +3.5.5% EL: +7.1% Homeless: NA SED: +3.1% SWD: -7.3%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in an enrichment or elective course. Source: Master Schedule	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	CALPADS					
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 0% Note: participation rate in each of the 5 components varied from 0% to 76%	2023-24: 100%		2024-25: 100%	100%

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

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

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. This school year, our comprehensive assessment and intervention system has demonstrated positive results in student achievement. We administer I-Ready diagnostic assessments in both fall and winter for grades K-6, while our Transitional kindergarten program utilizes ESGI (Educational Software for Guiding Instruction) to conduct benchmark assessments aligned with Universal Prekindergarten (UPK) learning standards throughout the year.

Our educational team, consisting of administrators, instructional coaches, and teachers, analyzes these assessment results to develop targeted support plans. The intervention system provides differentiated support based on student needs. Students performing one grade level below receive direct intervention from their classroom teacher, while those performing two or more grade levels below receive Tier 2 intervention through either session with a certified reading interventionist or after-school tutoring provided by our educational partner company.

To ensure consistent practice and progress monitoring, we have integrated dedicated time in the daily schedule for all K-6 students to complete their I-Ready lessons. Our assessment approach extends beyond diagnostics to include regular unit assessments in mathematics and language arts, which guide instruction, intervention strategies, and grading. Additionally, state-mandated assessments for grades 3-6 help identify broader areas of growth and need. We carefully analyze subgroup performance data to inform and improve instructional practices across all student populations.

Our current data shows encouraging progress, with students meeting or exceeding both traditional and stretch growth targets within the I-Ready platform. This comprehensive approach to assessment and intervention ensures that we can effectively support student learning and achievement throughout the academic year.

Action 2: This action was fully implemented. Our school implements a comprehensive approach to monitoring student progress and providing targeted academic support. The leadership team, including school leaders, instructional coaches, and the reading interventionist, regularly reviews Reflex data to track student achievement. Teachers receive weekly updates highlighting student growth, which helps maintain focus on progress and celebration of success.

Professional development is a key component of our support system. Teachers and instructional aides have received extensive training in the Science of Reading, while our ELA and Math coaches provide ongoing training in instructional practices and content delivery. This ensures consistency and effectiveness in our academic approach across all grade levels.

Our tiered intervention system is structured to meet various student needs. The Reading Interventionist conducts intensive Tier 2 instruction four days per week in eight-week cycles for students performing two or more grade levels below grade level. After each cycle, assessments measure student growth, and the school principal meets with the reading interventionist, instructional coaches, and reading tutor led to review Tier 2 progress. For students performing one grade level below in math and reading, we provide Tier 1.5 intervention through collaborative efforts between teachers and instructional aides during daily scheduled intervention time Monday through Thursday.

The AIMS reading intervention program is specifically utilized by our Reading Intervention teacher for Tier 2 small group instruction with students in grades 2-6 who read two or more grade levels below. For students unable to receive Tier 2 reading intervention during the school day due to other commitments such as All4Youth therapy or ELD instruction, we offer the Reading Excellence after-school intervention program through ELOP.

To ensure clear communication with families about available services, we have designated specific staff members to share information about these programs. The Math Coach, ELOP Coordinator, and after-school program director handle all communication about intervention services rather than placing this responsibility on classroom teachers.

Additionally, the principal maintains monthly intervention meetings with each teacher to discuss individual student academic concerns and intervention strategies, ensuring continuous monitoring and adjustment of support as needed. This systematic approach allows us to provide targeted, effective intervention while maintaining clear communication channels with all stakeholders.

Action 3: This action was fully implemented. Aspen Meadow has developed a comprehensive support structure to address students' academic, social-emotional, and behavioral needs. At the core of this structure is our Guidance Learning Specialist (GLS), an administrator-counselor who provides Tier 2 support through multiple channels. The GLS delivers classroom SEL lessons, monitors at-risk students, manages the Crossroads detention program using restorative practices, and participates in Student Success Team (SST) meetings with teachers and families.

Our mental health support team includes a school counselor serving 52 students through various formats, a part-time psychologist, two psychologist interns, and an All4Youth therapist team supporting 25 students weekly. This intervention team meets monthly to review student concerns and behavior referrals through our student information system.

For academic support, we utilize iReady Diagnostic Assessment data and hold monthly intervention meetings between teachers and administration. Teachers can initiate Student Success Team meetings through Beyond SST which may result in SST plans, 504 plans, or assessments to ensure appropriate Tier 2 or Tier 3 support. Regular meetings between the ELOP Coordinator, ASES Director, and principal ensure proper tracking of students with new IEPs, 504s, or SSTs.

The school has implemented the Leader in Me program, providing ongoing training in the 7 Habits for all instructional staff. This social-emotional learning curriculum is integrated into daily classroom instruction and shared with parents during Snack Chat with the Principal meetings. Additionally, selected parents participated in a comprehensive six-week Parent Partnership workshop facilitated by key staff members, culminating in a family graduation celebration.

Our Climate & Culture Team, comprising the Assistant Site Director, GLS, principal, school counselor, and two teachers, meets weekly to coordinate PBIS assemblies, the Owl Perch store, Growth Awards Assembly, and other school-wide events. While we have a PBIS team led by the Assistant Site Director and a teacher, we are currently seeking comprehensive training opportunities through Fresno County Office of Education.

Given our significant homeless student population (26.7%), we maintain a robust referral system for essential resources including food, clothing, and transportation assistance. Special events such as clothing giveaways and holiday meal distributions provide additional support to these families. Our Family Resource Counselor participates in School Accountability Review Team meetings for truant homeless students, while regular attendance meetings and truancy letters address broader attendance concerns.

The ELOP program extends learning opportunities through Fall and Winter Break Sessions, incorporating tutoring to support continuous academic growth. Through these comprehensive support systems and community-building efforts, Aspen Meadow fosters a sense of belonging that promotes both social-emotional and academic development.

Action 4: This action was fully implemented. Aspen Meadow implements a comprehensive approach to student behavior support and discipline management. A dedicated intervention team meets monthly to address student behavioral challenges, comprising administrators, the school counselor, head school psychologist, two psychologist interns, two education specialists, and the reading intervention teacher. This collaborative approach has proven particularly effective for our Students with Disabilities (SWD), resulting in reduced suspension rates through targeted, appropriate support.

To ensure consistency in disciplinary practices, the school has adopted a standardized Discipline Matrix. All staff members receive training on its implementation, and administrators utilize this framework to guide disciplinary decisions. Complementing this system, we've established a structured detention program that operates twice weekly under the supervision of our Guidance Learning Specialist (GLS) and an instructional aide. During these sessions, students engage in restorative practices, including guided reflection activities and role-playing exercises.

Professional development in classroom management is an ongoing priority. Teachers receive targeted training from both coaches and administrators to enhance their classroom management skills. Additionally, administrators have provided specialized training in Restorative Practices for our upper-grade teachers (4th-6th), focusing on Active Listening and the Peacemaking Process. Follow-up sessions allow for monitoring and refinement of these practices in classroom settings.

For students requiring additional support, we develop and implement individualized Behavior Plans and Safety Plans. Support staff maintains regular communication with teachers to ensure these plans are effectively implemented and monitored. This systematic approach to behavior management creates a supportive environment that promotes positive student conduct while addressing individual needs.

Action 5: This action was fully implemented. Aspen Meadow has developed a comprehensive English Language Development (ELD) program to support its diverse student population. The school employs a dedicated ELD teacher who provides designated instruction for English Learners in grades 2-6, while TK through first-grade students receive this specialized instruction from their classroom teachers.

Student support is data-driven, with the ELD teacher and Reading Interventionist working alongside administrators to analyze I-Ready diagnostic scores for all English Learners. This analysis determines appropriate intervention levels: students performing one grade level below receive support from their classroom teacher, while those two or more grade levels below participate in either Tier 2 Reading Intervention during the school day (30-minute sessions, 3-4 times weekly) or after-school tutoring programs in reading and/or math (30-minute sessions, 4 days weekly). The school maintains quarterly monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students to ensure continued progress.

To support individual student needs, the school contracted with Orchid Interpreting Inc. to provide Russian language interpretation services for a student. This support was initially provided four days weekly for 2.5 hours daily during the first semester, adjusting to three days weekly in the second semester.

Professional development remains a priority, beginning with ELA-ELD focused training for teachers at the start of the school year, complemented by additional online training for the ELD teacher. The school's instructional capacity is enhanced by its bilingual instructional aides, who comprise 67% of the aide staff and provide small group intervention support. Across all classrooms, teachers implement evidence-based strategies including think-pair-share, sentence frames, visual anchor charts, and metacognitive approaches to support English language development.

Action 6: This action was fully implemented. Aspen Meadow has enhanced its arts education program with the addition of a full-time, credentialed music teacher who brings extensive experience to the role. The comprehensive music program serves students across grade levels with developmentally appropriate instruction. During the regular school day, students in TK through 4th grade engage in a varied curriculum that includes vocal music, movement, and instrumental instruction. The program extends beyond regular hours, with 5th and 6th-grade students

participating in after-school band and choir programs. The success of this course was showcased at a Winter Program, where all general education classes, band, and choir performed for school families.

The school's art program, led by a dedicated art teacher, provides diverse creative experiences for students. The program has expanded to include ceramic classes utilizing the school's kiln during after-school hours. Students also explore multicultural artistic expressions through various media, creating drawings, paintings, and three-dimensional art projects that reflect diverse cultural traditions and artistic techniques.

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.

Goal 1: Material Differences Between Budgeted and Estimated Actual Expenditures

Action 1 - Student Enrollment Impact Estimated actual expenditures were lower than budgeted amounts due to a decline in student enrollment. The reduced student population resulted in lower staffing and resource needs, generating cost savings for the district.

Action 2 - Expanded Learning Opportunities Program Enhancement Estimated actual expenditures significantly exceeded budgeted amounts because AVPA expanded its Expanded Learning Opportunities Program beyond the original scope. The program enhancement required additional resources, staffing, and materials to serve more students and provide expanded services.

Action 3 - Service Delivery Efficiency Estimated actual expenditures were lower than budgeted amounts while maintaining full service delivery. The district achieved operational efficiencies that reduced costs without compromising the quality or scope of services provided to students.

Action 4 - Contract Cost Optimization Estimated actual expenditures were lower than budgeted amounts for contracted services. All planned services were delivered as intended, but the district secured more favorable contract terms or pricing than originally anticipated, resulting in cost savings.

Summary: Three of the four actions (1, 3, and 4) resulted in cost savings through enrollment changes, operational efficiencies, and favorable contract negotiations, while Action 2 required additional investment to expand program offerings for students.

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

Action 1: Aspen Meadow's assessment system shows mixed effectiveness in advancing Goal 1. Assessment tools successfully identify student needs, with students "meeting or exceeding both traditional and stretch growth targets" in I-Ready. The tiered intervention approach provides appropriate support based on assessment results, with teachers effectively using data to create differentiated plans.

Despite these successes, the school acknowledges being "ineffective in establishing a progress monitoring plan for the school." Implementation challenges include student absences, refusal behaviors, and time constraints for comprehensive data review. There's also an imbalance in how assessment data serves all learners, with more attention directed to struggling students than to enrichment for high performers.

While assessment tools effectively measure student progress and inform classroom instruction, AMPS needs to strengthen systematic progress monitoring at the institutional level and develop a more balanced approach that supports both struggling and excelling student

Action 2: Aspen Meadow's implementation of Multi-Tiered System of Support (MTSS) for academic needs has demonstrated strong effectiveness in advancing Goal 1. The school has successfully established a comprehensive intervention framework with measurable positive outcomes for students across different subgroups.

Data-driven results show significant academic improvement: 12% growth in students reaching on/above grade level status in I-Ready Reading (grades 1-6), with English Learners showing 10% growth in the same measure. Kindergarten students made particularly impressive gains with 30% growth in reading proficiency. Mathematics showed similar patterns with 10% overall growth, 8% growth for EL students, and 17% growth for kindergarten students in on/above grade level performance.

The tiered intervention structure functions effectively, with clear protocols for students at different performance levels. The Reading Interventionist systematically delivers Tier 2 instruction in 8-week cycles, followed by assessments to track growth. Monthly intervention meetings between the principal and teachers ensure ongoing monitoring and adjustment of support strategies. Classroom teachers and instructional aides collaborate during daily intervention blocks to implement small group instruction for Tier 1.5 intervention.

Professional development has strengthened implementation, with teachers and aides receiving training in the Science of Reading and other intervention strategies. The leadership team monitors growth through regular data reviews and cycle meetings that include all key stakeholders.

Despite these successes, the school faced implementation challenges, including insufficient time for students to complete math intervention programs, staffing interruptions (reading interventionist's 5-week absence), and scheduling difficulties for teacher-aide planning meetings.

Overall, this action demonstrates effective implementation with measurable student growth outcomes, particularly for traditionally underperforming subgroups, making it highly effective in advancing the school's goal of addressing diverse learning needs to improve student mastery in ELA and Mathematics.

Action 3: Aspen Meadow's implementation of Multi-Tiered System of Support for social-emotional and behavioral needs demonstrates considerable effectiveness in advancing Goal 1. The comprehensive support structure, led by the Guidance Learning Specialist and including a school counselor, psychologist interns, and All4Youth therapists, has produced measurable improvements in school climate and student well-being. Parent and student survey data provide compelling evidence of effectiveness. Parent surveys showed significant positive trends: 6.5% increase in sense of student belonging, 4% increase in student participation in decision-making, 7.1% increase in cultural respect, and most notably, a 10.8% decrease in parents perceiving bullying as a problem. Student surveys reflected similar improvements, with increases in perceptions of fair treatment (+4.22%), feeling safe (+5.8%), connection to adults (+1.35%), and involvement in decisions (+7.67%).

Behavioral data confirms these positive trends, with a documented 22% decrease in behavior referrals between quarters 1 and 2. This reduction coincided with "Operation Behavior," a focused initiative reviewing and analyzing behavioral data and implementing weekly recognition for positive behaviors.

Implementation of the Leader in Me program has established consistent social-emotional learning practices across the school, with parents reporting appreciation for the common language and practices between school and home. The weekly Climate & Culture Team meetings have ensured consistent implementation of PBIS initiatives, including the Owl Perch store and recognition assemblies.

Some challenges persist, including difficulty engaging families who refuse mental health support, and the significant time required to address behaviors that impact the learning environment. Additionally, small declines were noted in students feeling the school is friendly (-2.4%) and interest in classes (-1.7%).

Overall, this action has effectively advanced Goal 1 by reducing behavioral incidents, improving school climate measures, and establishing systematic supports for social-emotional development across the school community.

Action 4: Aspen Meadow's implementation of support services for Students with Disabilities (SWD) has shown clear effectiveness in advancing Goal 1, particularly in behavior management and school climate improvements. The most compelling indicator of effectiveness is the 22% decrease in student behavior referrals from Quarter 1 to Quarter 2. This reduction resulted from the systematic implementation of "Operation Behavior," a targeted initiative that included weekly newsletters highlighting positive behaviors, recognition of students demonstrating PBIS pillars, and incentives for classes with no behavioral issues.

The comprehensive intervention team approach—combining administrators, counselors, psychologists, and education specialists—has created an effective support system for SWD students. The implementation of a standardized Discipline Matrix with consistent staff training has provided much-needed structural support for behavior management across the school.

The Crossroads detention program, utilizing restorative practices such as reflection sheets and role-playing, has effectively transformed disciplinary responses into learning opportunities. Additionally, the development of individualized Behavior Plans and Safety Plans with regular teacher communication ensures consistent implementation of targeted supports. Implementation challenges included building capacity among newer teachers (with less than five years' experience) in addressing disruptive behaviors, de-escalation techniques, and parent communication during incidents. However, these challenges appear to be addressed through ongoing professional development and administrative support.

The school's assessment that "this action is effective and is helping students learn skills that they need to make safer and positive choices" is supported by the quantitative improvement in behavior metrics. Furthermore, staff development of "tools and strategies to support the varied needs" represented in the student body indicates growing institutional capacity to sustain these improvements.

Overall, this action demonstrates effective implementation with measurable positive outcomes for Students with Disabilities, making substantial progress toward the school's goal of addressing diverse student needs.

Action 5: Aspen Meadow's EL program implementation demonstrates moderate effectiveness in advancing Goal 1. The school successfully established a comprehensive support structure including a dedicated ELD teacher for grades 2-6, classroom teacher support for TK-1, and bilingual instructional aides (67% of aide staff).

The primary measure of effectiveness shows EL students growing 8% in math and 10% in reading on I-Ready diagnostics from fall to winter. This concrete growth indicates the intervention strategies are yielding positive outcomes despite implementation challenges.

A significant implementation challenge occurred when the EL teacher departed after the first quarter, requiring classroom teachers to temporarily cover designated ELD instruction until a replacement was hired. This interruption potentially impacted program consistency but was effectively managed through the school's adaptable approach.

The use of targeted data analysis, tiered intervention based on assessment results, and evidence-based instructional strategies (think-pair-share, sentence frames, visual anchors) provides a strong foundation for continued improvement. The school's investment in specialized support, including contracted Russian language interpretation services, demonstrates commitment to meeting individual EL student needs. Overall, this action shows promising results with measurable student growth, suggesting effective progress toward the goal of addressing diverse learning needs to improve student mastery.

Action 6: Aspen Meadow's implementation of a broad course of study demonstrates positive effectiveness in supporting Goal 1. The school successfully established comprehensive arts education with a full-time music teacher for TK-4 classroom instruction and 5-6 after-school band/choir programs, culminating in a Winter Program performance for families. The art program expanded to include ceramic classes utilizing the school kiln, while introducing students to multicultural artistic traditions through various media.

Evidence of effectiveness includes high student engagement, with parents reporting that "students do not want to leave the after-school program because they enjoy it so much." The school indicates this action helps develop "children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps."

The primary implementation challenge involves scheduling conflicts between after-school arts programs and academic tutoring sessions, requiring some families to prioritize between enrichment activities and academic support. Overall, this action effectively supports student development beyond core academics while reinforcing essential skills that contribute to improved academic mastery, aligning well with the broader goal of addressing diverse student needs.

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.

The 2025-26 LCAP maintains the current goal's structure while making one specific metric change: the CA Science Test (CAST) reporting will shift from "percentage of students who met or exceeded standards" to "Distance from Standard" measurement to align with the CA School Dashboard reporting format. This adjustment ensures consistency between LCAP metrics and annual Dashboard data. Other actions will expand to align with the California Community Schools Framework and CCSPP Implementation Grant priorities, while maintaining Aspen Meadow's practice of developing annual LCAPs with yearly assessment of target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	**ASSESSMENTS OF LEARNING**	To establish baselines, identify learning gaps, monitor student progress, develop annual growth targets, and inform instruction through a comprehensive assessment system that supports the Multi-Tiered System of Support (MTSS) process. **Core Diagnostic Assessments:** • iReady Reading & Mathematics (Grades K-6): Administered three times annually (fall, winter, spring) to measure growth and identify specific skill needs (Title I funded: $18,000) • ESGI (Educational Software for Guiding Instruction) Assessments: Utilized for Transitional Kindergarten and Kindergarten students to measure early literacy and numeracy skills (Title I funded: $300) • Leap Mathematics: Ongoing formative and summative assessments aligned with curriculum to monitor mathematical concept mastery **Grade-Specific Assessments:** • Gradient Learning Assessments (Grade 6): Specialized assessments aligned with the Summit/Gradient curriculum to measure sixth-grade content mastery and skill development **State-Mandated Assessments:** • California Assessment of Student Performance and Progress (CAASPP) • English Language Proficiency Assessments for California (ELPAC) • California Science Test (CAST) • Physical Fitness Test (PFT) **Implementation and Data Utilization** The assessment system utilizes State Board of Education (SBE) approved tools, including Curriculum Associates' iReady Assessments as a verified data source. This comprehensive platform connects diagnostic data with personalized instruction, providing teachers with actionable information through user-friendly dashboards and reports. Assessment data directly informs: • Creation of tiered intervention groups based on specific skill needs	$18,300	N

		• Development of individual learning paths through tailored instruction • Differentiation strategies for classroom implementation • Progress monitoring toward annual growth targets • Identification of students requiring additional support or acceleration The assessment system reduces instructional complexity, saves educator time, and makes differentiated instruction achievable for each student. Results are regularly analyzed by instructional teams to adjust teaching strategies, curriculum implementation, and intervention approaches to maximize student achievement.		
2	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	As a result of the decline in both the ELA and Math Academic Indicators on the 2024 CA School Dashboard, AMPS conducted a comprehensive needs assessment, including analysis of multiple data sources and root cause analysis, identified significant learning gaps schoolwide with pronounced achievement gaps among student groups. The educational impacts of the pandemic were historically significant and disproportionately affected communities with high proportions of low-income and minority students. Test scores declined markedly in communities where COVID death rates were higher, where adults reported increased depression and anxiety, and where daily family routines faced significant disruptions. **Mathematics Intervention Approach** - **Foundational Skills Development:** The school has implemented Reflex and Frax intervention programs to address fundamental skill gaps in mathematics. Reflex serves as an interactive online solution focused on building math facts fluency, while Frax targets specialized development of fraction concepts and operations. Through partnership with the Eurgubian Center, dedicated math tutors provide focused instruction on number sense development. These tutors are strategically deployed during both the instructional day and after-	$1,347,112	Y

school periods to support struggling learners with consistent, targeted intervention.

Reading/ELA Intervention Approach

- **Foundational Skills Focus:** Teachers receive targeted professional development in phonics and phonemic awareness, with emphasis on explicitly teaching the foundational skills linking sounds of spoken English to written letters. The AIMS reading intervention program is tailored to address specific reading gaps identified through iReady diagnostic assessment results. Intervention sessions occur four times weekly during the instructional day, organized in eight-week cycles with regular progress assessment and instructional adjustments based on student performance data.

<u>Tiered Intervention Implementation</u>

- **Tier 1 (Core Instruction):** All students receive high-quality, standards-aligned instruction with differentiated classroom approaches based on ongoing formative assessment.
- **Tier 1.5 (Classroom Intervention):** Classroom teachers implement targeted interventions using iReady Teacher Toolbox (Title I funded: $6,035) resources to support struggling learners in reading and mathematics, while providing extension activities for high-performing students above grade level. Instructional aides and Teaching Fellows (Title I Funded: $68,665; LCFF S&C: $50,053) deliver high dosage tutoring and small group instruction under teacher supervision. These aides receive professional development in evidence-based pedagogical strategies and behavior management techniques led by the PBIS team to ensure consistent implementation of behavior expectations.
- **Tier 2 (Targeted Intervention):** A part-time Reading Intervention Teacher provides dedicated support for students in grades 2-6 reading two or more years below grade level, with English Learners performing two or more grade levels below receiving priority access to these services. This specialist also provides systematic coaching for teachers and instructional aides on evidence-based reading strategies

		for struggling readers. Regular progress monitoring using iReady diagnostic assessments ensures interventions remain responsive to student needs. **Extended Learning Opportunities:** Students have access to after-school, intersession, and summer programming through the Expanded Learning Opportunities Program (ELOP). Teachers strategically communicate with families of struggling learners to encourage participation in targeted academic support designed to accelerate learning and close achievement gaps. **MTSS Support Systems** The MTSS framework includes regular data analysis cycles to identify students with learning gaps using both local and state-mandated assessments in ELA/Reading and mathematics. Eight-week intervention cycles include comprehensive assessment of student progress and identification of next steps. Staff receive ongoing professional development in intervention strategies and progress monitoring techniques. Enhanced communication with families regarding student progress and available support options ensures a collaborative approach to addressing academic needs. Through this comprehensive approach to academic intervention, AMPS aims to address the specific needs of English Learners and all students requiring additional support to accelerate learning and improve academic outcomes.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Aspen Meadow Public School's Multi-Tiered System of Support (MTSS) framework provides comprehensive social-emotional, behavioral, and mental health services to address student needs, re-engage students with school, and reduce behavioral challenges. A thorough needs assessment and root cause analysis identified several critical areas requiring intervention: suspension rates have increased for all students, and the following student groups - English Learner, Socioeconomically Disadvantaged, and Hispanic, resulting in a red performance level on the 2024 CA School Dashboard. AMPS students experienced significant trauma during the pandemic requiring expanded mental health support. Educational partners—including teachers, parents, and the Community	$428,745	Y

School Advisory Committee—emphasized the need for enhanced support in both academic achievement and social-emotional learning.

Tiered Support Framework

- **Universal Support (Tier 1):** Aspen Meadow will fully implement Covey's Leader in Me program in combination with Positive Behavioral Interventions and Supports (PBIS). Leader in Me develops leadership and life skills in students and staff while creating a high-trust culture that supports academic achievement. The PBIS framework, led by the Assistant Site Director and a teacher representative, will establish consistent behavioral expectations through comprehensive staff training, parent workshops, and student instruction. This approach includes daily community circles, wellness checks, and a schoolwide incentive system featuring "Owl Bucks" to acknowledge positive behavior.
- **Targeted Support (Tier 2):** The school's SEL Counselor will provide individual and small group counseling for students requiring additional social-emotional support. This position also coordinates the schoolwide implementation of Leader in Me, delivering training for staff and students while conducting parent workshops to ensure consistent implementation across school and home environments. Through partnership with All4Youth, students have access to a full-time associate Therapist and part-time behavior interventionist for more intensive intervention needs.
- **Intensive Support (Tier 3):** A full-time school psychologist provides behavioral and mental health support for students with significant challenges. This position delivers staff coaching on de-escalation techniques and evidence-based strategies to increase student engagement. The psychologist works with teachers to develop, implement, and monitor individualized student behavior plans, ensuring consistent application of intervention strategies and goals across all educational settings.

Support for Vulnerable Populations

The Family Resource Counselor (FRC) serves Homeless and Foster Youth through targeted outreach including home visits and regular family

		meetings. This position addresses barriers to attendance and learning by providing essential resources such as transportation assistance (bus passes and gas cards), food, clothing, and school supplies. For the 2025-26 school year, this program will expand to serve a greater number of foster and homeless students, recognizing the heightened needs of these vulnerable populations. **Professional Development and Implementation** All staff will receive comprehensive training in both Leader in Me and PBIS frameworks, with ongoing coaching to ensure fidelity of implementation. Professional development will emphasize restorative practices, de-escalation techniques, and trauma-informed approaches. The PBIS team will receive extensive and continuous training to build capacity for schoolwide implementation, allowing them to effectively train other staff members and provide parent education. This cohesive approach aims to improve school climate, culture, and student engagement while reducing suspension rates across all student groups. Through this integrated approach to social-emotional and behavioral support, Aspen Meadow will address the needs of all students while providing additional targeted services for those requiring more intensive intervention.		
4	**SERVICES TO SUPPORT SWD**	The Students with Disabilities (SWD) student group has demonstrated measurable improvement on key indicators. After receiving a RED performance level on the 2023 Dashboard for the suspension rate indicator, this student group improved to a Yellow performance level on the 2024 Dashboard. Similarly, Chronic Absenteeism data shows improvement from Orange to Yellow performance levels, indicating positive momentum in addressing behavioral and attendance challenges. **Needs Assessment and Implementation Strategy** A comprehensive root cause analysis identified several key needs that were implemented during the 2024-25 school year: **Behavior Management Framework:** A discipline matrix incorporating restorative practices guides administrator decision-making in student discipline incidents. This systematic approach benefits all students by teaching strategies to make better behavior choices and restore relationships following incidents. The matrix provides consistency while	$323,972	N

		emphasizing positive behavioral growth rather than purely punitive responses. **Multi-Tiered Behavioral Support System:** A formalized and systematic multi-tiered behavioral support system, developed collaboratively by the administrative team, school counselor, and school psychologist, provides customized interventions responsive to individual student needs. This framework ensures students with disabilities receive appropriate behavioral supports aligned with their specific challenges and learning profiles. **Professional Development:** All teachers and relevant staff receive ongoing professional development in classroom culture building and de-escalation strategies to effectively respond to behavioral escalations. Special education staff offer Functional Behavioral Assessments and develop Behavior Intervention Plans that support teachers in addressing specific student behaviors through positive interventions and strategies. **Enhanced Supports for 2025-26** **Staffing Enhancement:** A full-time school psychologist will increase direct support for Students with Disabilities, providing additional capacity for assessment, intervention development, and staff training to meet specialized behavioral and social-emotional needs. **Specialized Spaces:** The school will create a dedicated "Thinkery" space where students can access emotional regulation support outside the classroom when needed. Additionally, classroom-based calm-down spaces will be developed to support in-class emotional regulation, allowing students to remain in the learning environment while addressing momentary self-regulation challenges. **Expanded Professional Development:** Scheduled training throughout the year will focus on critical areas including: • Trauma-Informed Classroom practices to address underlying causes of behavioral challenges • Effective implementation of Accommodations and Modifications to support academic access		

		• Verbal De-Escalation Cycle techniques to prevent behavioral escalations • Behavior chart implementation and customization to meet individual student needs This comprehensive approach addresses both the academic and social-emotional needs of Students with Disabilities, building upon demonstrated improvements while implementing additional targeted supports to ensure continued progress in the 2025-26 school year.		
5	**STRENGTHENING EL PROGRAM & SERVICES**	The English Learner (EL) student group received a red performance level for the ELA Academic Indicator on the 2023 CA School Dashboard, with performance further declining to RED levels for ELA, Mathematics, and English Learner Progress Indicator (ELPI) on the 2024 Dashboard. This comprehensive analysis of EL academic performance necessitates targeted interventions and systematic program enhancements to address language acquisition needs and accelerate academic achievement. **Instructional Approach and Service Delivery** • **Dedicated Language Development Support:** Aspen Meadow will hire a part-time Reading Interventionist who will prioritize EL students during designated English Language Development (dELD) instruction in grades 4-6, with specific focus on students scoring at ELPAC Levels 1 and 2 on the Spring 2025 Summative assessment. This targeted approach ensures that students with the most significant language development needs receive specialized instruction from a trained professional. • **Integrated Classroom Implementation:** All general education teachers will receive comprehensive training and assume responsibility for implementing ELD standards-based lessons that incorporate both integrated and designated instruction for EL students in their classrooms. This dual approach ensures language development occurs both within content instruction and during dedicated language development time. • **Instructional Monitoring and Support:** Teachers will participate in monthly consultations with school administrators to review	$64,296	Y

instructional and classroom management practices that impact student engagement, with particular attention to EL student participation and learning. These meetings may increase to weekly or bi-monthly frequency for teachers requiring additional support in EL instructional strategies. This monitoring system ensures consistent, high-quality implementation of EL instructional approaches.

- **Extended Learning Prioritization:** English Learners will receive priority enrollment in academic tutoring offered through the Expanded Learning Opportunities Program (ELOP), including afterschool programs, intersession support, and summer programming. This extended learning time provides additional opportunities for language development and academic content mastery.
- **Small Group Language Support:** Bilingual Instructional Aides will provide targeted small group instruction to support specific language acquisition needs of EL students, offering primary language support when appropriate while building English proficiency. These smaller instructional settings allow for increased language practice and immediate feedback.

Family Engagement Strategy

- **Communication and Partnership:** Teachers will send weekly newsletters and personal positive messages to families highlighting student growth and achievement. Once per semester, teachers will host classroom-based student-parent activities designed to strengthen school-home partnerships and engage families in supporting language development. These structured opportunities for family involvement create consistent communication channels and practical ways for families to support language development.

Professional Development Framework

Aspen Meadow will provide comprehensive professional development for all teachers focusing on:

		• **Culturally Responsive Practices:** Training in culturally and linguistically responsive practice domains including instructional approaches, language development strategies, and cultural knowledge integration. This foundation ensures teachers understand the cultural and linguistic factors that influence EL learning. • **Evidence-Based Instructional Strategies:** Implementation of research-supported techniques including use of manipulatives, think-pair-share routines, sentence frames, visual anchor charts, and metacognitive strategies specifically designed to facilitate student language acquisition. These concrete instructional techniques provide teachers with practical approaches for language development. • **Assessment-Instruction Alignment:** Deepening understanding of the ELPAC assessment framework and its direct connection to effective EL instruction, ensuring classroom practices prepare students for demonstration of language proficiency. This knowledge allows teachers to design instruction that systematically builds assessed language skills. • **Curriculum Implementation:** Training on the effective use of Amplify Language Studio ELD Curriculum (TK-5) and Cengage materials (6th grade), with emphasis on aligning all academic lessons with ELD standards. This curriculum focus ensures consistent, standards-aligned language development across all grade levels. • **Family Communication:** Establishing effective communication practices specifically designed for families of English Learners, including language-accessible approaches and culturally responsive engagement strategies. These skills enable teachers to partner effectively with diverse families to support student language development. • Through this comprehensive approach to strengthening EL programs and services, Aspen Meadow aims to address the identified needs of English Learners and improve outcomes on all academic indicators.		

6	**BROAD COURSE OF STUDY**	Aspen Meadow Public School provides all students with a comprehensive educational experience that extends beyond core academic subjects (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). This broad course of study includes sequential arts education delivered through the following structure: - **Visual Arts Program:** All students in grades TK-6 participate in standards-aligned visual arts instruction that develops creativity, cultural understanding, and cross-curricular connections. The program culminates in advanced ceramic work utilizing the school's kiln facility for upper-grade students. - **Music Education Sequence:** Students in grades TK-4 receive foundational music instruction focusing on vocal development, rhythm, musical literacy, and cultural appreciation. Students in grades 5-6 advance to specialized Band and Choir programs that build on these foundational skills through instrumental and choral performance opportunities. **Educational Benefits and Rationale** Research consistently demonstrates that arts education provides significant benefits that extend across all subject areas. Music education specifically enhances students' ability to think critically about societal structures and interdisciplinary connections. Arts instruction strengthens neural pathways that support memory formation and content retention across subject areas. These programs directly support core academic skills development by improving students' communication abilities, attention span, and memory functions—all critical factors in closing achievement and learning gaps. For English Learners in particular, musical instruction offers an alternative pathway for language acquisition through song, engaging different cognitive processes in language development. **Implementation Approach** The credentialed music teacher continues to develop the choral and band programs with specific attention to incorporating multicultural musical traditions that expose students to diverse global cultures. Through this approach, English Learners benefit from additional language acquisition opportunities embedded within musical instruction.	$168,633	N

		The art teacher delivers a comprehensive visual arts curriculum during the regular school day and extends learning through specialized ceramic classes utilizing the school kiln during after-school programming. This extended opportunity allows students to engage in more complex, multi-session art projects that develop persistence and creative problem-solving. Both programs intentionally incorporate multicultural and diverse arts forms, helping students develop understanding and appreciation of various cultural traditions while building their own creative expression skills. This culturally responsive approach supports identity development, global awareness, and cross-cultural understanding for all students.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Goal #2 was developed to address challenges with post-pandemic teacher turnover and the need to build instructional capacity across the school. Data analysis revealed teachers require additional support to effectively implement tiered interventions, differentiated instruction, and evidence-based strategies that address the diverse learning needs of students, particularly English Learners and Students with Disabilities.

Aspen Meadow has identified specific professional development needs, including strengthening ELD instruction to improve reclassification rates and ELPI performance, implementing Universal Design for Learning to support inclusive practices, and ensuring fidelity to newly adopted programs such as Leader in Me and Gradient Learning for sixth grade. By investing in comprehensive, evidence-based professional learning, the school aims to improve teacher retention while simultaneously enhancing instructional quality to accelerate student achievement across all demographic groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 71.9%	2022-23: 66.7%		2023-24:95%	-5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	No difference
15	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 3 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 2 PE: 4 VAPA: 4 World Language: N/A	2024-25 ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 2 PE: 5 VAPA: 5 World Language: NA		2025-26: ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 3 PE: 5 VAPA: 5 World Language: NA	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: 0 PE: +1 VAPA: +1 World Language: NA

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.

Action 1: This action was fully implemented. Aspen Meadow maintains high academic standards through its qualified staff and comprehensive curriculum. The school is led by a Site Director (principal) and fully credentialed teachers who serve students from Transitional Kindergarten through sixth grade. The academic program delivers a broad course of study encompassing core subjects: English Language Arts, Mathematics, Science, Social Studies, and Physical Education.

Professional development is prioritized to ensure teaching excellence, with educators participating in extensive training throughout the academic year. This includes nine days of comprehensive Summer Professional Learning and two additional development days following winter break. The school's commitment to continuous improvement continues with an upcoming professional development day scheduled for March, bringing the total to eleven days of focused teacher training for the academic year.

Action 2: This action was partially implemented. Aspen Meadow Public School implements a comprehensive professional development program for all educators, including both general and special education teachers. The program encompasses nine days of Summer Professional Learning, two non-instructional days, weekly professional development sessions, and an upcoming session in March 2025, totaling twelve professional development days.

The school's instructional support system features targeted coaching in ELA and Math for all teachers. Sixth-grade teachers receive specialized coaching from the principal and assistant site director, particularly focusing on the new Gradient Learning curriculum. A designated Gradient Ambassador serves as the platform expert, supporting implementation among sixth-grade colleagues. For grades K-5, Education Partners provide ongoing ELA instructional coaching through observation and feedback cycles. To facilitate peer observations and coaching sessions while maintaining instructional continuity, the school employs substitute teachers.

Professional development priorities, determined through analysis of student and educator needs and educational partner feedback, cover essential areas such as PBIS, MTSS implementation, Leader In Me SEL, iReady data analysis, intervention strategies, and curriculum-specific training in Core Knowledge, CKLA, and Leap Math. Additional focus areas include ELD strategies, Universal Design for Learning for Students with Disabilities, and inclusion model practices.

The Administrative & Leadership Team pursues additional professional growth through workshops, webinars, trainings, and conferences, emphasizing strategic planning and core competencies. Teachers receive specialized training in the Science of Reading, curriculum implementation, intervention practices, dyslexia, and trauma-informed approaches.

Aspen Meadow supports teacher development and retention by funding teacher induction expenses and participating in the Marshall Residency Program, currently hosting four teacher residents. This investment in professional growth has yielded tangible improvements in instructional effectiveness, as evidenced through classroom observations and increased student engagement. The peer observation system facilitates collaborative learning among colleagues, while coaching feedback provides actionable steps for continuous improvement in teaching practices.

Action 3: This action was fully implemented. Aspen Meadow ensures that all students have access to standards-aligned curriculum and instructional materials across core subject areas. Looking ahead to the 2025-26 academic year, the school is in the process of evaluating social studies and science curriculum options for grades TK through 5th grade. This curriculum review demonstrates the school's commitment to maintaining current, effective instructional materials that support student learning.

Action 4: This action was fully implemented. Aspen Meadow ensures comprehensive digital access for all students through a one-to-one Chromebook program in grades kindergarten through sixth. Each classroom is equipped with a dedicated computer cart for secure Chromebook

storage and charging. To maintain reliable technology access, the school's IT Team manages a help ticket system, promptly addressing repairs or replacements for malfunctioning devices.

Understanding that learning extends beyond the classroom, the school maintains additional Chromebooks that administrators can assign to students who need devices for home practice. Student online safety remains a priority through the implementation of Aristotle safety software, which allows staff to monitor and ensure appropriate internet use during school hours.

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.

Goal 2: Material Differences Between Budgeted and Estimated Actual Expenditures

Action 2 - Professional Development and Teacher Residency Program Estimated actual expenditures exceeded budgeted amounts due to higher-than-anticipated costs for professional development activities and the teacher residency program. The increased expenditures reflect additional training sessions and expanded program participation beyond original projections, demonstrating greater staff engagement and program demand than initially expected.

Action 3 - Curricular Materials from Gradient Estimated actual expenditures were lower than budgeted amounts for curricular materials from Gradient. The cost savings resulted from successfully negotiated discounts and more efficient procurement processes than initially planned, allowing the district to acquire necessary materials while reducing overall costs.

Action 4 - Technology Costs Estimated actual expenditures were lower than budgeted amounts for technology due to a decline in student enrollment. The reduced student population decreased the need for technology resources, equipment, and related services, resulting in cost savings for the district.

Summary: Goal 2 expenditures showed mixed results with one action (Action 2) requiring additional investment to meet expanded professional development needs, while two actions (Actions 3 and 4) generated cost savings through strategic procurement and enrollment-driven reductions in technology requirements.

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

Action 1: Aspen Meadow's implementation of administrative and teaching staff support demonstrates basic effectiveness in advancing Goal 2. The school successfully employed a principal and fully credentialed teachers serving students in grades TK-6 across all core subjects: English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Professional development implementation exceeded planned expectations, with eleven total training days completed or scheduled for the academic year, including nine days of comprehensive Summer Professional Learning, two additional development days following winter break, and an upcoming session in March.

Two implementation challenges were identified: differentiating professional development for teachers with varying experience levels and balancing the need for extensive training against limited available days, requiring creative solutions such as substitute coverage for external professional development opportunities.

Action 2: Aspen Meadow's professional development program demonstrates partial effectiveness in advancing Goal 2. The school implemented a robust training schedule with 12 total professional development days, including summer preparation, non-instructional days, and weekly sessions.

The program includes differentiated instructional coaching with specific support systems: ELA/Math coaching for all teachers, specialized Gradient Learning training for 6th grade teachers, and Education Partners providing observation/feedback cycles for K-5 educators. A Gradient Ambassador serves as a platform expert, supporting implementation among colleagues. The school strategically employs substitute teachers to facilitate peer observations while maintaining instructional continuity.

Professional development priorities align with identified needs, including PBIS implementation, Leader In Me, data analysis, intervention strategies, and curriculum-specific training. Leadership team members receive additional development through various formats focusing on strategic planning and core competencies.

Long-term teacher development investments, including induction funding and hosting four Marshall Teacher Residents, show promising results for staff retention. All four residents have expressed interest in continuing at Aspen Meadow for 2025-26, indicating effective professional culture development. The peer observation system has facilitated collaborative learning, while coaching feedback provides actionable improvement steps, yielding "tangible improvements in instructional effectiveness" and "increased student engagement" as observed in classrooms. The primary limitation appears to be balancing time constraints between professional development activities and independent teacher planning, suggesting a need for scheduling refinement to maximize effectiveness.

Action 3: This action has been somewhat effective in supporting Goal #2. Looking forward, the school is strategically evaluating social studies and science curriculum options for grades TK through 5th grade for the upcoming academic year, demonstrating commitment to curriculum improvement. This proactive approach suggests ongoing efforts to strengthen instructional materials alignment with standards and student needs.

Two challenges were identified: the time-intensive process of forming teacher committees to review curriculum options and effectively communicating curriculum information to families to support home learning. These challenges suggest areas for improvement in implementation processes rather than fundamental issues with the action itself.

Action 4: Aspen Meadow's implementation of technology access demonstrates effective progress toward Goal 2. The school successfully established a comprehensive one-to-one Chromebook program for all students in grades K-6, with dedicated computer carts in each classroom for secure storage and charging. The IT Team implemented an efficient help ticket system to address technology issues promptly, ensuring continuous device availability. The school maintains additional Chromebooks that administrators can assign to students needing devices for home practice, extending learning beyond school hours. Student safety remains protected through Aristotle monitoring software.

Student engagement with technology appears strong, with the report noting "most students enjoy working on Chromebooks." The action supports academic skill development as students gain technological proficiency applicable to "state testing, projects, and essays."

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.

The 2025-26 LCAP maintains the current goals and metrics structure while expanding specific actions to align with the California Community Schools Framework and CCSPP Implementation Grant priorities. As Aspen Meadow develops annual LCAPs rather than multi-year plans, target outcomes will continue to be assessed and established yearly based on current performance data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Aspen Meadow Public School will employ a principal and appropriately credentialed teachers for grades TK-6, providing instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education. All educators will participate in a structured professional development program including six summer preparation days, two non-instructional days during the school year, and weekly professional development/PLCs embedded in the regular schedule.	$1,623,160	Y
2	**PROFESSIONAL LEARNING**	Aspen Meadow Public School will provide all educators (General Education & Special Education) with evidence-based professional development including six days of Summer Professional Learning, two non-instructional days, and weekly development sessions throughout the school year. **Instructional Support** Teachers will receive differentiated support from grade-level lead teachers, administrators, and the math instructional coach. Sixth-grade teachers will receive specialized coaching on implementing the new Gradient Learning curriculum. Substitute teachers will be employed to enable peer observations and instructional coaching while maintaining instructional continuity. **Focus Areas** Based on analysis of student and educator needs, professional learning will address:	$168,972	Y

		• **School Climate & Student Support:** PBIS implementation, Leader In Me, trauma-informed practices, restorative practices, de-escalation techniques, self-regulation strategies, and the APS Discipline Matrix Process • **Instructional Frameworks:** MTSS referral processes, data analysis using iReady, Tier 1 and 2 intervention implementation, and Universal Design for Learning. iReady professional Development (Title I Funded: $2,300) • **Curriculum Implementation:** Core Knowledge/CKLA, Leap Math, Amplify Science, and Gradient Learning for 6th grade • **Specialized Populations:** Designated/Integrated ELD strategies for English Learners, accommodations and modifications for Students with Disabilities, and inclusion model implementation **Leadership Development** The Administrative & Leadership Team will participate in additional professional learning through workshops, conferences, and leadership coaching focused on strategic planning and core competencies. **Teacher Certification** To support teacher effectiveness and retention, AMPS will fund teacher induction expenses for credential clearance. (Title II Funded: $11,000)		
3	**CORE CURRICULAR PROGRAM NEEDS**	Aspen Meadow Public School will ensure all students have access to standards-aligned curriculum and instructional materials across all content areas. The school will conduct annual curriculum reviews to identify gaps, replacement needs, and supplemental resource requirements. Materials will be purchased based on enrollment projections, curriculum adoption cycles, and identified instructional needs to support effective implementation of California content standards.	$76,000	N
4	**CLOSING THE DIGITAL DIVIDE**	Aspen Meadow Public School will maintain a comprehensive technology program ensuring all students have equitable digital access. Each student will receive a dedicated device for accessing instructional and curricular	$114,456	N

		materials. The IT Team will provide technical support, maintain campus-wide internet connectivity, ensure device accessibility for both staff and students, and support virtual collaboration through Microsoft Teams. This infrastructure ensures all students can fully participate in digital learning experiences regardless of socioeconomic background.		

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.

Goal #3 was developed recognizing that family engagement is critical to student success. The school identified a need to strengthen home-school connections to improve student outcomes, particularly attendance and academic achievement. Post-pandemic data revealed many students experienced disruptions in learning, socialization, and self-regulation requiring coordinated school-family responses.

Dashboard indicators and feedback from our educational partners highlighted the need to improve school climate through restorative practices and consistent implementation of attendance and behavior policies. As a Community School, Aspen Meadow recognized that comprehensive family engagement—including decision-making opportunities, regular communication, and participation in school activities—creates a supportive environment where students thrive academically and socially. This goal aligns with research showing that when families feel welcomed and valued as partners, student outcomes improve across multiple measures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 3 10.4 11.3 12.3	2024-25: 9. 4 10. 4 11. 5 12.5		2025-26: 9. 4 10.5 11.5 12.5	9. +1 10. 0 11.+2 12.+2
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 4 2. 3 3. 3 4. 4	2024-25: 1. 4 2. 4 3. 4 4. 5		2025-26: 1. 4 2. 4 3. 5 4. 5	1. 0 2. 0 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 77% Sense of Safety 79% School connectedness	2024-25: 68% Sense of Safety 80% School Connectedness		2025-26: 70% Sense of Safety 80% School Connectedness	-9% Sense of Safety -1% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 78% Sense of Safety 90% School connectedness	2024-25: 98% Sense of Safety 93% School Connectedness		2025-26: >90% Sense of Safety >90% School Connectedness	+20% Sense of Safety +3% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 95% Sense of Safety 73% School connectedness	2024-25: 100% Sense of Safety 93% School Connectedness		2025-26: >90% Sense of Safety >90% School Connectedness	+5% Sense of Safety +20% 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.

Action 1: This action was fully implemented. Aspen Meadow enriches student learning through diverse field trip opportunities, funded in part by the annual Jog-a-Thon. Students experience educational visits to destinations such as Monterey Bay Aquarium, Sugar Pine, and the Fresno Chaffee Zoo, while sixth graders participate in a three-day residential program at Wonder Valley Camp. The school also brings educational experiences directly to campus through guest speakers and presentations.

Health services are provided by a shared full-time nurse and a part-time health aide who works 29 hours weekly. The nursing team coordinates essential health screenings, including vision and hearing tests, and facilitates visits from See2Succeed and Big Smiles dental services.

Campus safety remains a priority, with School Resource Officers (SROs) reviewing the School Safety Plan with staff during fall professional development. Regular emergency preparedness includes fire, lockdown, and earthquake drills. An online visitor security program ensures proper check-in procedures for all campus visitors.

The school fosters student engagement and positive culture through multiple recognition programs and community-building activities. Students receive recognition through growth assemblies, weekly celebrations for attendance and behavior, and quarterly Family Circle Assemblies highlighting the PBIS pillars: Be Safe, Be Responsible, Be Ready to Learn, and Be Respectful. Monday Morning Announcements by the principal recognize students who demonstrate these PBIS values.

Community engagement extends to multicultural events, family fun nights, and school dances. A student leadership group takes an active role in designing and facilitating school assemblies and initiatives. The school community actively promotes a safe environment through events such as Anti-bullying Week, while regularly gathering feedback through student, staff, and parent surveys to ensure continuous improvement of the school environment.

Action 2: This action was fully implemented. Aspen Meadow facilitates active parent participation through several structured advisory groups, including ELAC/DELAC and Parent Advisory Council (PAC), which represent Unduplicated Pupils and Students with Disabilities. Meeting schedules are communicated to families via ParentSquare, with agendas and minutes posted on the school website for transparency.

The ELAC/DELAC committee has held four meetings this year, implementing responsive changes based on parent feedback, such as shifting meeting times from morning to late afternoon to increase participation. The committee is developing new outreach strategies, including personal invitations during after-school pickup and implementing reminder signage. During these meetings, the principal shares critical information such as ELPAC scores and testing preparation strategies for families.

The Parent Advisory Committee meets three times annually to review LCAP goals and survey results. At the initial meeting, parents provided valuable feedback about expanding student surveys to include TK through 3rd grade, complementing the existing Kelvin survey for grades 4-6. Additionally, El Dorado Charter SELPA Community Advisory maintains regular meetings throughout the school year.

The school's commitment to community engagement extends through the Community Engagement Initiative (CEI) team, which brings together representatives from all three Aspen schools. This collaborative group meets monthly to enhance community involvement through various projects, including the development of the Aspen Community Garden. The Garden Leadership Team, composed of staff and family volunteers, oversees the school-owned community garden property. This dedicated group meets bi-monthly to manage garden operations, plan events, coordinate fundraising efforts, and establish policies. Their work strengthens the connection between the school and its community while providing hands-on learning opportunities.

Action 3: This action was fully implemented. Aspen Meadow implements a comprehensive approach to engage parents in their children's education through multiple communication channels and participation opportunities. The school ensures inclusive communication by providing

all correspondence in both English and families' home languages, while utilizing ParentSquare as the primary platform to announce and coordinate parent meetings and events.

Parent education remains a priority, with structured six-week parent workshop cycles throughout the year. The most recent cohort celebrated their graduation in early January 2025, with a new session scheduled to begin in February 2025. The school's Community School Coordinator plays a vital role in facilitating these parent meetings, workshops, and maintaining connections with community-based organizations to provide additional family resources.

Regular communication flows through multiple channels: teachers send weekly newsletters keeping families informed about classroom activities and learning priorities, while quarterly Snack Chat sessions with the principal cover essential topics including Leader in Me Habits, I-Ready Diagnostic results, attendance, school safety, intervention strategies, and SBAC testing. Parents of English Learners participate in quarterly ELAC/DELAC meetings focusing on ELD instruction, reclassification processes, and student progress, while PAC meetings held three times yearly address specific LCAP priorities.

The school actively encourages direct parent involvement through various volunteer opportunities in classrooms, on the playground, and during field trips. Before beginning their volunteer service, parents participate in training sessions covering expectations and best practices. Parents are also invited to celebrate student achievements at semester Growth Awards Assemblies, fostering a supportive school community that recognizes academic and personal development.

Action 4: This action was fully implemented. Aspen Meadow maintains its campus through a comprehensive facilities team consisting of two full-time janitors, two full-time maintenance staff members, and an additional night cleaning crew. This staffing structure ensures continuous upkeep of the school environment for safety and cleanliness.

The school implements an efficient help ticket system to address facility needs promptly. When maintenance issues arise, staff members submit help tickets that are routed to appropriate personnel for timely resolution.

To further strengthen facilities management, Aspen Public Schools has appointed a full-time Operations Director who collaborates with the Charter Management Organization (CMO) team and school administrators. This leadership position oversees necessary campus upgrades, focusing on both safety improvements and campus beautification projects.

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.

No Material Differences: All actions under Goal 3 were executed within budget parameters. The estimated actual expenditures align closely with the original budgeted amounts, indicating effective budget planning and implementation for this goal area.

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

Action 1: Aspen Meadow's implementation of school climate initiatives demonstrates strong effectiveness in advancing Goal 3. The school successfully established multiple components to enhance student engagement, including field trips to educational destinations, on-campus guest

speakers, and a three-day residential experience for sixth graders at Wonder Valley Camp. Survey data provides compelling evidence of effectiveness. Parent perception of safety increased dramatically by 20% (from 78% to 98%), while staff safety perception rose to 100%. Most notably, parents reporting bullying as a problem decreased by 10.8% (from 37.8% to 27%). The winter survey showed 99% of parents agreed the school building is clean and well-maintained, while 93.5% of staff considered the school clean and pleasant.

Health services implementation through a shared nurse and part-time aide ensured consistent access to vision, hearing, and dental screenings. Campus safety protocols were strengthened through SRO-led safety plan reviews and regular emergency drills.

Student engagement initiatives proved particularly effective, with recognition programs for attendance and behavior, multicultural events, and anti-bullying campaigns contributing to improved school climate metrics. The principal's weekly announcements recognizing PBIS values reinforced positive behavioral expectations. Primary challenges included transportation logistics for field trips and scheduling coordination for event planning, but these limitations did not significantly impact the overall effectiveness of the action.

Action 2: Aspen Meadow's implementation of parent decision-making structures demonstrates moderate effectiveness in advancing Goal 3. The school established representative advisory groups including ELAC/DELAC and Parent Advisory Council that include families of Unduplicated Pupils and Students with Disabilities.

The most notable indicator of effectiveness is the school's responsiveness to parent feedback, exemplified by the shift of ELAC meeting times from mornings to late afternoons based on parent suggestions. This responsive approach extends to other implementation improvements, including developing outreach strategies for family engagement during after-school pickup and planning signage reminders for meetings.

The Parent Advisory Committee successfully provided input that led to actionable changes, including the recommendation to expand student surveys to include TK through 3rd grade students. The establishment of the Garden Leadership Team, comprising staff and family volunteers, created an additional avenue for meaningful parent involvement in school initiatives.

Implementation challenges included providing childcare for families, increasing participation among English Learner families, and coordinating meeting schedules to prevent conflicts. These practical barriers likely limited the potential reach of parent engagement efforts.

Action 3: Aspen Meadow's implementation of parent engagement initiatives shows moderate effectiveness in advancing Goal 3. The school established multiple engagement pathways including 6-week parent workshops with graduation ceremonies, family attendance at Growth Awards Assemblies, and regular communication through weekly teacher newsletters and quarterly Snack Chat meetings with the principal.

The school ensures inclusive communication by providing all correspondence in both English and families' home languages, while utilizing ParentSquare as the primary announcement platform. Educational opportunities extend through structured parent training sessions, ELAC/DELAC meetings for English Learner families, and volunteer opportunities in classrooms and field trips. The primary implementation challenge involves "connecting with families who do not attend any of the offered meetings," indicating that engagement efforts may not be reaching all demographic segments of the school community.

Aspen Meadow's assessment that parent engagement activities are "effective in making progress toward the goal" appears based primarily on implementation success rather than measured impact on home-school partnership quality or student achievement outcomes.

Action 4: Aspen Meadow's implementation of facility maintenance demonstrates strong effectiveness in advancing Goal 3. The school established a comprehensive facilities team including two full-time janitors, two full-time maintenance staff, and an additional night cleaning crew, ensuring continuous campus upkeep.

Survey data provides compelling evidence of effectiveness, with 99% of parents strongly agreeing or agreeing that "the school building is clean and well-maintained" and 93.5% of staff confirming the school is "clean and pleasant." These exceptionally high satisfaction rates indicate successful implementation of facility management practices. The school implemented an efficient help ticket system that enables staff to report maintenance issues for prompt resolution, establishing a responsive approach to facility needs. Leadership strengthened oversight by appointing a full-time Operations Director who collaborates with the CMO team and administrators on safety improvements and campus beautification projects.

Implementation challenges primarily involve resource limitations, including funding constraints for more expensive items and accessibility issues for needed materials. However, these challenges appear to be managed effectively through the school's prioritization system. The school's assessment that "the action is effective in making progress toward the goal" is well-supported by the survey data, indicating that facility maintenance makes a substantial contribution to creating a welcoming school environment for families and staff.

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.

The 2025-26 LCAP maintains the current goals and metrics structure while expanding specific actions to align with the California Community Schools Framework and CCSPP Implementation Grant priorities. As Aspen Meadow develops annual LCAPs rather than multi-year plans, target outcomes will continue to be assessed and established yearly based on current performance data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY**	Aspen Meadow Public School will enhance student engagement through outdoor learning opportunities, field trips, and expanded learning experiences designed to deepen student motivation and connection to academic content. **Health Services:** The school will provide a School Nurse and Health Aides in response to educational partner feedback. Through partnerships with	$240,097	N

Big Smiles and See2Succeed, students will access onsite dental care and vision services to support overall health and readiness to learn.

Safety Measures: The School Safety Plan will be regularly reviewed, revised, and clearly communicated to all educational partners. The School Resource Officer will lead safety training, emergency drills, and campus supervision aligned with PBIS practices. An online visitor security program will ensure proper monitoring of campus access.

School Climate Initiatives

The school will foster a positive, welcoming environment through multiple strategies:

- **Recognition Programs:** Weekly announcements will recognize students demonstrating PBIS pillars (Be Safe, Be Responsible, Be Ready to Learn, Be Respectful), classes with no behavioral referrals, and those with superior attendance rates. Recognition includes certificates, free dress days, and quarterly pizza parties.
- **Community Building:** Monthly Family Circles led by grade-level teacher; and celebrate Leader In Me – 7 Habits during these events. Multicultural events and diversity celebrations will enhance cultural awareness. School-wide activities including dances and family fun nights will build community connections.
- **Student Leadership:** The School Ambassadors program empowers student leaders to design and implement school-wide initiatives, lead assemblies, conduct campus tours, greet visitors, and assist with student recruitment.
- **Climate Assessment:** Regular student, staff, and parent surveys will provide data to continuously improve school climate initiatives.
- **Anti-Bullying Focus:** The school community will promote Anti-bullying and Kindness Week to foster a safer, healthier learning environment.

These coordinated efforts recognize the direct correlation between positive school environment, physical and emotional safety, and student well-being, ultimately supporting academic achievement.

2	**PARENT INPUT IN DECISION-MAKING**	Aspen Meadow Public School facilitates parent participation in school governance through established committees that include representation from parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD): • English Language Advisory Committee (ELAC), DELAC, and EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Engagement Initiative (CEI) team • El Dorado Charter SELPA Community Advisory Committee, which advises on Special Education Local Plan, annual priorities, parent education, and related activities Interpreter services are available for all committee meetings upon request to ensure equitable access to participation.	$86,802	N
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Aspen Meadow Public School will engage all parents, including those of unduplicated pupils and Students with Disabilities, as educational partners through multiple pathways: **Engagement Opportunities:** Parents can participate through Family Nest Connection with Administrators, workshops, family-accessible assemblies, volunteer opportunities, and regular surveys to provide feedback on school programs and initiatives. AMPS also hosts monthly Black, Indigenous, People of Color (BIPOC) meetings in conjunction with the ELOP Program. The school's commitment to community engagement extends through the Community Engagement Initiative (CEI) team, which brings together representatives from all three Aspen schools. This collaborative group meets monthly to enhance community involvement through various projects, including the development of the Aspen Community Garden. The Garden Leadership Team, composed of staff and family volunteers, oversee the school-owned community garden property. This dedicated group will continue to meet bi-monthly to manage garden operations, plan events, coordinate fundraising efforts, and establish policies. Their work aims to strengthen the connection between the school and its community while providing hands-on learning opportunities.	$87,007	N

		Communication Channels: The school maintains consistent communication through weekly newsletters and ParentSquare messaging, with all correspondence provided in English and Spanish based on language survey data and the "15% and above translation needs" criteria. **Community Connections:** The Community School Coordinator facilitates parent meetings and workshops, conducts family outreach, and develops partnerships with community-based organizations to connect families with resources and support services. **Family Events:** The Leadership team hosts family nights and events designed to build school-home partnerships while communicating important information about attendance policies, behavior expectations, and academic initiatives. **Parent Leadership Development:** The Leadership Lighthouse team collaborates with school leaders to implement Parent Leadership Classes, offering two six-week cycles annually that culminate in graduation ceremonies with certificates of completion. Workshop topics address schoolwide initiatives and respond to specific requests from educational partners. These coordinated efforts ensure all families have meaningful opportunities to engage with the school community, understand their child's educational experience, and contribute to school improvement.		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	Aspen Meadow Public School will provide all students and staff with a safe, clean learning environment through regular maintenance and facility monitoring. The Facility Inspection Tool (FIT) assessment will be completed annually to evaluate building systems, cleanliness, and structural integrity. Any identified issues will be prioritized and addressed promptly to ensure optimal learning conditions. FIT results and remediation progress will be documented and reported annually through the School Accountability Report Card (SARC), Local Indicators Report, and Local Control Accountability Plan (LCAP).	$451,476	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,252,771	$157,453

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
38.89%	0%	$0	38.89%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Aspen Meadow Public School (AMPS) received a RED performance level on both the English Language Arts (ELA) and Mathematics Academic indicators for the English Learner (EL) student group on the 2023 and 2024 CA School Dashboards. A comprehensive needs assessment, including analysis of multiple data sources and	Goal 1, Action 2 addresses significant learning gaps among unduplicated pupils, particularly English Learners who received RED performance levels on both ELA and Mathematics indicators. This action is implemented schoolwide because: 1. The multi-tiered intervention system requires coordinated schoolwide	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS)

<table>
<tr><th>Goal and Action #(s)</th><th>Identified Need(s)</th><th>How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis</th><th>Metric(s) to Monitor Effectiveness</th></tr>
<tr><td></td><td>root cause analysis, identified significant learning gaps schoolwide with pronounced achievement gaps among student groups.

The educational impacts of the pandemic were historically significant and disproportionately affected communities with high proportions of low-income and minority students. Test scores declined markedly in communities where COVID death rates were higher, where adults reported increased depression and anxiety, and where daily family routines faced significant disruptions.

The following charts provide student performance on the 2023-24 CAASPP disaggregated by student group using distance from standard

<table><tr><td colspan="2">2023-24 ELA CAASPP</td></tr><tr><td></td><td>DFS</td></tr><tr><td>All Students</td><td>-55.3</td></tr><tr><td>Hispanic</td><td>-65.4</td></tr><tr><td>EL</td><td>-106.9</td></tr><tr><td>SED</td><td>-60.6</td></tr></table>
<table><tr><td colspan="2">2023-24 MATH CAASPP</td></tr><tr><td></td><td>DFS</td></tr><tr><td>All Students</td><td>-60</td></tr><tr><td>Hispanic</td><td>-73</td></tr><tr><td>EL</td><td>-99.4</td></tr><tr><td>SED</td><td>-68.7</td></tr></table></td><td>implementation to properly identify and support students across the academic continuum, with targeted resources directed toward unduplicated pupils
2. Assessment data shows unduplicated pupils have disproportionate learning gaps requiring systematic intervention that functions within the regular classroom environment and extends to specialized supports
3. Research demonstrates unduplicated pupils benefit most from coherent instructional frameworks where classroom teachers and specialists share consistent instructional approaches and language
4. English Learners receive priority access to interventions and additional learning time, with bilingual instructional aides positioned to support their specific language acquisition needs within the schoolwide system
5. Implementation data shows the tiered approach effectively narrows achievement gaps when the entire educational system aligns intervention strategies, with unduplicated pupils showing accelerated growth (ELs gained 10% in reading and 8% in math proficiency)</td><td>• #2: CAASPP Math Assessment: Distance from Standard (DFS)</td></tr>
<tr><td>Goal 1, Action 3</td><td>Aspen Meadow Public School's Multi-Tiered System of Support (MTSS) framework provides comprehensive social-emotional, behavioral, and</td><td>Goal 1, Action 3 addresses critical social-emotional and behavioral needs through a comprehensive, tiered support framework. While</td><td>The metrics that will be used to monitor effectiveness:</td></tr>
</table>

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
	mental health services to address student needs, re-engage students with school, and reduce behavioral challenges. A thorough needs assessment and root cause analysis identified several critical areas requiring intervention: suspension rates have increased for English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, resulting in a red performance level on the Dashboard. Students experienced significant trauma during the pandemic requiring expanded mental health support. Educational partners—including teachers, parents, and the Community School Advisory Committee—emphasized the need for enhanced support in both academic achievement and social-emotional learning. The following charts provide the 2023-24 chronic absenteeism rates and suspension rates schoolwide and by numerically significant student group. 2023-24: Chronic Absenteeism Rate All Students 22.0% Hispanic 22.1% EL 11.9% Homeless 18.8% SED 24.0% SWD 18.2%	primarily targeting unduplicated pupils showing increased suspension rates (particularly English Learners, Socioeconomically Disadvantaged, and Hispanic students), the action is implemented schoolwide because: 1. Effective social-emotional learning systems require consistent implementation across all environments to establish clear behavioral expectations and supportive practices 2. The Leader in Me and PBIS frameworks function as universal (Tier 1) systems that require schoolwide adoption to create a cohesive culture of leadership and positive behavior 3. Mental health services and trauma-informed practices benefit all students while providing intensified support for unduplicated pupils experiencing higher levels of trauma and social-emotional challenges 4. Research shows that unduplicated pupils particularly benefit from whole-school approaches where consistent language, expectations, and supports exist across all settings 5. Implementation data demonstrates collective improvement in school climate metrics benefits vulnerable student groups most significantly, with targeted supports embedded within the universal system	• #8: Chronic Absenteeism rates • #9: Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-24: Suspension Rate All Students 6.5% Hispanic 7.7% EL 8.6% Homeless 5.7% SED 7.0% SWD 3.6%		
Goal 2, Action 1	There is a need for all teachers to receive differentiated coaching to improve instruction especially among underperforming student groups. Aspen Meadow Public School will provide all educators (General Education & Special Education) with evidence-based professional development including six days of Summer Professional Learning, two non-instructional days, and weekly development sessions throughout the school year.	Goal 2, Action 1 addresses persistent achievement gaps for unduplicated pupils through comprehensive leadership and teacher development. This action is implemented schoolwide because: 1. The Site Director's instructional coaching specifically targets improving instruction for underperforming student groups, with classroom walkthroughs focusing on high-leverage strategies that accelerate learning for English Learners and socioeconomically disadvantaged students 2. Professional development (summer, non-instructional days, and weekly sessions) systematically builds teacher capacity to implement differentiated instruction, language scaffolds, and culturally responsive practices that directly address unduplicated pupils' learning needs 3. Research demonstrates that consistent, high-quality instructional leadership across all classrooms particularly benefits unduplicated pupils, who are most affected	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
		by instructional inconsistency and teacher turnover 4. Schoolwide implementation ensures coherent instructional approaches across grade levels, creating consistent learning experiences that help mobile populations like foster youth build on prior knowledge without gaps 5. For English Learners specifically, the Site Director ensures implementation of integrated and designated ELD strategies in every classroom through regular observation cycles and targeted feedback, a systematic approach that requires schoolwide implementation for maximum effectiveness	
Goal 2, Action 2	There is a need for teachers to receive Math Instructional Coaching to improve Math instruction schoolwide and differentiate instruction to address the diverse learning needs of all students.	Goal 2, Action 2's math instructional coach component addresses significant achievement gaps for unduplicated pupils, particularly English Learners who received a RED performance level on Mathematics indicators. This coaching is implemented schoolwide because: 1. Assessment data reveals unduplicated pupils demonstrate foundation skill gaps in mathematics requiring consistent, high-quality instruction across all classrooms to address number sense, fluency, and mathematical reasoning 2. The math coach provides targeted professional development for teachers on evidence-based strategies that particularly benefit English Learners and low-income students, including visual modeling,	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
		language scaffolds, and concrete-representational-abstract instructional sequences 3. Coaching cycles ensure all teachers develop capacity to differentiate mathematics instruction effectively, benefiting unduplicated pupils who often require multiple access points to mathematical concepts 4. Schoolwide implementation creates consistent mathematical language and instructional approaches across grade levels, preventing fragmented learning experiences that disproportionately impact mobile populations like foster youth and homeless students 5. Implementation data shows unduplicated pupils make accelerated progress when all teachers receive coaching support, with English Learners demonstrating 8% growth in mathematics proficiency following consistent implementation	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	The English Learner student group at Aspen Meadow demonstrates significant academic challenges requiring targeted intervention: 1. RED performance level on multiple Dashboard indicators (ELA, Mathematics, and English Learner Progress) 2. Severe decline in Summative ELPAC proficiency from 14.52% (2022-23) to just 4.76% (2023-24), substantially below the 16% target 3. Only 26% of EL students demonstrated progress toward English language proficiency in 2023-24, far below the 45% target 4. Substantial achievement gaps between ELs and the general student population (15-point gap in reading proficiency, 12-point gap in math proficiency) 5. Inconsistent ELD delivery models across grade levels creating inequitable access to specialized language instruction 6. Limited coordination between ELD and core content instruction resulting in fragmented learning experiences 7. Influx of newcomer EL students with limited formal education requiring specialized language acquisition support	This targeted "limited" action: 1. Provides specialized services specifically addressing English Learners' language development needs through designated ELD instruction delivered by a trained ELD teacher/interventionist 2. Focuses on the unique dual challenge EL students face in simultaneously developing language proficiency while mastering academic content 3. Employs research-validated approaches specifically designed for language acquisition, including specialized curriculum, instructional techniques, and assessment practices 4. Utilizes bilingual instructional aides to provide primary language support when appropriate, a strategy specifically benefiting English Learners 5. Prioritizes English Learners for extended learning opportunities including after-school tutoring, intersession programs, and summer instruction to provide additional language development time 6. Implements professional development focused on culturally and linguistically responsive teaching practices specifically designed to accelerate English language proficiency	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS) • #4: % EL who made progress towards English Language Proficiency

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,977,124.00	$ 5,519,983.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	No	$ 20,194	$ 14,825
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 501,262	$ 1,025,226
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 459,975	$ 463,622
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 180,105	$ 193,962
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 345,046	$ 326,038
1	4	SERVICES TO SUPPORT SWD	No	$ 336,031	$ 301,977
1	5	STRENGTHENING EL PROGRAM & SERVICES	No	$ 2,900	$ 2,900
1	6	BROAD COURSE OF STUDY	No	$ 165,839	$ 165,839
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,507,821	$ 1,522,767
2	2	PROFESSIONAL LEARNING	No	$ 76,000	$ 138,750
2	2	PROFESSIONAL LEARNING	Yes	$ 166,042	$ 142,669
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 86,800	$ 67,952
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 94,714	$ 85,981
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	$ 123,369	$ 147,530
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 155,114	$ 140,733
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 52,500	$ 52,500
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 75,901	$ 75,901
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 627,511	$ 650,811

2024-25 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)
$ 1,073,062	$ 1,126,177	$ 1,073,062	$ 53,115	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 459,975	$ 463,622.00	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 345,046	$ 326,038.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING	Yes	$ 166,042	$ 142,669.00	0.000%	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 155,114	$ 140,733.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,890,121	$ 1,073,062	0.000%	37.129%	$ 1,073,062	0.000%	37.129%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 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 %)
2025-26	$ 3,221,195	$ 1,252,771	38.891%	0.000%	38.891%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,274,657	$ 1,764,726	$ -	$ 159,645	$ 5,199,028.00	$ 3,759,558	$ 1,439,470

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					$ -	$ 18,300	$ -	$ -	$ -	$ 18,300	$ 18,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AMP	2025-26	$ 635,653	$ 711,459	$ 334,712	$ 938,000	$ -	$ 74,400	$ 1,347,112	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AMP	2025-26	$ 408,745	$ 20,000	$ 334,802	$ 93,943	$ -	$ -	$ 428,745	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 317,972	$ 6,000	$ 29,291	$ 251,036	$ -	$ 43,645	$ 323,972	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	Yes	Limited	English Learners	AMP	2025-26	$ 58,296	$ 6,000	$ 64,296	$ -	$ -	$ -	$ 64,296	0.000%
1	6	BROAD COURSE OF STUDY	All	No					$ 168,633	$ -	$ 122,633	$ 46,000	$ -	$ -	$ 168,633	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,212,871	$ -	$ 1,170,871	$ 42,000	$ -	$ -	$ 1,212,871	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	AMP	2025-26	$ 330,289	$ 80,000	$ 410,289	$ -	$ -	$ -	$ 410,289	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ 16,000	$ 44,300	$ 7,000	$ 40,000	$ -	$ 13,300	$ 60,300	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AMP	2025-26	$ 108,672	$ -	$ 108,672	$ -	$ -	$ -	$ 108,672	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 76,000	$ 68,000	$ 8,000	$ -	$ -	$ 76,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 67,506	$ 46,950	$ 104,456	$ -	$ -	$ 10,000	$ 114,456	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 205,097	$ 35,000	$ 210,097	$ 30,000	$ -	$ -	$ 240,097	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ 86,802	$ 86,802	$ -	$ -	$ -	$ 86,802	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 85,747	$ 1,260	$ 1,260	$ 85,747	$ -	$ -	$ 87,007	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ 144,077	$ 307,399	$ 221,476	$ 230,000	$ -	$ -	$ 451,476	0.000%

2025-26 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
$ 3,221,195	$ 1,252,771	38.891%	0.000%	38.891%	$ 1,252,771	0.000%	38.891%	**Total:**	$ 1,252,771
								LEA-wide Total:	$ -
								Limited Total:	$ 64,296
								Schoolwide Total:	$ 1,188,475

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AMP	$ 334,712	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONA	Yes	Schoolwide	All	AMP	$ 334,802	0.000%
1	5	STRENGTHENING EL PROGRAM & SERV	Yes	Limited	English Learners	AMP	$ 64,296	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	AMP	$ 410,289	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AMP	$ 108,672	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the

Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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