LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Valley Prep Academy
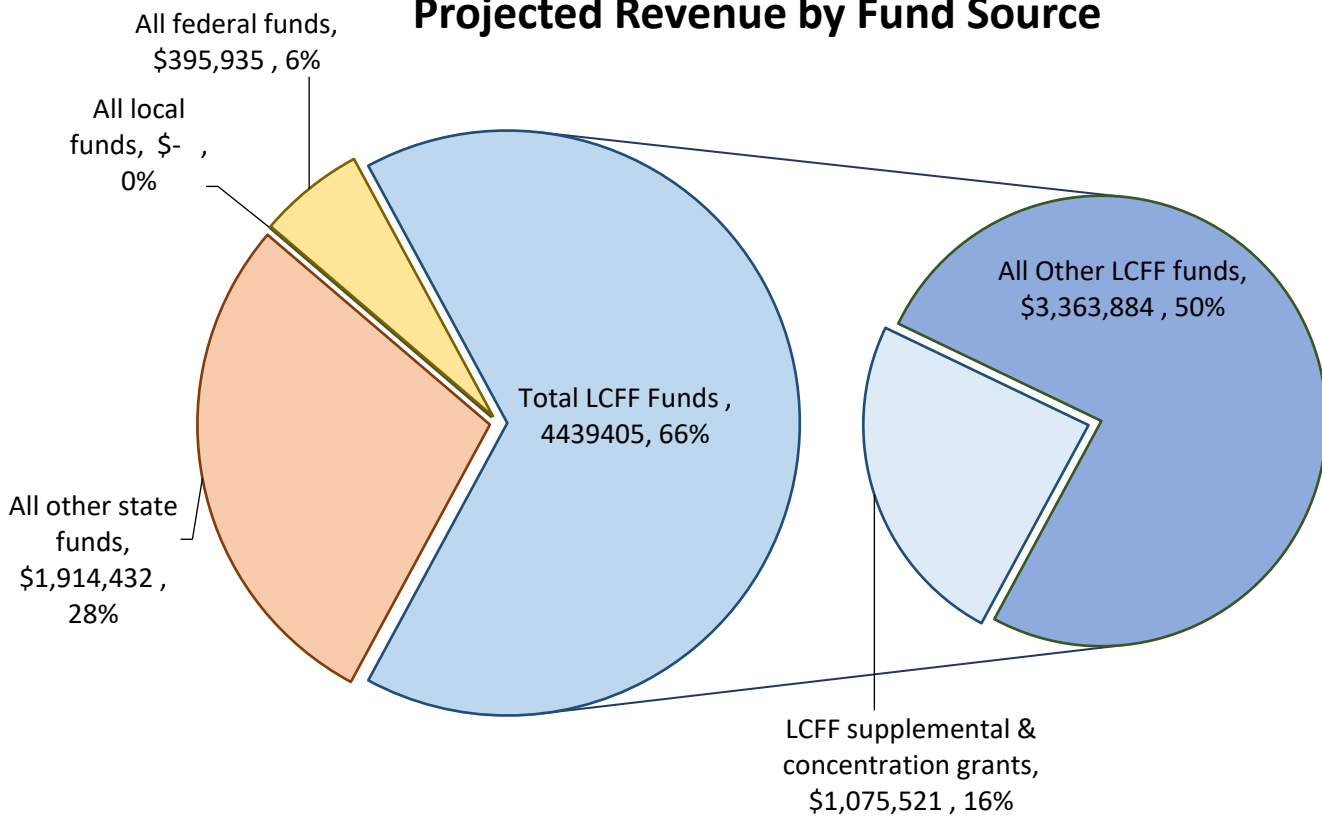
CDS Code: 10 62166 0106740

School Year: 2025 - 26

LEA contact information: Christine Montanez, Site Director   christine.montanez@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

Projected Revenue by Fund Source

All federal funds, $395,935 , 6%

All local funds, $- , 0%

All other state funds, $1,914,432 , 28%

Total LCFF Funds , 4439405, 66%

All Other LCFF funds, $3,363,884 , 50%

LCFF supplemental & concentration grants, $1,075,521 , 16%

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

The text description for the above chart is as follows: The total revenue projected for Aspen Valley Prep Academy is $6,749,772.00, of which $4,439,405.00 is Local Control Funding Formula (LCFF), $1,914,432.00 is other state funds, $0.00 is local funds, and $395,935.00 is federal funds. Of the $4,439,405.00 in LCFF Funds, $1,075,521.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
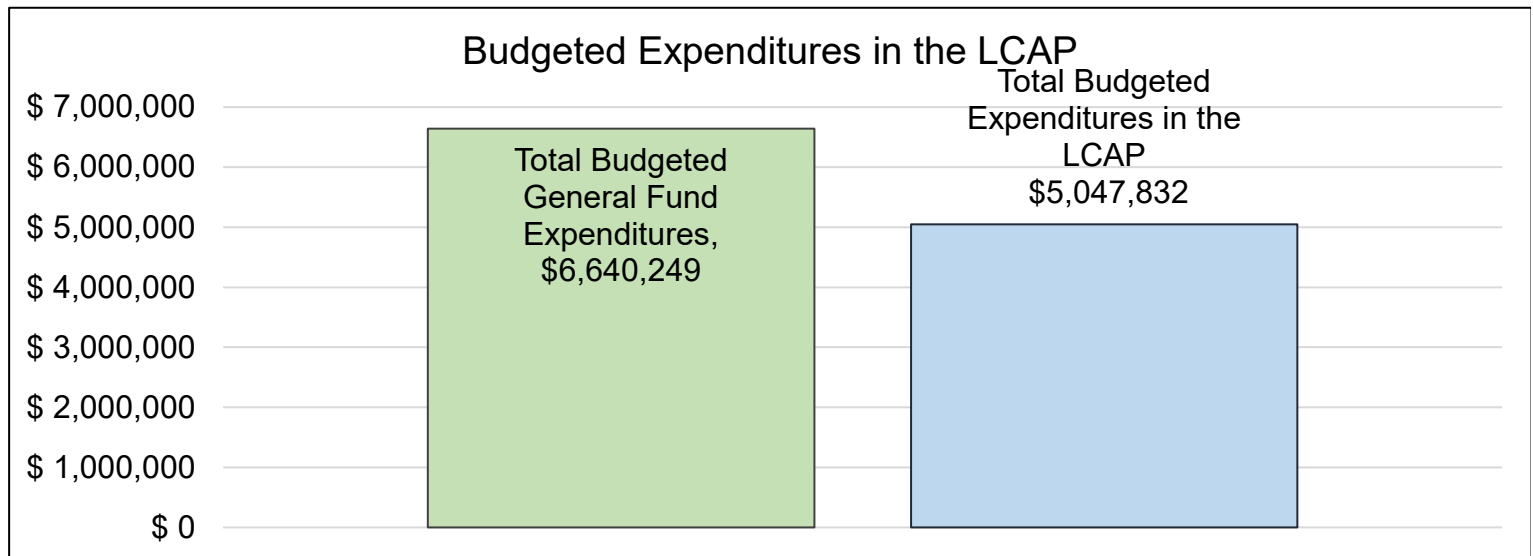
This chart provides a quick summary of how much Aspen Valley Prep Academy plans to spend for 2025 - 26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Valley Prep Academy plans to spend $6,640,249.00 for the 2025 - 26 school year. Of that amount, $5,047,832.00 is tied to actions/services in the LCAP and $1,592,417.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
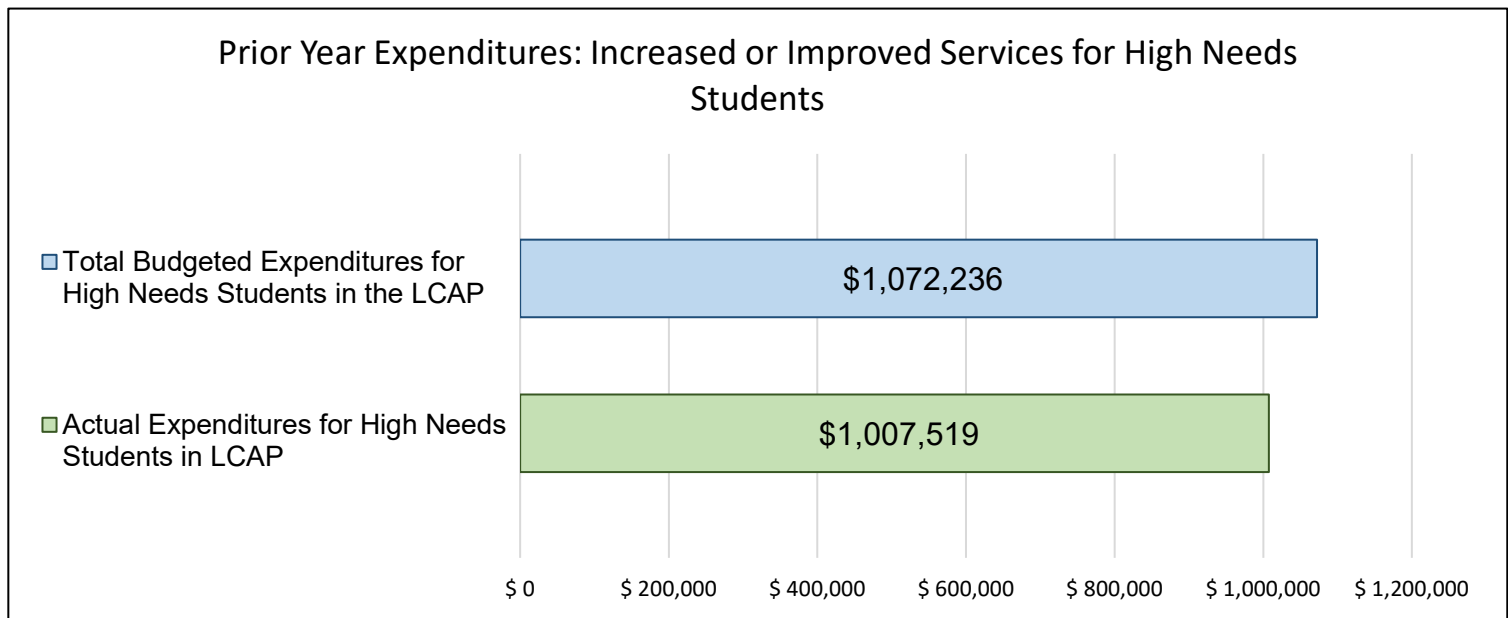
Budgeted General Fund Expenditures not included in the 2025-26 plan include meals program, operating and administrative expenses.

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

In 2025 - 26, Aspen Valley Prep Academy is projecting it will receive $1,075,521.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Valley Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Valley Prep Academy plans to spend $1,075,521.00 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

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $1,072,236

Actual Expenditures for High Needs Students in LCAP: $1,007,519

(Chart x-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000, $ 1,000,000, $ 1,200,000)

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

The text description of the above chart is as follows: In 2024 - 25, Aspen Valley Prep Academy's LCAP budgeted $1,072,236.00 for planned actions to increase or improve services for high needs students. Aspen Valley Prep Academy actually spent $1,007,519.00 for actions to increase or improve services for high needs students in 2024 - 25. The difference between the budgeted and actual expenditures of $64,717.00 had the following impact on Aspen Valley Prep Academy's ability to increase or improve services for high needs students:

Due to reduced enrollment, Aspen Valley received reduced supplemental and concentration funding for high need students. Aspen Valley'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 Valley Preparatory Academy	Christine Montanez, Site Director	Christine.montanez@aspenps.org (559) 225-7737

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 Valley Preparatory Academy (AVPA) was established in 2004 to serve the Fresno community. The school currently serves 302 students in grades TK-6 with demographics that reflect the community: 75% Hispanic, 11% White, 7% African American, 3% Asian, 2% Two or More Races, 1% Pacific Islander, 13% English Learners (EL), 1% Foster Youth (FY), 11% Homeless Youth, 10% Students with Disabilities (SWD), and 78% Socioeconomically Disadvantaged.

Mission, Vision, and Educational Approach

The mission of Aspen is to transform the community by developing exceptional leaders. Our vision is to create a greater quality of life for all people in Fresno, regardless of race or economic status, with a focus on equal educational opportunity for all children.

Aspen's educational approach enables every student to succeed at the highest levels through recruiting and developing successful teachers and school leaders who use student data strategically to drive instruction. We create a school culture where joy and belonging characterize the student experience, with an emphasis on leadership development and college readiness. Our approach provides grade-level curriculum within learning environments that demand greater student cognitive engagement, offering intensive intervention when needed to ensure every child has a path to success.

Curriculum and Programs

Aspen Valley Preparatory Academy implements a comprehensive academic program that includes the nationally acclaimed Summit (Gradient) Learning Platform for sixth-grade students, Core Knowledge Language Arts (CKLA) curriculum, Leader in Me social-emotional learning curriculum, and a general music and instrumental/vocal music program.

The school has aligned its Local Control and Accountability Plan (LCAP) with the California Community Schools Framework and Multi-Tiered System of Support (MTSS) Framework. AVPA continues to strengthen its MTSS, Community Schools initiative, and Positive Behavioral Interventions and Supports (PBIS) alongside its Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program.

Community Context

Our community was significantly impacted by the pandemic, resulting in increased homelessness, transiency, childhood trauma, anxiety, and challenges with emotional regulation. For our youngest learners, social distancing negatively affected development, with some experiencing increased separation anxiety. The pandemic also contributed to higher rates of chronic absenteeism, as families remain cautious about sending children to school with even minimal signs of illness, despite ongoing communication about the importance of daily attendance.

Grants and Eligibility

AVPA is the recipient of the California Community Schools Partnership Program Implementation Grant and the Mental Health ADA Allocation Grant =. While not eligible for Equity Multiplier Funds, AVPA is eligible for [Additional Targeted Support and Improvement](#) (ATSI) based on performance indicators from the 2023 and 2024 California School Dashboard. AVPA has expended all its [Learning Recovery and Emergency Block Grant](#) (LREBG) Funds.

Achievements and Recognitions

AVPA has achieved significant milestones in the 2024-2025 school year. The school was granted a 5-year charter renewal term and launched a Parent Leadership Team, hosting over 70 family/parent engagement events. We successfully implemented the Parenting Partners workshop series and received the Leader In Me Scholarship for curriculum and materials for 2025-26. Campus improvements include a completed gym remodel. Enrollment targets for 2025-2026 were met with 339 students enrolled (target: 325) and 29 students on the waitlist. Athletic achievements include the Girls soccer team winning the PAL League Championships and Girls basketball placing 3rd. AVPA achieved a 4% decline in suspensions and a 15% English Learner reclassification rate. Community strength is evident with 96% of students and 100% of teachers returning for the 2025-2026 school year.

LCAP Development and Compliance

Aspen Valley Preparatory Academy has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), and [ATSI](#) Planning requirements. The plan meets stakeholder engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements of EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) per EC 52062(a)(5)
- Input from the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Input from the English Learner Parent Advisory Committee per EC 52062(a)(2)
- Providing written responses to committee comments

The 2025-26 LCAP was developed in consultation with educational partners and adheres to the California Department of Education's ATSI Planning Summary as applicable to charter schools.

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 Valley Preparatory Academy'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	Orange	N/A	Orange	Orange
English Learners	--	Orange	Orange	N/A	--	--
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Yellow	N/A	--	--
African American	N/A	Orange	Orange	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	Red	Orange	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Chronic Absenteeism Rate – ATSI Needs Assessment (2023 CA School Dashboard)

Excerpt from 2024-25 LCAP:

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

- White Student Group: "Very High" Chronic Absenteeism

- White Student Group: RED Performance Level Chronic absenteeism indicator

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

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

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

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

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

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

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

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

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

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

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

2024 CA SCHOOL DASHBOARD

The following table reflects Aspen Valley Preparatory Academy'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	Green	Yellow	Red	N/A	--	--
Long-Term English Learners	--	--	--	N/A	--	--
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	Orange	Orange	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Orange	Orange
Students with Disabilities	N/A	Yellow	Red	N/A	--	--
African American	N/A	Green	Red	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Red	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Yellow	Red	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Aspen Valley Preparatory Academy used the LCAP to meet ATSI planning requirement, that includes the following needs assessment.

Suspension Rate Indicator: Comprehensive Needs Assessment (2024 CA School Dashboard)

Aspen Valley Prep Academy has identified suspension rates as a critical area requiring targeted intervention based on the 2024 California School Dashboard data. The school has received a RED performance level designation for the suspension rate indicator across multiple student groups, resulting in Additional Targeted Support and Improvement (ATSI) identification. This comprehensive needs assessment examines current suspension data, identifies patterns across student groups, evaluates improvement efforts to date, and develops an action plan to address this area of concern for the 2025-26 school year.

I. Current Data Analysis – use of State & Local Data

The 2023-2024 school year data revealed concerning suspension rates across all student groups. All students collectively received a RED performance level designation with a 7.8% suspension rate, representing a 3.9% increase from the previous academic year. When disaggregated by student groups, the data showed particularly high suspension rates for Students with Disabilities (14.3%), African American students (12.2%), Homeless students (10.2%), English Learners (8.2%), Socioeconomically Disadvantaged students (8.5%), White students (7.3%), and Hispanic students (6.7%).

Current year data for 2024-2025 shows some improvement but continues to reflect concerning patterns. The overall suspension rate has declined to 3.79% (13 unique students out of 343 cumulative enrollment), which represents a 4% decrease from the previous year. However, disaggregated data reveals persistent challenges for specific student groups. White students now show the highest suspension rate at 11.4% (4/35), followed by Students with Disabilities at 8.8% (3/34), English Learners at 7.0% (3/43), African American students at 6.4% (2/31), Socioeconomically Disadvantaged students at 3.8% (10/263), Hispanic students at 2.8% (7/250), and Homeless students at 2.3% (1/44).

Despite the overall reduction in suspension rates, the continued RED performance level designation indicates that more targeted and comprehensive interventions are necessary to address the root causes of behavioral issues across all student groups, with particular attention to White students who now demonstrate the highest suspension rates.

II. Data Collection and Analysis Methods

The analysis of suspension data involves examining both quantitative and qualitative metrics to understand patterns and trends. Quantitative measures include the number of suspensions (13 unique students out of cumulative enrollment), student-to-student mediations (7), teacher-to-student mediations (2), behavior compliance contracts (6), Behavior Intervention Plans (3), and Behavior Support Plans (0). The school administers schoolwide climate surveys three times annually to gather qualitative data regarding school culture and behavioral norms.

Educational partners engaged in this analysis include administration, teachers (through professional development sessions, staff meetings, and Teacher Leadership Team), parents (through ELAC, PAC, Pastries with the Principal, and Parent Leadership Team), and students (through Student Leadership Team and Community Schools Advisory Council). This collaborative approach ensures diverse perspectives inform the assessment process.

III. Identified Strengths

The data analysis reveals several strengths in the school's approach to addressing suspension rates. The overall suspension rate has decreased from 7.8% in 2023-2024 to 3.79% in 2024-2025, demonstrating a 4% reduction. This improvement suggests that initial interventions implemented through the school's multi-tiered support system are beginning to show positive effects. The most significant improvements are seen among Homeless students (from 10.2% to 2.3%), Hispanic students (from 6.7% to 2.8%), and Socioeconomically Disadvantaged students (from 8.5% to 3.8%).

The successful implementation of the "Leader in Me" social-emotional learning curriculum, combined with PBIS efforts and bully prevention programming, has provided a foundation for addressing behavioral issues. Targeted interventions, including conflict resolution strategies and restorative practices, appear to be moving the school in a positive direction, though continued refinement is necessary.

IV. Areas of Need by Student Group

While overall suspension rates have decreased, the data reveals specific areas of need for each student group:

- **White Students (11.4%)**: This group now has the highest suspension rate at 11.4%, representing a concerning increase from 7.3% in the previous year. White students require targeted social-emotional counseling, consistent implementation of behavior intervention strategies, and improved home-school communication.
- **Students with Disabilities (8.8%)**: Though reduced from 14.3%, this group continues to have the second-highest suspension rate. They need more consistent implementation of IEP accommodations and modifications, properly executed Behavior Intervention Plans, and coordinated support between special education and general education staff.
- **English Learners (7.0%)**: The suspension rate for English Learners has decreased but remains concerning. This group requires culturally responsive disciplinary approaches, language-appropriate behavioral supports, and targeted interventions that address potential communication barriers contributing to behavioral issues.
- **African American Students (6.4%)**: While showing improvement from 12.2%, African American students continue to experience disproportionate suspension rates. They need culturally responsive discipline strategies, equitable application of the school's discipline matrix, and mentoring opportunities.
- **Socioeconomically Disadvantaged Students (3.8%)**: Though significantly improved from 8.5%, this large student group (263 students) accounts for the majority of suspensions (10) and requires continued attention. These students benefit from access to basic needs support, mental health services, and family engagement strategies that acknowledge potential home stressors.
- **Hispanic Students (2.8%)**: This group has shown substantial improvement from 6.7% and now has a rate below the schoolwide average. Continued culturally responsive practices and family engagement will help maintain this positive trend.
- **Homeless Students (2.3%)**: Showing the most dramatic improvement from 10.2% to 2.3%, homeless students have benefited from targeted support services but still require consistent monitoring and wraparound services to maintain this progress.

V. Resource Inequities Assessment

The analysis did not identify significant resource inequities in the school's approach to addressing suspension rates. Aspen Valley has implemented a multi-tiered system of supports accessible to all students. AVPA provides supplemental services through Community Schools, Title I, and General Fund allocations, including classroom aides for targeted instructional and behavioral support and mental health services for students with identified needs.

Additionally, concentration services including counselors, comprehensive mental health services, and student support services are available to support students in a school with high concentrations of socioeconomically disadvantaged students. These resources appear to be equitably distributed, though implementation fidelity may vary across classrooms and student groups.

VI. Root Cause Analysis

Through collaborative discussions with educational partners and data analysis, several root causes for elevated suspension rates have been identified:

- **Peer Conflicts**: Student conflicts, particularly during unstructured times such as recess and lunch, contribute significantly to disciplinary incidents. These conflicts often escalate due to underdeveloped conflict resolution skills and communication challenges.
- **Communication and Misinformation**: Miscommunication between students, as well as between students and staff, frequently leads to escalated situations. This issue is particularly relevant for English Learners and Students with Disabilities who may experience communication barriers.
- **Aggressive Play During Recess**: Unstructured play that becomes physically aggressive leads to disciplinary incidents, particularly for male students across all demographic groups. Lack of structured activities and inadequate supervision during recess contribute to this issue.
- **Inconsistent Implementation of Interventions**: Behavior Intervention Plans, accommodations, and modifications for Students with Disabilities are not consistently implemented with fidelity across all classrooms, leading to behavior escalation and subsequent disciplinary actions.
- **Academic Anxiety**: Data indicates that a significant number of students, particularly in mathematics, experience anxiety related to challenging coursework or classroom environments, which can manifest as behavioral issues.
- **Inadequate Parent Understanding of Behavior Policies**: Analysis identified a trend in parents' lack of understanding regarding attendance and behavior policies, limiting home-school partnerships in addressing behavioral concerns proactively.

VII. Comprehensive Plan of Action for 2025-26

Based on the needs assessment, Aspen Valley Prep Academy will implement a comprehensive three-phase action plan for the 2025-26 school year:

- **Phase 1: Assessment and Planning (Summer 2025):** The school will conduct thorough suspension data analysis, disaggregating information by grade level, student demographics, time of year, and type of infraction to identify specific patterns. This analysis will inform the creation of a real-time suspension tracker for ongoing monitoring. A schoolwide suspension task force will be established, bringing together administrators, teachers, support staff, parents, and students to develop clear protocols for implementing the Discipline and Behavior Matrix consistently. The task force will define specific thresholds for student support interventions and create standardized response protocols.
- **Phase 2: Implementation of Multi-Tiered System of Supports (2025-26 School Year)**
- *Tier 1: Universal Supports for All Students* The school will implement a positive behavior campaign promoting schoolwide expectations through the Leader in Me curriculum. Consistent behavior routines will be established for both classroom and non-classroom settings, with particular attention to structured activities during recess and lunch periods. The current incentive systems will be enhanced, celebrating improvements in behavior through the "Eagles Bucks" token economy for classroom behavior and "Caught Being Good" tickets for positive behavior outside of class.
- *Tier 2: Targeted Interventions for At-Risk Students* Students showing early signs of behavioral challenges will receive family outreach and support through Parenting Partners workshops, 7 Habits Pastries with Principals, and Student Success Team meetings. A key strategy will involve connecting these students with engaging after-school program options aligned with their interests, including boxing, hip-hop dance, clay club, Minecraft, sports, cheerleading, and music. These programs will provide structured environments for developing positive peer relationships and self-regulation skills.

- *Tier 3: Intensive Interventions for High-Need Students* Students requiring intensive support will undergo comprehensive behavior assessments leading to individualized behavior plans with specific goals and strategies. Individualized counseling sessions will address underlying social-emotional needs, while families will be connected to support services including counseling, mental health behavioral counseling, and family/community resources. Crisis intervention protocols, safety planning, and follow-up procedures will be implemented for students experiencing severe behavioral challenges. Personalized re-engagement strategies using afterschool enrichment activities will help rebuild positive school connections.

- **Phase 3: Monitoring and Adjustment (Ongoing Throughout 2025-26):** The implementation will be continuously monitored through key performance indicators including monthly suspension rates by grade level, MTSS implementation fidelity observations with debriefing sessions, and feedback from students, staff, and families. Semester reviews will analyze progress toward goals and identify successful and unsuccessful strategies, allowing for timely adjustments to the intervention approach.

VII. Action Plan for 2025–26 School Year: Based on the needs assessment, Aspen Valley Prep Academy will implement the following comprehensive action plan for the 2025-26 school year: We've referenced the LCAP goal and action for each.

1. Strengthen and Monitor Implementation of Restorative Practices & PBIS (See LCAP Goal 1, Action 3)

- Provide mandatory, ongoing professional development and coaching for all staff on restorative practices, PBIS, and trauma-informed care. (evidence-based interventions)

- Establish fidelity checks and regular review of discipline data to ensure consistent, equitable application across all classrooms and student groups.

- Expand alternatives to suspension, such as restorative circles, mediation, and in-school interventions. (evidence-based interventions)

2. Expand Tiered Behavioral and Mental Health Supports (See LCAP Goal 1, Actions 3 and 4)

- Increase staffing for school counselors, social workers, and behavioral interventionists, prioritizing support for SWD, SED, and Homeless youth.

- Implement universal behavioral screeners to proactively identify students needing Tier 2/3 supports.

- Strengthen partnerships with community mental health providers for wraparound services.

3. Address Staffing and Professional Development Inequities (See LCAP Goal 2, Action 2)

- Prioritize recruitment and retention of diverse, highly qualified teachers and support staff, including incentives for hard-to-fill positions.

- Develop a comprehensive onboarding and ongoing PD program focused on cultural responsiveness, disability awareness, and alternatives to suspension.

- Assign instructional coaches to support new and substitute teachers in classroom management and MTSS implementation.

4. Enhance Family and Community Engagement (See Goal 3, Actions 2 and 3)

- Launch targeted family engagement initiatives, including workshops on behavior and attendance policies, and regular communication in families' home languages.

- Engage the Family & Community Engagement Coordinator and Community Schools Coordinator to support outreach to SED, SWD, and Homeless families. (LCAP Goal 3, Action 3)

- Create advisory groups for parents and students from high-suspension-rate groups to inform policy and practice.

5. Monitor Progress and Adjust Interventions

- Use disaggregated suspension and attendance data to monitor progress by student group.

- Conduct quarterly reviews with leadership, staff, and educational partners to assess the impact of interventions and make data-driven adjustments.

- Publicly report progress and seek feedback from educational partners.

IX. Monitoring Tools and Success Metrics

AVPA will utilize multiple monitoring tools to track progress, including California Dashboard suspension rate data, Infinite Campus student information system suspension reports, quarterly suspension data analysis, and ongoing review and adjustment of the action plan based on implementation feedback.

Success will be measured by the following State indicators; and metrics in this LCAP under Measuring and reporting Results:

- Metric #9: Suspension Rates
- Metric #8: Chronic Absenteeism Rates
- Metric #10: Expulsion Rates
- Metric #19: Student School Climate Survey results.

X. Funding Sources and Resource Allocation

The implementation of this comprehensive plan will be supported through multiple funding sources. Supplemental services provided through Community Schools, Title I, and General Fund allocations (LCFF S&C and Base) will include classroom aides delivering targeted instructional support and targeted mental health services offering small-group counseling, check-ins, and short-term interventions led by the SEL Counselor, and Family Resource Counselor.

Concentration services will provide additional support through a counselor offering academic, social-emotional, and guidance services; comprehensive mental health services implementing school-wide initiatives in trauma-informed care, crisis response, and prevention programs; and student services including SEL Initiative (Leader in Me) led by the SEL Counselor and Assistant Site Director combined with attendance intervention, family outreach, and the Family & Community Engagement Coordinator.

Aspen Valley Prep Academy's comprehensive approach to addressing suspension rates integrates evidence-based strategies across a multi-tiered system of supports. By implementing the detailed assessment and planning phase, structured MTSS interventions, and continuous monitoring and adjustment, the school aims to systematically address the root causes of behavioral issues leading to suspensions. With particular attention to the specific needs of each student group, especially White students who currently show the highest suspension rates, this plan provides a roadmap

for creating a positive, supportive school environment that promotes student success and reduces disciplinary incidents during the 2025-26 school year.

ELA & Math Academic Indicators – Comprehensive Needs Assessment (2024 CA School Dashboard)

This needs assessment focuses on Aspen Valley Prep Academy's (AVPA) performance in English Language Arts (ELA) and Mathematics based on the 2024 California School Dashboard results. With Orange performance levels for all students and specific student groups (Socioeconomically Disadvantaged and Hispanic), this assessment identifies strengths, areas of need, resource inequities, root causes, and recommends action plans for the 2025-26 LCAP year.

Performance Data Overview According to the 2024 California School Dashboard data, AVPA's academic performance has declined in both ELA and Mathematics indicators. This is consistent with previous trends, as the 2023 CA School Dashboard also showed declining performance in these areas. Currently, AVPA holds an Orange Performance Level in both ELA and Mathematics for all students, Socioeconomically Disadvantaged (SED) students, and Hispanic students.

Identified Strengths

AVPA has implemented a comprehensive assessment system that includes iReady Reading & Math assessments administered three times per year, LEAP Mathematics assessments, Core Knowledge ELA end-of-year assessments, Gradient Learning assessments for 6th grade, and state-mandated assessments. The school utilizes evidence-based assessment tools like iReady, which provides user-friendly dashboards and actionable data for teachers to understand student strengths and needs, while offering tailored online lessons for personalized instruction.

A structured Multi-Tiered System of Support (MTSS) framework is in place with Tier 1 classroom instruction, Tier 1.5 interventions using remedial instructional materials, and Tier 2 targeted interventions for students identified as needing additional support. Instructional aides provide individual high-dose tutoring and small group instruction during ELA and Math under the supervision of classroom teachers.

AVPA offers additional learning opportunities through expanded learning programs including afterschool, intersession, and summer programming through ELOP and access to reading and math tutoring. The school has demonstrated commitment to improvement through specific targeted programs including the Leadership Team, Community Schools framework, parent engagement initiatives, general music and instrumental music program, and Leader in Me SEL curriculum.

Areas of Need

Academic performance has declined in both ELA and Mathematics, with needs assessment identifying gaps in foundational skills. Students lack foundational skills in math facts and fluency, and there is a need for stronger vocabulary and reading comprehension skills. Intervention effectiveness appears inadequate, with variable implementation fidelity, professional development needs for instructional staff, and inconsistent coaching and support.

Specific student groups requiring targeted support include Socioeconomically Disadvantaged (SED) students, Hispanic students, English Learners, and Students with Disabilities. There is a need for improved coaching and professional development, including more structured coaching for

instructional aides implementing interventions, training on addressing student behavior challenges that interfere with learning, and consistent implementation of evidence-based pedagogical strategies.

Enhancement of Tier 2 intervention effectiveness is needed, with more specialized support for students reading two or more years below grade level, better coordination between intervention specialists and classroom teachers, and more tailored approaches to address specific learning gaps.

Resource Inequities

Staffing considerations include potential gaps in teacher expertise for implementing differentiated instruction, varying levels of preparedness among instructional aides, and need for more specialized staff for targeted student groups.

Professional learning needs include budget constraints limiting professional development opportunities and uneven distribution of training resources across grade levels and subject areas. Academic support distribution shows inequitable access to intervention services, varying levels of program implementation across classrooms, and uneven distribution of effective practices.

Time allocation issues include insufficient intervention blocks, limited time for teacher collaboration on student-centered planning, and scheduling challenges for providing additional support.

Root Cause Analysis

Several root causes have been identified as contributing to the Orange performance levels in ELA and Mathematics. Foundational skill gaps exist in phonics and phonemic awareness in early grades, deficits in math facts fluency and number sense, and need for stronger vocabulary development.

Instructional approach and consistency varies, with differences in instructional quality across classrooms, inconsistent implementation of core curriculum programs, and varying teacher comfort with differentiated instruction. Intervention implementation faces challenges with fidelity, sub-optimal structure of intervention blocks, need for more systematic progress monitoring, and inconsistent follow-through from assessment to intervention plan.

Student engagement and attendance issues include academic anxiety (particularly in mathematics), chronic absenteeism affecting instructional continuity, peer conflicts and behavioral challenges, and inconsistent parent understanding of academic expectations. Educational partner engagement needs strengthening of home-school connections, opportunities to better educate parents on how to support academic growth, and improved communication about student performance and needs.

Plan of Action for 2025-26 LCAP: Based on the identified strengths, areas of need, resource inequities, and root causes, the following action plan has been integrated into the 2025-26 LCAP:

- **Academic Assessment and Data Analysis:** AVPA should continue implementing iReady Reading and Math assessments three times per year while strengthening data analysis protocols following each assessment period and developing targeted intervention plans based on specific skill gaps identified. Implementation of structured data meetings after each assessment cycle will be crucial, along with training teachers on using assessment data to inform instruction and creating visual data tracking systems to monitor student progress.

- **Academic Instruction and Intervention:** Strengthening Tier 1 core instruction requires intensive professional development on effective first instruction, focus on foundational skills in both ELA and Math, and implementation of consistent instructional routines across grade levels. Enhancement of the Tier 2 intervention program should include structuring intervention blocks with clear protocols and expectations, providing dedicated time for targeted small group instruction, and implementing specific intervention programs with fidelity (including AIMS reading intervention, Reflex and Frax math intervention, and specialized instruction for students performing below grade level).
- Expanded learning opportunities should prioritize struggling students for high-dose tutoring, continue offering after-school, intersession, and summer programming, and develop targeted curriculum for extended learning that aligns with classroom instruction.
- **Professional Development and Coaching:** Targeted professional learning should provide training on evidence-based instructional strategies for both ELA and Mathematics, focus on differentiated instruction to meet diverse student needs, and offer specialized training for supporting SED and Hispanic student groups. An instructional coaching model should implement regular coaching cycles with feedback, provide demonstration lessons and co-teaching opportunities, and create professional learning communities focused on academic improvement.
- Instructional aide training should develop a comprehensive program focused on evidence-based intervention strategies with ongoing coaching and support.

Educational Partner Engagement

Our parent education program will offer workshops on supporting academic success at home, provide resources on understanding student assessment data, and strategies to support Students with Disabilities (SWD) at home, and develop a parent leadership team focused on academic improvement. Enhanced communication systems will implement consistent progress reporting, create user-friendly resources to explain academic expectations, and develop student goal setting and progress monitoring tools that include family input.

AVPA has many strengths to build upon, including its comprehensive assessment system, MTSS framework, and commitment to providing additional support for struggling learners. By addressing the identified areas of need, resource inequities, and root causes, the school can improve its academic performance in both ELA and Mathematics. The recommended action plan provides a roadmap for systematic improvement in the 2025-26 school year, with a focus on strengthening core instruction, enhancing intervention effectiveness, building staff capacity, and engaging educational partners. With faithful implementation of these recommendations, AVPA can move from Orange to Yellow or Green performance levels on the CA School Dashboard.

Aspen Valley Preparatory Academy has expended its 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 Valley Preparatory Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Systematic Review Process and Meeting Dates** • **Ongoing Review:** Throughout the 2024–2025 school year, District and Site Administration systematically reviewed LCAP goals, actions, and metrics. • **Monthly Site Administration Meetings:** Site Administration convened monthly to analyze local and Dashboard data, assess program effectiveness, and discuss key topics. • **APS Policy Lunch With Principals:** Special leadership meetings were held on February 7, 2025; March 7, 2025; and May 16, 2025. These meetings included the CEO, CMO Team, and school leaders, focusing on policy review and upcoming changes. Topics Covered **During Monthly Site Administration Meetings (2024–2025):** 1. **iReady Diagnostic Data:** After each diagnostic, student progress data was reviewed to inform instruction. 2. **Aspen's Discipline Matrix:** Evaluated for consistency and equity in behavioral expectations and interventions. 3. **Academic Grades by Grade Level:** Analyzed to identify trends, strengths, and areas for improvement. 4. **Student Retention and Charter Renewal:** Discussed retention rates and charter renewal compliance. 5. **Professional Development Opportunities:** Reviewed the effectiveness and availability of teacher training. 6. **Student Support Services:** Assessed the adequacy of academic and social support for all students. 7. **Math and ELA Intervention Blocks:** Examined the impact on addressing learning gaps.

	8. **English Learner (EL) Master Plan:** Evaluated support for English learners' language and academic growth.
	
	During APS Policy Lunch With Principals (Feb 7, Mar 7, May 16, 2025):
	
	- Format: In-person working lunches with the CEO, CMO Team, and site leaders, focused on reviewing existing policies and discussing upcoming changes.
	
	Feedback Provided
	
	- **Commitment to Continuous Improvement:** Administration agreed to continue comprehensive, data-driven reviews to ensure accountability and ongoing improvement in all educational practices.
	
	- **Policy and Practice Updates:**
	    o Implementation of a revised Independent Study Policy for 2025–2026.
	    o Refinement of systems for addressing chronic absenteeism and implementing early intervention strategies.
	    o Planned budget adjustments for the upcoming school year.
	    o Emphasis on the importance of thorough documentation across all processes.
	    o Anticipated staff changes for 2025–2026 to better support school goals.
	
	Aspen Valley Prep Academy's leadership engaged in regular, structured meetings throughout the 2024–2025 school year to review LCAP progress and key operational topics. Special policy-focused meetings in February, March, and May 2025 facilitated collaborative feedback and set the stage for important policy and staffing changes in 2025–2026, reflecting the school's commitment to continuous improvement and student success.

Teachers	**Whole Staff Campus Connect Meetings** **Dates:** - August 9, 2024 - September 27, 2024 - November 22, 2024 - December 13, 2024 - January 17, 2025

- February 14, 2025
- February 28, 2025
- March 28, 2025

Format:
All-staff meetings focused on collaborative discussion and review.

Topics Covered:

- District-adopted LCAP goals, actions, and metrics
- ATSI (Additional Targeted Support and Improvement) eligibility
- Program effectiveness and overall progress

Monthly Grade Level & Administration Meetings

Format:
Site administration and grade-level teachers met monthly to review data and address academic and behavioral concerns.

Key Discussion Topics:

1. **Structured, Evidence-Based Interventions:**
   - Emphasis on the importance of classroom aides delivering interventions according to established protocols and schedules.

2. **Comprehensive Training and Support:**
   - Need for ongoing professional development, regular observations, and feedback to ensure intervention quality.

3. **Data-Driven Decision Making:**
   - Regular use of iReady, mathematics, and CKLA assessment data to monitor student progress and adjust interventions as needed.

Teacher Feedback

- **Identified Need for Professional Development:**
  Teachers highlighted a gap in professional development for both teachers and classroom aides,

	specifically in the area of academic intervention. While some interventions are in place, they are not fully developed or consistently implemented.
	
	• **Action Steps:**
	Site administration is collaborating with the Chief Academic Officer to:
	
	    o Refine the master schedule
	
	    o Review and strengthen intervention curriculum
	
	    o Provide targeted professional development to address identified gaps
	
	Teachers at Aspen Valley Prep Academy are committed to improving student outcomes through data-driven academic planning and effective interventions. Their feedback underscores the need for enhanced professional development and support, particularly in delivering structured academic interventions. Administration is actively working to address these needs for the 2025–2026 school year.

Other School Personnel	**Classified Staff Participation in Campus Connect Meetings** **Dates:** • August 9, 2024 • September 27, 2024 • November 22, 2024 • December 13, 2024 • January 17, 2025 • February 14, 2025 • February 28, 2025 • March 28, 2025 **Format:** All-staff Campus Connect meetings, with active participation from classified staff. **Topics Covered:** • Review of LCAP (Local Control and Accountability Plan) goals, actions, and metrics • ATSI (Additional Targeted Support and Improvement) eligibility and program effectiveness • Charter Renewal process and requirements • English Learner (EL) Master Plan

- 2024 Dashboard data and implications

Feedback Provided by Classified Staff

- **Increased Understanding:** Classified staff reported a much clearer understanding of how the District's LCAP goals align with Aspen Public School's mission and vision.
- **Connection to Daily Work:** Staff expressed appreciation for learning how their roles directly contribute to achieving LCAP goals and supporting students.
- **Value of Information:** Classified staff valued the opportunity to see the connection between district plans, school priorities, and their everyday responsibilities.
- **Improved Awareness:** There was a notable improvement in their understanding of LCAP metrics, the importance of the plan, and how specific actions relate to their support roles.

Classified staff at Aspen Valley Prep Academy actively participated in all-staff meetings throughout the year, gaining valuable insights into the school's LCAP goals and initiatives. Their feedback highlights a greater sense of connection to the school's mission and a deeper understanding of how their work supports student success and school improvement efforts.

Students

Student Input Opportunities

- **Student Leadership Team:**
  Meets twice a month from October 2024 to May 2025, providing students with a regular forum to share ideas and influence school initiatives.

- **Community Schools Advisory Council:**
  Meetings held on August 29, September 25, November 13, February 19, April 23, and May 15, 2025, where students participate alongside staff and community members.

- **Student Climate Surveys (Kelvin):**
  Administered three times a year to gather broad input on school climate, connectedness, belonging, and priorities for the 2025–26 LCAP.

Key Student Feedback

From Community Schools Advisory Council Meetings:

	- **Tutoring and Assessment:**
	  - Students requested a more collaborative approach to assessment and tutoring, expressing a desire to review their own assessment scores and set goals with educators.
	  - Some students reported that math tutoring sessions felt redundant, as the skills being practiced did not match their needs.
	
	From Kelvin Student Climate Survey:
	- **School Climate and Equity:**
	  - 82% of students feel that adults at Aspen Valley Prep treat people from different races, ethnicities, and cultures fairly.
	- **Student Voice:**
	  - 80% of students agree that they are given opportunities to participate in school decision-making.
	
	Aspen Valley Prep Academy actively seeks student input through leadership teams, advisory councils, and climate surveys. Students value fairness and inclusion, appreciate opportunities for involvement in decision-making, and have voiced a desire for more personalized and collaborative academic support, especially in tutoring and assessment processes. This feedback is being used to inform school improvement and the 2025–26 LCAP planning.

Student Advisory Committee	Not applicable, AVPA serves TK-6.
Parent Advisory Committee (PAC)	**PAC Meeting Dates** - November 13, 2024 - February 19, 2025 - April 23, 2025 - May 28, 2025 **Topics Discussed** - Review of LCAP goals and strategies - Analysis of school data and progress toward goals - Review of specific school programs

- Discussion of schoolwide survey results and parent feedback for program implementation

Key Feedback Provided by PAC

- **Trauma-Informed Training:** Requested trauma-informed and de-escalation training for after-school program tutors and classroom aides to better support students' social-emotional needs.
- **Survey Participation Accuracy:** Noted that CMO (Charter Management Organization) staff should not be listed as Aspen Valley staff in surveys, as their inclusion skews response rates and participation data.
- **Staff Compensation:** Suggested that the cost of living raise for all staff should exceed a 2% increase.
- **Collaboration and Engagement:** Praised the Community Schools Teacher Lead and Aspen Valley Administration for fostering strong collaboration among teachers and effective engagement with the Parent Leadership Team.
- **Communication of Math Data:** Recommended improving the clarity and presentation of math growth data, including the language and charts used, to make information more accessible to families.
- **Math Tutoring Program Input:** Suggested surveying parents of students in math tutoring this year to inform planning and improvements for next year's programming.

Parent Advisory Council (PAC) Feedback – May 28, 2025

At the May 28, 2025, Parent Advisory Council meeting, the Site Director presented the 2025-26 LCAP, LCFF and Title Funding for review. Families provided valuable feedback on Aspen Valley Prep's current practices addressed in the LCAP, highlighting several key strengths.

- **Communication Excellence** Parents expressed strong appreciation for the school's consistent and transparent communication between staff, students, and families. They emphasized wanting these communication strategies to continue, noting how they support a connected and informed school community.
- **Increased Community Engagement** Families praised the increase in schoolwide activities, which provide meaningful opportunities for family engagement with the school. As one parent noted, *"I feel like the school does a great job at developing relationships beyond just parent/teacher contact."* This feedback reflects Aspen Valley's commitment to fostering strong, supportive relationships across the school community.

	• **Comprehensive Student Programs** Parents commended the school's thoughtful approach to highlighting programs beyond the classroom—including sports, after-school tutoring, clubs, dance, and music—as essential components of the student experience.
	• **Volunteer Opportunities** Families expressed enthusiasm about the formalization of the APS Parent Volunteer Handbook. Many parents are eager to contribute through volunteer opportunities during school hours and in after-school programs, and they appreciate the clearer pathways being established for participation.
	This feedback reinforces the value of Aspen Valley's holistic approach to education, which actively involves families and strengthens school-community bonds. Overall, parents agreed with the 2025-26 LCAP, use of Title Funds, LCFF Funds, and there were no major concerns. The Parent Advisory Council recommends the plan be submitted to the APS Board for approval.
	The Parent Advisory Committee (PAC) at Aspen Valley Prep Academy plays an active role in reviewing LCAP progress and shaping school programs. Their feedback highlights the need for enhanced training for support staff, more accurate survey data collection, increased staff compensation, clearer communication of academic data, and greater parent involvement in program planning. These insights are being used to inform ongoing school improvement efforts and the 2025–26 LCAP.
English Learner Parent Advisory Committee (EL-PAC)	**Meeting Dates** • September 19, 2024 • November 20, 2024 • February 26, 2025 • May 28, 2025 **Focus Areas** • Student performance and academic progress of English Learners • ELPAC (English Language Proficiency Assessments for California) testing and understanding results • Review and input on English Learner programs and services • Family engagement strategies and resources for EL families **Key Feedback and Outcomes** • **ELAC Officer Nomination Process:** Parents sought clarification on the nomination process, roles, and responsibilities of ELAC officers. The principal responded with detailed descriptions and outlined procedures for nominations and voting, ensuring transparency and encouraging parent participation.

	- **Community Partnerships:** After reviewing the APS EL Master Plan, parents discussed ways to increase support for English Learners through community partnerships. This led to Aspen Valley officially partnering with the Fresno Area Hispanic Foundation to enhance engagement and resources for EL families. - **Assessment Understanding and Reclassification:** Parents received guides to understanding ELPAC test scores and information about the Smarter Balanced Summative Assessment. The reclassification process for English Learners was explained, and Tier 2 supports were reviewed to ensure parents understood available academic interventions. - **Family Engagement Tracking:** Parents reviewed the Aspen Valley Parent/Family Engagement tracker, promoting transparency and ongoing collaboration with families. --- **English Learner Advisory Council (ELAC) Feedback – May 28, 2025** At the May 28, 2025, English Learner Advisory Council meeting, the Site Director presented the 2025-26 LCAP, LCFF, and Title Funding for review. Families provided valuable feedback highlighting several strengths of Aspen Valley's current practices outlined in the LCAP. - **Community Engagement** Parents expressed strong appreciation for the school's increase in schoolwide activities, noting that these events offer families meaningful and varied opportunities to engage with the school community. - **Comprehensive Student Support** Families voiced gratitude for the detailed support plan for all students, which outlines both the social-emotional resources available, and the wide range of extracurricular activities offered. One parent stated, "You have an amazing team who supports all the needs of my child," adding that the systems in place feel sustainable for the long term. - **Student Growth and Well-being** Another parent reflected on her child's progress, sharing that she has seen improvements in his ability to express himself, his writing skills, and his overall attitude about school. She said, "My son comes home happy from school." Overall, parents agreed with the 2025-26 LCAP and the use of Title Funds and LCFF Funds, with no major concerns raised. The English Learner Advisory Council recommends the plan be submitted to the APS Board for approval.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Parent Input Opportunities** - **Parent Leadership Team:** Meetings held on September 4, October 2, November 16, December 4, January 15, February 15, March 5, April 2, April 30, and May 28, 2025, giving parents a regular voice in school decisions.

	- **Community Schools Advisory Council:** Meetings on August 29, September 25, November 13, February 19, April 23, and May 15, 2025, where parents collaborate with staff, students, and community members.
	
	- **Kelvin Parent Surveys:** Administered three times a year to gather feedback on school safety, sense of belonging, instructional environment, discipline policies, and input for the 2025–26 LCAP.
	
	Key Parent Feedback
	
	From Community Schools Advisory Council Meetings:
	
	- **Reading Intervention Support:**
	Parents strongly emphasized the need for a dedicated Reading Intervention teacher and aide next year to provide Tier 2 support for struggling readers.
	
	- **Training for Teacher Aides:**
	Parents requested additional training for teacher aides, especially to better support students with autism and other disabilities.
	
	From Kelvin Parent Survey:
	
	- **School Environment and Safety:**
	    o 98% of parents feel the school is clean and well-maintained.
	    o 96% of parents feel their child is safe at school.
	    o 95% of parents feel staff genuinely care about their child.
	
	Aspen Valley Prep Academy values parent input through leadership teams, advisory councils, and regular surveys. Parents are highly satisfied with the school's cleanliness, safety, and caring staff. They have also identified priorities for the coming year, including increased reading intervention support and enhanced training for aides working with students with special needs. This feedback is being used to guide planning and improvements for the 2025–26 school year.

SELPA Administrator	**SELPA Professional Learning Network (PLN) Meetings** **Participation:** The Student Services Officer attended El Dorado County Charter SELPA's Professional Learning Network Virtual Meetings on: - September 25, 2024

- November 13, 2024
- January 29, 2025
- March 26, 2025
- May 21, 2025

Meeting Focus:
These meetings provided:

- Guidance on CDE (California Department of Education) monitoring requirements
- Updates on special education law and compliance
- Announcements of upcoming professional learning and training opportunities
- Federal and state news relevant to special education
- Resources and best practices for SPED (Special Education) programming

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Parent Resources and Training

November 14, 2024:
In response to a request for parent resources on the IEP (Individualized Education Program) process, the Director of EDCOE and a Program Specialist provided:

- [Understanding the IEP Process – Video](#)
- [Charter SELPA Parent Resources](#)

Staff Training and Professional Development

March 14, 2025:
SELPA staff conducted Nonviolent Crisis Intervention (CPI) training, which included:

- Verbal de-escalation techniques and safety interventions
- Certification for Administrators, School Resource Officers, Psychologists, Counselors, Education Specialists, Speech and Language Pathologists, SPED instructional aides, and after-school program leads
- Recommendation for the Student Services Officer to consider Verbal De-escalation training for general education staff in the future

SELPA Input on LCAP

April 30, 2025:
SELPA provided feedback via email regarding LCAP suspension rates and Goal #1, Action Item #4. Their recommendations included:

- Continuing Aspen Valley's participation in the Special Education Teacher Academy, Education Specialist PLC, and School Psychologist PLC
- Utilizing new resources for addressing attendance, such as the Attendance Padlet
- Implementing a new strategic behavior training series for all staff, available through On-Demand Web Modules

Throughout 2024–2025, Aspen Valley Prep Academy maintained active consultation with SELPA, ensuring compliance, high-quality staff training, and strong support for students with special needs. SELPA's guidance directly informed staff development, family engagement, and LCAP planning, supporting continuous improvement in special education services.

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 stakeholders to ensure their perspectives were incorporated as follows:

- Need for targeted and robust professional development and staff changes to meet evolving student needs: See Goal 2, Action 2
- PD – Academic Intervention for teachers and Instructional Aides: See Goal 2, Action 2
- Evidence-based Interventions: See Goal 1, Action 2
- Reading Intervention: See Goal 1, Action 2
- Training for Instructional Aides supporting SWD. - See Goal 1, Action 4; and Goal 2, Action 2
- Training for staff on trauma-informed practices and de-escalation training for support staff. See Goal 2, Action 2
- Math Tutoring: See Goal 1, Action 2
- ELAC – roles & responsibilities: See Goal 3, Action 2

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 in response to its ATSI eligibility and persistent needs identified through Dashboard data, stakeholder input, and resource equity analysis. As a school identified for ATSI, there is a critical need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework and the California Community Schools Framework. This ensures universal screeners are used to identify and address academic, social-emotional, behavioral, and mental health needs, and to monitor program effectiveness.

There is an urgent need to fully implement, train, and coach all staff on Leader in Me, PBIS, alternatives to suspension, and trauma-informed practices to more effectively address student behavioral challenges, improve school climate, student engagement, and ensure safety. Improving communication with educational partners (staff, parents, and students) about behavior and attendance policies, and establishing systems to ensure consistent implementation and accountability, are also priorities for improving student outcomes.

Additionally, ongoing academic challenges—including high suspension rates, chronic absenteeism, and declining ELA and math performance—highlight the need for a comprehensive, data-driven approach. Goal 1 is designed to address these issues by strengthening MTSS, expanding tiered supports, building staff capacity, and engaging families, with the aim of fostering an inclusive, supportive, and equitable learning environment for all students.

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: CA School Dashboard
		2022-23 ELA CAASPP
		
		         DFS
		All Students -25.6
		Hispanic -35.1
		SED -35.6
			2023-24 ELA CAASPP
			
			         DFS
			All Students -30.5
			Hispanic -40.9
			SED -40.1
					2024-25 ELA CAASPP
					
					         DFS
					All Students -29.5
					Hispanic -39.9
					SED -39.1
						All Students: -4.9
						
						Hispanic: -5.8
						
						SED: -4.5

2	CAASPP Math Assessment: Distance from Standard (DFS)
	
	Source: CA School Dashboard
		2022-23 Math CAASPP
		
		         DFS
		All Students -41
		Hispanic -41.7
		SED -52.8
			2023-24 Math CAASPP
			
			         DFS
			All Students -49.8
			Hispanic -53.9
			SED -59.5
					2024-25 Math CAASPP
					
					         DFS
					All Students -48.8
					Hispanic -52.9
					SED -58.5
						All Students: -8.8
						
						Hispanic: -12.2
						
						SED: -6.7

3	CA Science Test Distance from Standard (DFS)
	
	Source: CA School Dashboard
		2022-23 CAST
		
		         %
		All Students 28.6%
		Hispanic 22.6%
		SED 20.5%
		
		Source: CAASPP
			2023-24 CAST
			
			         DFS
			All Students -15.7
			Hispanic -16.7
			SED -16.9
					2024-25 CAST
					
					         DFS
					All Students -15.4
					Hispanic -16.4
					SED -16.6
						All Students: -9.8%
						
						Hispanic: -5.2%
						
						SED: -1.6%
						
						* Comparison 2022-23 vs 2023-24 (% met or exceeded standards

4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	33.3% Source: 2023 Dashboard	2023-24: 48.6% Source: 2024 Dashboard		2024-25: 29.7%	+15.3%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.32%	2023-24: 18.75%		2024-25: 15.3%	+11.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
6	Reclassification Rate Source: Dataquest	2022-23: 8.5%	2023-24: 19.5%		2024-25: 15.3%	+11%
7	Attendance Rate Source: CALPADS	2022-23: 95.4%	2023-24: 94.9%		2024-25: 95%	-0.5%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 31.9% African American 29.7% Hispanic 31.8% White 31.7% EL 31.9% SED 35.4% SWD 47.7%	2023-24: Chronic Absenteeism Rate All Students 13.4% African American 7.9% Hispanic 12.7% White 19.5% Homeless 25.5% EL 12.5% SED 15.6% SWD 17.1%		2024-25 Chronic Absenteeism Rate All Students 18% African American 19% Hispanic 17% White 23% Homeless 28% EL 26% SED 20% SWD 18%	All Students: -0.5% AA: -21.8% Hispanic: -19.1% White: -12.2% Homeless: NA EL: -19.4% SED: -19.8% SWD: -30.6%
9	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 3.9% African American 5.0% Hispanic 2.4% White 4.8% EL 2.0% SED 4.7% SWD 2.2%	2023-24: Suspension Rate All Students 7.8% African American 12.2% Hispanic 6.7% White 7.3% Homeless 10.2% EL 8.2% SED 8.5% SWD 14.3%		2024-25 Suspension Rate All Students 5% African American 7% Hispanic 4% White 12% Homeless 5% EL 8% SED 5% SWD 10%	All Students: +3.9% AA: +7.2% Hispanic: +4.3% White: +2.5% Homeless: NA EL: +6.2% SED: +3.8% SWD: +12.1%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in enrichment. Source: Master Schedule	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%

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: 98%	2023-24: 100%		2024-25: 100%	+2%

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

Goal Analysis for 2024-25

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

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

Action 1: Aspen Valley Prep Academy (AVPA) has fully implemented its comprehensive assessment system for the 2024-25 academic year. The school administers iReady Reading and Mathematics assessments in fall and winter for students in kindergarten through sixth grade. Following each assessment period, educators analyze the results to inform instructional decisions and identify students needing intervention support.

The school maintains a robust academic program through the implementation of multiple curricula, including Leap Mathematics and Core Knowledge, while incorporating Gradient Learning platforms. Additionally, all state-mandated assessments are conducted according to schedule.

This systematic approach to assessment and curriculum implementation ensures that student progress is consistently monitored and supported throughout the academic year.

Action 2: Aspen Valley Prep Academy (AVPA) has fully implemented comprehensive academic interventions to address student achievement, following the school's ORANGE Performance Level designation in ELA and Mathematics on the 2024 California School Dashboard. The school's intervention strategy operates through multiple coordinated approaches:

The iReady program serves as a foundational tool for identifying and addressing learning gaps. Teachers and administrators receive ongoing professional development in utilizing the iReady teacher toolbox, with specific grade-level training following winter and spring assessments. Through Professional Learning Communities (PLCs), teachers collaborate to create targeted intervention plans based on assessment data.

The school's Tier 2 Reading Intervention program follows a structured process. Administrators and the Intervention Coordinator regularly review student data to identify those performing below grade level. Students reading two or more grade levels below receive intensive support through the AIMS/Pathway to Reading, Read Naturally, and CKLA remediation programs. This intervention occurs four times weekly, totaling 120 minutes of specialized instruction. Student progress is monitored through 8–10-week intervention cycles, with comprehensive assessments determining next steps for each student.

Classroom support is enhanced through instructional aides who work with small groups four times weekly, alternating between mathematics and ELA instruction. Their work is integrated with the Student Success Team process to ensure coordinated support for struggling learners. Additional support is provided through the Expanded Learning Opportunities Program (ELOP), which offers targeted tutoring during after-school hours, winter intersession, and summer sessions. This program specifically focuses on students performing at least one grade level behind in mathematics and those needing additional reading support.

Through these coordinated interventions, AVPA maintains a systematic approach to addressing academic needs and supporting student achievement across all grade levels.

Action 3: Aspen Valley Prep Academy (AVPA) has fully implemented strategies to address both student behavior and attendance concerns, following the school's 2024 California Dashboard indicators showing a YELLOW Performance Level for Chronic Absenteeism and RED Performance Level for Suspension Rates.

To improve suspension rates, AVPA has established a multi-tiered support system. The foundation includes the "Leader in Me" social-emotional learning curriculum combined with PBIS efforts and bully prevention programming as Tier 1 supports. Mental health services are provided through an on-site All4Youth therapist, while the school counselor and psychologist offer teachers resources for anti-bullying and suicide prevention strategies. Administrators conduct training in verbal de-escalation and behavior management techniques. The principal and counselor actively engage in conflict resolution through mediation meetings between students and between staff and students.

The school has strengthened its attendance intervention system through a revised attendance policy, which has been clearly communicated to both staff and families. A School Attendance Review Team (SART) monitors and responds to cases of potential chronic absenteeism. The principal conducts direct meetings with parents of students receiving second and third truancy notices. For students identified as unhoused, the

Family Resource Counselor participates in all attendance and student success team meetings. These coordinated efforts have helped maintain the current chronic absenteeism rate at 6.56%.

Action 4: Aspen Valley Prep Academy (AVPA) has fully implemented its special education support services, while addressing specific challenges identified in the 2024 California Dashboard. The data shows a YELLOW Performance Level for Chronic Absenteeism and RED Performance Level for Suspension Rates among Students with Disabilities.

The school participated in the California Department of Education's Special Education Monitoring Processes and Small LEA Cyclical Monitoring this year, demonstrating commitment to program evaluation and improvement. The Special Education team has strengthened its collaborative approach with general education teachers, focusing on three key areas: instructional delivery, implementation of modifications and accommodations, and lesson scaffolding to meet individual student needs.

To enhance these services, the Special Education team continues their professional development through ongoing participation in specialized training sessions aligned with program goals. This comprehensive approach aims to improve academic outcomes while addressing attendance and behavioral concerns for Students with Disabilities.

Action 5: Aspen Valley Prep Academy (AVPA) has fully implemented its comprehensive English Learner (EL) program, while addressing specific areas identified in the 2024 California Dashboard, which shows a YELLOW Performance Level for Chronic Absenteeism and RED Performance Level for Suspension Rates among EL students. The school's EL Master Plan guides a structured approach to language development. Students in grades 1-6 receive 100 minutes of designated English Language Development (ELD) instruction weekly, supported by bilingual instructional aides who assist with language acquisition. All English Learners participate in Tier 2 reading intervention, showing promising results with growth ranging from 16 to 48 points between fall and winter iReady reading assessments.

Regular monitoring ensures continued progress for both current EL students and those Reclassified as Fluent English Proficient (RFEP). Teachers and administrators meet monthly in grade-level teams to review intervention strategies and track EL student progress. This systematic approach combines targeted instruction with ongoing assessment to support English Learners' academic success.

Action 6: This action was fully implemented. Aspen Valley Prep Academy ensures all students have access to a comprehensive curriculum that includes robust art and music programs. The art curriculum integrates culturally relevant content while maintaining alignment with state standards, engaging students in meaningful creative expression. Similarly, the music program provides students with sequential instruction and opportunities to showcase their developing talents through school concerts, rallies, and cultural events, including the upcoming Multicultural Fair. These arts programs enhance the school's broad course of study while fostering student engagement and creative development.

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.

Explanation of Material difference between Budgeted Expenditures for Goal 1:

- Action 2 - Estimated actual expenditures were substantially higher because AVPA's Expanded Learning Opportunities Program was expanded.

- Action 3 - All services were provided but actual costs were lower than budgeted costs, providing a savings to the school.

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

Action 1: This action was effective. By implementing universal screeners and data-driven instruction—has led to measurable growth in reading and math, improved participation in assessments, and more targeted interventions. Teachers use iReady data to inform instruction and remediation, and family engagement has increased through schoolwide challenges and communication about assessment results. Chronic absenteeism has declined, and academic gains are evident in iReady results.

However, achievement gaps persist, especially for English Learners, and analyzing data remains time-consuming for staff. Teacher turnover and training needs continue to challenge consistency. Overall, the action has effectively supported academic progress and intervention but requires ongoing focus on closing gaps and supporting staff.

Action 2: This action was effective. This action focused on targeted interventions and instructional supports—has resulted in significant academic gains as evidenced by recent iReady data:

- Kindergarten: From fall to winter, there was a 29% decrease in students more than one grade level below in reading and a 26% decrease in students more than one grade level below in math. Additionally, there was a 30% increase in kindergarteners performing at or above grade level in reading and a 26% increase in those at or above grade level in math.
- Grades 1–6: There was a 50% decrease in students more than one grade level below in reading.

These improvements are attributed to the effective use of the iReady Teacher Toolbox for differentiated instruction, the intervention teacher's targeted support for struggling readers, instructional aides providing high-dosage tutoring, and the implementation of Reflex and Frax to build foundational math skills. Together, these actions have accelerated learning and reduced the number of students performing below grade level, demonstrating clear progress toward closing achievement gaps

Action 3: Goal 1, Action 3—focused on social-emotional and behavioral supports—has been effective. The school fully implemented SEL curriculum, PBIS, and counseling services, leading to improved school climate and reduced suspensions and chronic absenteeism. Students accessed on-campus therapy and health services, and staff received training in trauma-informed practices. School climate surveys reflect positive perceptions of safety and connectedness. Challenges remain in staffing and specialized training, but overall, the action has contributed to a safer, more supportive environment and better student engagement.

Action 4: This action focuses on strengthening services and supports for Students with Disabilities (SWD) through an inclusion model and increased collaboration between special education and general education staff.

To date, this action has been effective in:

- Ensuring SWD receive instruction in the least restrictive environment, with general and special education teachers collaborating on accommodations and modifications.
- Providing ongoing professional development and support for staff to implement inclusive practices, Universal Design for Learning (UDL), and differentiated instruction.
- Improving access to grade-level curriculum and increasing participation of SWD in all aspects of the school's academic and social-emotional programs.

Feedback from educational partners confirms that the inclusion model and collaborative supports are valued and have contributed to improved engagement and outcomes for SWD. However, challenges remain in meeting the needs of students with more intensive support requirements and in providing sufficient specialized staff and training as enrollment grows.

Overall, this action has advanced the goal of equitable access and support for SWD, but continued investment in staff training, collaboration, and resources is needed to sustain and deepen its impact

Action 5: This action was effective. This action centers on English Language Development (ELD) services and reading intervention groups to support English Learners (ELs) and students needing targeted reading support.

Effectiveness to Date:

- **Reading Growth:** iReady data shows reading growth across all grade levels, with major gains in kindergarten, 3rd, 4th, and 5th grades in 2022–23. The school also successfully reclassified some EL students last year and this year, reflecting improved English proficiency.
- **ELD Instruction:** More time has been allocated in the academic calendar for ELD groups, ensuring students receive designated instruction. This adjustment has addressed a previous gap in ELD scheduling and curriculum delivery.
- **EL Progress:** Despite these efforts, the percentage of EL students meeting proficiency declined to 33% (from 50% the previous year), indicating a need for continued focus and support.
- **Professional Development:** There is an ongoing need for staff training on EL standards and ELPAC testing strategies, especially as the percentage of EL students has increased to about 14% of enrollment.

This action has led to notable reading growth and successful reclassification for some ELs, but challenges remain in raising overall proficiency rates and ensuring consistent, high-quality ELD instruction. Continued investment in professional development and dedicated ELD time is essential for further progress.

Action 6: This action has been effective. Aspen Valley Preparatory Academy has effectively provided all students, including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study—including ELA, Math, Science, Social Studies, PE, Art, and enrichment—each year since 2020–21. Master schedule data confirm 100% student access to required and enrichment subjects. The school's implementation ratings for Visual and Performing Arts (VAPA), PE, and Health remain high, with improvements in science and VAPA. The main challenge has been filling music and drama positions, limiting those offerings. Overall, AVPA maintains equitable, schoolwide access to a broad curriculum, supporting engagement and achievement, with ongoing efforts to expand enrichment staffing

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 a baseline, identify learning gaps, monitor student progress, and develop annual growth targets, Aspen Valley Preparatory Academy will implement a comprehensive assessment system as part of its Multi-Tiered System of Supports (MTSS). Assessment data will be used to inform instruction and guide targeted interventions throughout the school year. The following assessments will be administered: • **iReady Reading & Math (Grades K-6):** Administered three times per year, iReady serves as a universal screener and progress monitoring tool to assess students' proficiency in reading and mathematics. iReady is an SBE-verified data source that provides diagnostic data and personalized instruction, enabling educators to identify each student's strengths and areas of need and to deliver differentiated instruction efficiently. • **Leap Mathematics:** Used to further assess mathematical understanding and inform targeted support. • **Core Knowledge ELA End-of-Year (EOY) Assessment:** Measures end-of-year English Language Arts achievement and helps evaluate curriculum effectiveness. • **Gradient Learning Assessments (Grade 6):** Provides ongoing data for Grade 6 students, supporting the implementation of the Summit (Gradient) learning model.	$18,300	Y

		- **State-Mandated Assessments:** Includes CAASPP (California Assessment of Student Performance and Progress), ELPAC (English Language Proficiency Assessments for California), CAST (California Science Test), and PFT (Physical Fitness Test), which provide summative data on student achievement and progress toward state standards. This assessment plan is designed to support ongoing academic growth by: - Collecting universal screening data to identify students in need of additional support early and at regular intervals. - Using diagnostic and formative assessments to pinpoint specific skill gaps and inform the development of individualized intervention plans. - Monitoring student progress to evaluate the effectiveness of instruction and interventions, making timely adjustments as needed. - Setting and reviewing annual growth targets for students and using data to measure progress toward those goals. - Providing actionable, user-friendly reports to teachers, enabling data-driven decision-making at the classroom and school levels. By systematically using assessment data within the MTSS framework, AVPA ensures that instruction is responsive to student needs and supports equitable academic achievement for all learners.		
2	**MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	The 2024 CA School Dashboard shows declining student performance in both ELA and Math Academic Indicators, as measured by distance from standard (DFS). Following a comprehensive needs assessment, Aspen Valley Prep Academy has implemented targeted interventions to address identified learning gaps. Currently, 100% of Aspen Valley students have access to tiered supports through our Multi-Tiered System of Supports (MTSS). For the 2025-2026 school year, we will continue implementing this model with a focused emphasis on strengthening Tier 1 instruction and enhancing Tier 2 interventions.	$1,322,463	Y

English Language Arts Focus:

- **2023-24**: Provided all teachers with training on phonics and phonemic awareness to strengthen foundational skills

- **2024-25**: Shifting focus to strengthen vocabulary and reading comprehension skills

Mathematics Focus: Students lacking foundational skills in math facts and fluency will continue to receive support through:

- **Reflex**: Interactive online solution targeting math facts proficiency

- **Frax**: Interactive program focusing on fraction skills and confidence building

- **Math Tutoring**: In partnership with the Eurgubian Center, math tutors will provide number sense support for struggling learners during the instructional day and after school

Tiered Intervention Structure:

Tier 1.5 - Classroom-Based Support:

- Classroom teachers implement interventions using various remedial instructional materials

- iReady Teacher Toolbox Intervention (Title I funded: $4,750) resources support both struggling learners and high-performing students

- Instructional aides provide individual high-dose tutoring and small group instruction during ELA and Math blocks

- Instructional aides receive coaching on evidence-based pedagogical strategies and behavior management from the PBIS team

Tier 2 - Targeted Intervention: The Intervention Coordinator (credentialed) will:

- Provide direct intervention for students in grades 2-6 reading two or more years below grade level (as identified by iReady)

- Offer push-in support for grades TK-2, focusing on CKLA implementation and decoding skills

		• Coach teachers and instructional aides on evidence-based reading strategies **Additional Support Programs:** • **AIMS Reading Intervention**: Tailored to individual reading gaps using iReady diagnostic data, delivered four times per week in 8-week cycles during the intervention block • **Expanded Learning Opportunities Program (ELOP)**: After-school, intersession, and summer programming for additional academic support • **Reading Excellence Center**: Additional tutoring resources available to all students **Progress Monitoring:** Teachers and leadership will assess each student's progress at the end of each 8-week intervention cycle to determine next steps. Families of struggling learners will be actively engaged and encouraged to utilize ELOP offerings to improve academic outcomes. Intervention support in English and Math will continue to be offered during the school day and through the after-school program, ensuring comprehensive support for all students.		
3	**MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	On the 2023 California School Dashboard, the White student group received a RED performance level for the Chronic Absenteeism indicator While Aspen Valley Prep Academy has made progress in reducing chronic absenteeism from 31.9% to 13.4%, resulting in an improved YELLOW performance level on the 2024 CA School Dashboard, attendance remains an area for continued improvement. Of greater concern, the 2024 CA School Dashboard reveals that AVPA received a RED performance level for the suspension rate indicator for all students and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, Hispanic, and White. This performance has resulted in eligibility for Additional Targeted Support and Improvement (ATSI). During the 2024-2025 school year, AVPA conducted 35 Student Attendance truancy-level meetings with the Principal and	$264,709	Y

Parents/Guardians and held 13 Student Attendance Review Team (SART) meetings with Aspen Public Schools.

Comprehensive MTSS Program for 2025-2026

Aspen Valley is committed to addressing the social-emotional and behavioral needs of its students through a comprehensive MTSS program focusing on academic anxiety reduction, restorative practices, parent engagement, positive school culture, positive behavior intervention strategies, academic supports, and counseling services.

To reduce academic anxiety, we implement online platforms and small group instruction that provide personalized learning pathways. This approach allows students to progress at their own pace, reducing pressure associated with traditional learning models.

Given our suspension rate challenges, we will continue to emphasize restorative practices to build a positive school culture. The SEL Counselor and Principal focus on repairing harm and restoring relationships through conflict resolution mediations, promoting a supportive and inclusive environment for all students. This approach integrates seamlessly with our Leader in Me SEL curriculum and Covey's 7 Habits. Our involvement in the Community Schools initiative further highlights the importance of community engagement in fostering this positive culture.

Key Staff Roles in MTSS Implementation

- The **Assistant Site Director** (Title I Funded: $121,050) serves as the PBIS team lead, participating in the local PBIS Cohort and Community of Practice. This role includes facilitating and leading professional learning for teachers on behavior challenges and de-escalation techniques, meeting with students who receive referrals, and ensuring consistent implementation of positive behavior interventions schoolwide.
- The **SEL Counselor** provides direct counseling services to students, including grief counseling and small group sessions focused on social skills development. This position coordinates the implementation of the Leader in Me curriculum, conducts conflict resolution mediations alongside the Site Director, and leads Parenting Partners workshops to strengthen home-school connections.

- The **Family Resource Counselor (FRC)**, who also serves as the Homeless and Foster Youth Liaison, maintains a consistent schedule of home visits and family meetings to address challenges affecting attendance and well-being. The FRC provides essential resources including bus passes, gas cards, food, clothing, and school supplies to remove barriers to education. In 2023-2024, the FRC successfully supported 18 students, with plans to expand services in 2025-2026. This position also participates in all attendance meetings and SST meetings for unhoused students, ensuring comprehensive support.

Family Engagement and Support Services

Aspen Valley recognizes the critical role of families in student success. We maintain strong relationships through regular communication and active involvement in the educational process. Parents can participate through numerous opportunities including Parenting Partners workshops led by the SEL Counselor, Vice Principal, Psychologist, and Student Services Director; Parent Leadership Team; Eagles Nest Store; and monthly school-wide events.

Our Community Schools initiative includes a Community Advisory Council consisting of family members, students, staff, and community partners. This collaborative approach ensures parent voices are integral in decision-making processes, aligning educational strategies with family and community needs. Additionally, Aspen Valley provides support services for families addressing transportation barriers, chronic absenteeism, and school uniform needs.

Mental Health and Counseling Services

Mental health support remains a priority through our partnership with All 4 Youth, which provides comprehensive mental health services including individual counseling. These services, coordinated with the SEL Counselor, help students overcome emotional and social challenges that may impact their behavior and attendance at school and home.

Systematic Attendance Interventions

Our multi-tiered attendance intervention system includes weekly tracking of unexcused absences and tardies, with the front office and administration teams monitoring patterns every Friday. We implement

		progressive communication protocols, contacting families at 2, 5, and 7 absence thresholds through phone calls and truancy letters. After five unexcused absences or tardies, Student Success Team meetings develop individualized plans with families. Following seven absences, SART meetings provide additional support and accountability. Additional strategies include the FRC conducting home visits for disengaged students and unresponsive families, implementing quarterly attendance challenges to build school community, and providing transportation resources for families facing barriers. Through these comprehensive support systems and dedicated staff roles, Aspen Valley is committed to addressing the social-emotional and behavioral needs of all students, with particular emphasis on reducing suspension rates across all student groups while maintaining our progress in improving attendance. Our goal is to ensure all students have the resources and environment necessary for academic and personal success.		
4	**SERVICES TO SUPPORT SWD**	Aspen Valley Prep Academy's special education program design is an inclusion model. The percentage of students with disabilities is 13% Our special education staff works collaboratively with general education staff to provide support and training for implementing accommodations or modifications in the general education classroom. Education Specialists collaborate with general education teachers to implement best practices for students with disabilities to access the curriculum both through collaboration and push-in support. Special education staff participate in training provided by our SELPA. SELPA's Professional Learning Offerings: https://charterselpa.org/professional-learning-catalog ● Executive Functioning ● Verbal De-escalation Training ● Mental Health Interventions - focus on anxiety, stress & trauma ● Autism Training ● CPI certification	$501,866	N

- Trauma-informed practices
- Universal Design for Learning

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

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

AVPA's percentage of students who are English learners with disabilities is 17%. To support students who are both Special Education (SPED) and English Learners (EL), the following strategies will be implemented:

Collaborative teaching models will be utilized, where both the special education teacher and the general education teachers work together to plan and deliver instruction. Instructional materials and activities will be differentiated to meet the diverse needs of SPED-EL students. This may include providing modified assignments, offering additional explanations or examples, and adjusting the pace of instruction to accommodate varying levels of language proficiency and academic ability.

Teachers and special education staff will receive ongoing professional development focused on best practices for supporting SPED-EL students. Training will include strategies for differentiating instruction, effective

		collaboration between special education and ESL teachers, and culturally responsive teaching practices.		
5	**STRENGTHENING EL PROGRAM & SERVICES**	Aspen Valley Preparatory Academy will enhance its English Learner program through comprehensive services that support language acquisition needs. For 2025-26, the focus will be on refining both integrated and designated English Language Development (ELD) time, in alignment with Aspen's EL Master Plan, to support continued growth in language acquisition. **Designated ELD Curriculum** AVPA will implement CKLA Language Studio for designated ELD instruction in grades TK-5 and Cengage for grade 6. These research-based programs provide structured language development aligned with ELD standards. **Targeted Support Services** English Learners will receive prioritized access to academic tutoring through our Expanded Learning Opportunities Program (ELOP), including after-school, intersession, and summer programming. Bilingual Instructional Aides will provide small group instruction specifically designed to support language acquisition needs. **Professional Learning Communities** Grade-level PLCs will meet regularly to strengthen ELD implementation through focus on explicit vocabulary delivery, utilizing multiple modalities, ELD standards integration, incorporating ELD into core subjects (Math, ELA, Science, and Social Studies), effective use of visuals and manipulatives, and SADIE strategies implementation. **Progress Monitoring and Family Engagement** Quarterly teacher and administrator collaboration sessions will review and monitor student progress on internal benchmarks. We will provide parent education on ELD initiatives and ELPAC assessments to ensure families understand and can support their children's language development journey. **Professional Development Program**	$22,000	Y

		To improve the delivery of designated and integrated ELD, all teachers will participate in targeted professional development focusing on evidence-based pedagogical strategies. This comprehensive training will support successful ELD implementation, targeted instruction, progress monitoring, and strategies to improve English language proficiency and reclassification rates. Key professional development components include developing comprehensive understanding of the Core Knowledge Language Studio curriculum, utilizing manipulatives for language acquisition, gaining thorough knowledge of ELD standards, implementing differentiation and scaffolding strategies tailored to EL learners, deepening understanding of ELPAC assessment and its instructional connections, establishing effective communication practices with EL families, and differentiating instruction across various proficiency bands. Through this multifaceted approach, Aspen Valley Preparatory Academy will provide robust support for English Learners, ensuring they receive the targeted instruction and resources necessary for academic success and language proficiency advancement.		
6	**BROAD COURSE OF STUDY**	Aspen Valley Preparatory Academy will provide all students with a comprehensive educational experience that extends beyond core subjects (ELA, Math, Science, Social Studies, and PE) to include dedicated Art and Music instruction. **The Value of Arts Education** Research consistently demonstrates that participation in music and arts education significantly enhances students' academic performance, cognitive development, and social-emotional skills. Music instruction, in particular, engages both hemispheres of the brain, strengthening neural pathways that support critical thinking, problem-solving, memory, and attention. Students who participate in high-quality music programs have shown higher achievement in English, mathematics, and other academic subjects, as well as improved language development and spatial reasoning. Music and art also foster creativity, self-expression, and resilience, providing students with healthy outlets for emotion and stress	$160,998	N

		management. These disciplines promote discipline, work ethic, and collaboration, which are essential for lifelong success. Importantly, access to music education has been shown to help close achievement gaps by providing all students, regardless of background, with opportunities to build foundational skills that support learning across the curriculum. Through this broad course of study, Aspen Valley Preparatory Academy ensures that all students receive a well-rounded education that nurtures creativity, enhances cognitive development, and provides multiple pathways for learning and achievement.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Aspen Valley Preparatory Academy developed Goal 2 to address critical post-pandemic challenges, including teacher and staff turnover, and the diverse learning needs of its students. There is a pressing need to support all teachers in strengthening Tiered supports and differentiated instruction, particularly to meet the language acquisition needs of English Learners (ELs) and Long-term English Learners (LTELs) across reading, writing, speaking, and listening.

General education teachers must collaborate closely with Special Education staff to implement Universal Design for Learning (UDL), ensuring appropriate accommodations and modifications that promote equitable, engaging, and differentiated lessons. Additional training on ELD standards is essential to enhance designated ELD instruction, increase English proficiency, improve reclassification rates, and boost ELPI scores on the Dashboard.

With the schoolwide adoption of Leader in Me and Summit (Gradient) Learning for grade 6, ongoing coaching, observation, and feedback cycles are necessary to ensure fidelity to these programs. This will improve student outcomes, engagement, school climate, and support teacher retention.

This goal was developed to build educator capacity through targeted professional learning and collaboration, addressing academic and language gaps while fostering a positive, supportive school environment aligned with current instructional initiatives.

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 &	2021-22: 82.4%	2022-23: 66.7%		2023-24: 97%	-15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	appropriately assigned. Source: CDE TAMO					
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 5 VAPA: 4 World Language: N/A	<u>2024-25</u> ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA		<u>2025-26:</u> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: +1 CTE: NA Health: +1 PE: -1 VAPA: 4 World Language: NA

Goal Analysis for 2024-25

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

Action 1: Aspen Valley Prep Academy has fully implemented its professional development program for the 2024-25 academic year. All teachers, who are appropriately credentialed, completed comprehensive Summer Professional Learning, followed by twelve non-instructional development days and ongoing weekly professional development sessions throughout the school year. To maintain instructional quality during teacher absences, substitute teachers receive extensive coaching, ensuring students consistently receive high-quality instruction. This systematic approach to professional development supports both permanent and substitute teachers in delivering effective instruction

Action 2: Aspen Valley Prep Academy has fully implemented a comprehensive professional development program for all educators. Both general education and special education teachers participate in extensive training, beginning with nine days of Summer Professional Learning, followed by four non-instructional development days and weekly professional development sessions throughout the school year.

The school employs dedicated ELA and Math Instructional Coaches who provide ongoing support through classroom observations and feedback cycles. These coaches work directly with teachers to enhance instructional practices and implement evidence-based strategies. Additionally, the school demonstrates its commitment to teacher growth by funding credential clearance through induction programs, ensuring all educators maintain appropriate credentials and continue their professional development.

Action 3: Aspen Valley Prep Academy has partially implemented its instructional materials plan for the 2024-25 academic year. The school ensures all students have access to standards-aligned curriculum and instructional materials, including necessary consumable resources. While sufficient inventories have been maintained for core subjects, the school has not yet finalized its health education materials. The administration is currently evaluating the Positive Prevention Plus curriculum for potential adoption to complete the comprehensive instructional program.

Action 4: Aspen Valley Prep Academy has fully implemented its technology access plan, providing each student with a Chromebook and headphones to ensure complete access to digital instructional materials. The school utilizes Microsoft Teams as its primary platform for virtual meetings and collaboration. The IT department maintains high-quality internet service with sufficient bandwidth to support digital learning needs. To ensure student safety online, the school has implemented monitoring software that allows educational staff to oversee student internet activities during school hours.

Material Differences Between Budgeted and Estimated Actual Expenditures - Goal 2

Action 2: Actual expenditures exceeded the budgeted amount due to higher-than-anticipated costs for professional development activities and the teacher residency program. The increased costs reflect additional training sessions and expanded program participation beyond original projections.

Action 3: Actual expenditures were lower than budgeted for curricular materials from Gradient. The cost savings resulted from negotiated discounts and more efficient procurement processes than initially planned.

Summary: Goal 2 experienced mixed variance from budget, with Action 2 showing cost overruns due to expanded professional development needs, while Action 3 achieved cost savings through improved purchasing efficiency.

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

Action 1: This action was effective. This action provides evidence-based professional learning for educators and staff—has been effective. All teachers participated in summer and ongoing professional development, with added instructional coaching in ELA and Math. This support contributed to improved instructional practices, student academic growth, and a reduction in chronic absenteeism. Substitute teachers also received coaching to maintain service quality during vacancies. Challenges included some vacant teaching positions and the need for more targeted training for English Learners and Students with Disabilities, but overall, the action has strengthened staff capacity and supported student achievement

Action 2: This action was effective. This action centers on providing robust, evidence-based professional development and instructional coaching for all educators, including general education and special education staff.

Effectiveness to Date:

- All teachers participated in summer and ongoing professional learning, with a focus on MTSS, UDL, ELD, trauma-informed practices, and new curriculum implementation.
- Instructional coaches in Math, ELA, and Summit Learning supported teachers through classroom observations, feedback, and collaborative planning, improving instructional quality and consistency.
- Teachers received targeted training on interventions, data analysis (iReady), and strategies for supporting diverse learners, including English Learners and Students with Disabilities.
- Professional development contributed to improved student outcomes, as reflected in iReady growth, and supported high teacher retention.

Challenges:
Staff turnover and the need for more specialized training for ELD and inclusion remain. However, the action has been effective in building staff capacity, improving instructional practices, and supporting student achievement and engagement.

Action 3: This action was effective. All students, including English Learners and Students with Disabilities, have had 100% access to standards-aligned curriculum and instructional materials each year. Annual purchases have ensured sufficient and up-to-date resources across all content areas. Implementation ratings for academic standards remain high, with improvements noted in science and the arts. The only challenge was a delay in adopting a sex education curriculum, which is still under review. Overall, this action has supported equitable, high-quality instruction schoolwide

Action 4: This action has been effective. All students and staff have access to personal devices and reliable internet, supported by ongoing IT assistance. Digital platforms are available for learning and family engagement, enabling full participation in instruction and assessments. The main challenge is maintaining up-to-date technology and providing ongoing training, but overall, the action ensures equitable digital access and supports student achievement

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 Valley Preparatory Academy 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**	For the 2025–26 school year, Aspen Valley Preparatory Academy (AVPA) will employ a Site Director and 16 credentialed teachers to serve students in grades TK–6, ensuring all students have access to a broad and rigorous course of study, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. To maintain continuity of instruction and minimize disruptions to student learning, AVPA will also employ an on-site substitute teacher. AVPA is proud to report a 100% teacher retention rate for the upcoming year, with all 15 credentialed teachers and the administrative team returning for 2025–26. This stability supports instructional consistency, strong relationships, and ongoing school improvement efforts. Educators at AVPA will participate in a robust professional learning program, including: • **Nine days of Summer Professional Learning** to deepen content knowledge, strengthen instructional practices, and align on schoolwide initiatives. • **Four non-instructional days** during the school year dedicated to professional development.	$1,646,493	Y

		• **Weekly Professional Development and Professional Learning Communities (PLCs)**embedded throughout the year, providing opportunities for collaborative planning, data analysis, and continuous improvement. AVPA's professional learning plan is designed to support the implementation of the Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework. Ongoing training will focus on: • Universal Design for Learning (UDL) and differentiated instruction to meet the diverse needs of all students, including English Learners and Students with Disabilities. • Collaboration between general education and special education teachers to ensure equitable access and appropriate accommodations. • Implementation of new initiatives such as Leader in Me and Summit (Gradient) Learning in grade 6, with regular coaching, observation, and feedback cycles to ensure fidelity and maximize student outcomes. • Training in Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, and alternatives to suspension to foster a positive school climate and support student engagement. By investing in high-quality staffing and sustained professional growth, AVPA is committed to providing every student with access to excellent teaching, a broad course of study, and the supports needed for academic and social-emotional success.			
2	**PROFESSIONAL LEARNING**	Aspen Valley Preparatory Academy will provide all educators (General Education and Special Education) with robust evidence-based professional development through nine days of Summer Professional Learning, four non-instructional days, and weekly professional development sessions during the school year. Due to budget constraints, AVPA will not be contracting with Instructional Partners, as the previous grant has been fulfilled, and there will be no Marshall Teacher Resident available this year. Despite these changes, the	$101,880	Y	

school remains committed to enhancing instructional quality through strategic planning and internal resources.

Instructional Coaching: In place of broader instructional coaching, Aspen Valley will provide access to a dedicated math coach who will support teachers in enhancing mathematics instruction, offering targeted guidance and resources to improve student outcomes. The Site Director will also serve as an Instructional Coach for teachers, providing additional support and guidance across subject areas. Sixth grade teachers will continue to receive coaching from the Summit Director, including training on the Summit Gradient Learning curriculum.

Curriculum Updates: Aspen Valley is adopting OpenSciEd, a research-based, open-source science curriculum aligned with the Next Generation Science Standards (NGSS) for grades K-6. This curriculum emphasizes phenomena-based learning, where students explore real-world scenarios to drive scientific inquiry. Units are designed to build coherence across lessons, promoting deep understanding and critical thinking.

Professional Learning Focus Areas

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

- Social-Emotional and Behavioral Support through PBIS implementation including SEL, Trauma Informed Practices (TIPs), restorative practices, and community circles; MTSS referral process and flow chart training; Leader In Me SEL implementation; and equitable outcomes and behavior approach through Fair Schools.
- Academic Support and Data Analysis including iReady coaching for data analysis and application; implementing Tier 1 and 2 interventions; Core Knowledge and CKLA coaching; Leap Math coaching; OpenSciEd implementation; and Gradient Learning for Math/Science and ELA/History in 6th grade.
- Specialized Populations Support encompassing designated and integrated ELD strategies to support English Learners; Universal Design for Learning (UDL) Tier 1 for students with disabilities; and accommodations and modifications training for the inclusion model.

		• Health and Safety training will ensure all staff maintain current safety protocols and procedures. **Leadership Development** The Administrative and Leadership Team will participate in additional professional learning through workshops and conferences throughout the year, focusing on strategic planning, core competencies, and leadership coaching. **Teacher Support:** To support teacher effectiveness and credential clearance, AVPA will fund teacher induction expenses, ensuring new teachers receive the mentorship and support needed for success. Through these professional development opportunities, Aspen Valley Preparatory Academy demonstrates its commitment to continuous improvement and excellence in education, maximizing internal resources to provide high-quality training for all educators.		
3	**CORE CURRICULAR PROGRAM NEEDS**	Aspen Valley Preparatory Academy will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed to maintain up-to-date resources for every student. For the 2025–26 school year, Aspen Valley will implement OpenSciEd as the new science curriculum for grades K–6. Additionally, the Positive Prevention Plus health curriculum will be adopted for grades 4–6. These adoptions will further strengthen the school's commitment to providing a comprehensive, standards-based educational program for all students.	$59,300	N
4	**CLOSING THE DIGITAL DIVIDE**	Aspen Valley Preparatory Academy will ensure that every student has access to a personal technology device for use with instructional and curricular materials. The IT Team will provide ongoing technical support, maintain reliable schoolwide internet connectivity, and ensure that technology devices are available and accessible for all staff and students. Additionally, all staff and students will have access to Microsoft Teams for virtual meetings and collaboration.	$98,006	N

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to strengthen family engagement, improve school climate, and ensure student health and safety—key factors in student success. Feedback from families and staff, as well as local and state data, highlighted the need for parents to feel welcomed and connected as partners in their child's education.

The school recognized that stronger home-school relationships are essential for improving student outcomes, daily attendance, and addressing the impacts of the pandemic on learning, socialization, and self-regulation. There is also a need to continue improving school climate by implementing restorative practices, alternatives to suspension, and consistent attendance and behavior policies.

Ongoing, clear communication and partnership with families are necessary to engage them in their child's education and to reinforce school expectations and supports. The Community Schools Coordinator plays a key role in increasing parent engagement and outreach, ensuring families are informed, involved, and supported.

In addition, this goal was developed to foster a positive, inclusive school environment where families are active partners, student well-being is prioritized, and climate and engagement efforts directly support improved academic and social outcomes.

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. 3 11. 4 12. 4	2024-25: 9. 5 10. 4 11. 4 12. 4		2025-26: 9. 5 10. 5 11. 4 12. 4	9. +2 10. +1 11. 0 12. 0
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. 5 3. 4 4. 5	2024-25: 1. 5 2. 5 3. 5 4. 5		2025-26: 1. 5 2. 5 3. 5 4. 5	1. +1 2. 0 3. +1 4. 0

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: 82% Sense of Safety 80% School connectedness	2024-25: 66% Sense of Safety 60% School Connectedness		2025-26: 68% Sense of Safety 62% School Connectedness	-16% Sense of Safety -20% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 88% Sense of Safety 90% School connectedness	2024-25: 91% Sense of Safety 91% School Connectedness		2025-26: 92% Sense of Safety 92% School Connectedness	+3% Sense of Safety +1% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 90% Sense of Safety 85% School connectedness	2024-25: 97% Sense of Safety 78% School Connectedness		2025-26: 97% Sense of Safety 80% School Connectedness	+7% Sense of Safety -7% 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: Aspen Valley Prep Academy has fully implemented its comprehensive plan for student engagement, health services, and campus safety. The school successfully hosted its annual Jog-a-thon fundraiser to support educational enrichment activities, enabling all students to participate in at least one field trip and experience guest speaker presentations.

Health services have been enhanced through strategic partnerships. Students received dental care and screenings through Big Smiles dental services, while See2Succeed provided vision screenings and free prescription glasses for students in need during spring semester.

Campus safety remains a priority, with a recently revised Comprehensive School Safety Plan shared with all staff members. School Resource Officers maintain an active presence on campus, conducting safety trainings and drills while supporting the implementation of Positive Behavioral Interventions and Supports (PBIS) practices. To gauge the effectiveness of these initiatives, the school administered a climate survey to students, staff, and families in Spring 2024.

Action 2: This action was fully implemented. Aspen Valley Prep Academy actively engages parents and community members in school decision-making through multiple advisory groups. The Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) provide regular opportunities for family input on school programs and policies. Additionally, the Community Schools Advisory Council brings together school staff, students, families, and community members to guide the implementation of the community school model, fostering collaboration between the school and its broader community.

Action 3: Aspen Valley Prep Academy has fully implemented a comprehensive parent engagement program through multiple channels. Regular "Pastries with the Principals" sessions provide an open forum for parents to discuss schoolwide issues and contribute their input. The school maintains consistent communication through ParentSquare and regularly conducts parent surveys to gather feedback.

Throughout the year, the school has offered targeted parent workshops covering essential topics: Suicide Prevention Awareness, Reading and Attendance Importance, Data Understanding, Social Emotional Learning and Growth Mindset, PBIS implementation, Student Wellness (Sleep/Screen Time/Hygiene), School Safety and Culture, State Testing Preparation (ELPAC, SBAC), and Summer Learning opportunities. Parents have also participated in LCAP discussions, reviewing current goals and providing input for the 2024-25 plan.

The Community Schools Coordinator strengthens these engagement efforts through additional parent meetings and workshops throughout the year. The school continues to expand its community partnerships, recently collaborating with CalFresh to provide workshops on healthy eating resources. This systematic approach to parent engagement ensures families are active participants in their children's education while receiving valuable resources and support.

Action 4: Aspen Valley Prep Academy has fully implemented its facilities maintenance program for the 2024-25 school year. The school completed its annual Facility Inspection Tool (FIT) Report, with results documented in the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators Report. A dedicated full-time janitorial and maintenance team ensures the campus maintains high standards of cleanliness and safety for all students and staff throughout the year.

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.

Action 1: This action was effective. Aspen Valley Preparatory Academy has been effective in advancing a positive school climate and ensuring student health and safety through a comprehensive set of actions:

- **Student Engagement and Safety:** All students participated in at least one field trip, and the annual Jog-a-thon fundraiser supported additional enrichment opportunities. The School Resource Officer led safety trainings, drills, and campus supervision, while the School Safety Plan was reviewed and updated for staff.
- **Health Services:** AVPA partnered with Big Smiles for onsite dental care and with See2Succeed for vision screenings, expanding student access to essential health services.
- **Wellness Supports:** The school provided a nurse and health aides, and implemented PBIS practices to reinforce a safe, supportive environment.
- **Facilities:** The campus maintained a "good" or "exemplary" rating on the FIT report, reflecting ongoing investment in clean, safe facilities.
- **School Climate:** School climate surveys in Spring 2024 showed positive perceptions of safety and connectedness among students, staff, and families. Suspension and expulsion rates remained very low, indicating a safe and supportive environment. Suspension rates have declined in the 2024-25 school year with the consistent PBIS implementation.
- **Family Engagement:** Ongoing communication and events fostered strong home-school partnerships, further supporting student well-being and engagement. Parent survey reported: 91% Sense of Safety and 91% School Connectedness.

Action 2: This action has been effective in increasing parent engagement and input at Aspen Valley Preparatory Academy. Parent input is actively solicited through multiple committees, including the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), Community Schools Advisory Council, and other forums. These groups include representation from Unduplicated Pupils and Students with Disabilities, ensuring diverse voices are heard.

The school has strengthened communication by providing meeting dates in advance, using ParentSquare for multilingual messaging, and offering interpreter services, making participation more accessible. Parent workshops, Coffee with the Principal, and surveys have further supported engagement and informed schoolwide decisions.

Challenges remain in recruiting parents for committee participation due to work and family commitments, but the consistency of communication and variety of engagement opportunities have resulted in increased parent input and stronger home-school partnerships. Overall, this action has effectively supported shared decision-making and a positive school climate

Action 3: This action has been effective in increasing parent engagement and participation at Aspen Valley Preparatory Academy. The school has consistently offered multiple opportunities for families to engage, including Coffee with the Principal, parent workshops on a variety of topics (such as suicide prevention, reading, attendance, and social-emotional learning), family events, and regular communication via ParentSquare and newsletters. The Community School Coordinator has played a key role in facilitating meetings, workshops, and community partnerships, while interpreter services and translated materials have ensured accessibility for all families.

Advance notification of events and the ability for parents to translate messages into their home language have further supported participation. Parent surveys and input are regularly solicited to inform school decisions and LCAP updates.

A noted challenge has been finding meeting times that accommodate all families' schedules, as work and childcare commitments can limit attendance. Despite this, parent feedback and participation have increased, and families report feeling more welcomed and connected to the school community.

Overall, this action has effectively fostered parent engagement and strengthened the home-school partnership, supporting a positive school climate and improved student outcomes

Action 4: This action has been highly effective at Aspen Valley Preparatory Academy. The school consistently maintains a safe, clean, and well-repaired facility, as evidenced by annual Facility Inspection Tool (FIT) reports. The most recent FIT report (December 2023) rated all systems—including cleanliness, safety, and maintenance—as "Good" or "Exemplary," with no major repairs needed. A full-time janitorial and maintenance team ensures daily cleaning and prompt response to any issues.

The school annually reviews and updates its Comprehensive School Safety Plan, conducts regular safety drills, and requires all visitors to check in through a secure system, further promoting campus safety. These efforts are reflected in positive parent, student, and staff survey results regarding perceptions of safety and connectedness, as well as consistently low suspension and expulsion rates.

In summary, this action has ensured that all students and staff learn and work in a safe, clean, and well-maintained environment, directly supporting a positive school climate and student well-being

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 Valley Preparatory Academy 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 Valley Preparatory Academy will provide all students with opportunities to engage in outdoor learning experiences through field trips and expanded learning programs, designed to enhance academic learning, deepen student engagement, and increase motivation.	$239,781	N

To support student health and well-being, AVPA will continue to provide a School Nurse and Health Aides, as requested by educational partners. Through partnerships with Big Smiles and See2Succeed, students will have access to onsite dental and vision care.

The Comprehensive School Safety Plan will be reviewed, updated, and communicated annually to staff, students, and families. The School Resource Officer (SRO) will lead schoolwide safety trainings, including lockdown and fire drills, and provide security and supervision in alignment with PBIS practices. All visitors will be required to check in using the school's online visitor security system to further ensure campus safety.

Recognizing the strong link between a positive school environment, physical and emotional safety, and student well-being, AVPA will continue to foster a welcoming climate through:

- Assemblies to recognize student growth and achievement
- Multi-cultural events and celebrations of diversity
- The School Ambassadors program, an extracurricular group of student leaders who design and implement initiatives to promote a safe and positive learning environment
- Student, staff, and parent surveys to gather feedback on school climate and engagement
- Student clubs that promote diversity, inclusion, and leadership

These actions are designed to create a safe, inclusive, and engaging school community where every student has the opportunity to thrive academically, socially, and emotionally.

| 2 | **PARENT INPUT IN DECISION-MAKING** | At Aspen Valley Preparatory Academy, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2025–2026 school year, these structures will continue to ensure meaningful family engagement:

- **English Learner Advisory Committee (ELAC)/DELAC:** Advises on programs and services for English Learners at the site level. | $55,019 | N |

		EL-PAC: Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), as applicable. **Parent Advisory Committee (PAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). **Community Engagement Initiative (CEI) Team:** Collaborates to strengthen school-community partnerships and deepen engagement. **El Dorado Charter SELPA Community Advisory Committee:** Advises on the Special Education Local Plan, annual priorities, parent education, and other special education-related activities. In addition, Aspen Valley has established a **Parent Leadership Team** that meets monthly to provide meaningful input into school decision-making processes. Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. Aspen Valley Preparatory Academy is committed to maintaining and strengthening these committees and the Parent Leadership Team for the 2025–2026 school year, ensuring that parent voices—especially those of historically underrepresented groups—are included in shaping school programs and policies		
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Aspen Valley Preparatory Academy will provide all parents, including those of unduplicated pupils and Students with Disabilities, with meaningful opportunities to engage as partners in their child's education. Through various initiatives such as Pastries with the Principal, Partnering with Parents workshops, family-open assemblies, weekly newsletters, ParentSquare messaging, and surveys, we foster strong home-school connections. **Parent Workshop Series**	$88,947	N

		AVPA will host parent workshops on topics requested by our educational partners and aligned with schoolwide initiatives. These workshops will cover understanding state-mandated assessments content and results, interpreting iReady reports, MTSS mental health services and suicide prevention, the Science of Reading, math fluency strategies, understanding Gradient Learning, parent learning walks, understanding the LCAP and School Safety Plans, the EL Master Plan, SEL programs at Aspen Valley, Leader in Me training for families, and the impact of student attendance and chronic absenteeism. **Community Partnerships and Family Events** The Community School Coordinator will facilitate parent meetings and workshops, conduct family outreach, and seek partnerships with community-based organizations to provide resources for families and students. The Leadership team will host Family Nights and other events to build partnerships with families, as well as Coffee with the Leadership sessions to foster communication and strengthen relationships between school administration and families. **Communication and Accessibility** All correspondence sent to families and guardians will be provided in English and translated to Spanish, as identified by our primary language survey and the "15% and above translation needs" criteria. This ensures all families have equitable access to school information and can fully participate in their child's educational journey. Through these comprehensive engagement opportunities, Aspen Valley Preparatory Academy demonstrates its commitment to building strong partnerships with families, recognizing that parent involvement is crucial to student success.		
4	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	Aspen Valley Preparatory Academy strives to provide all students and staff with a safe and clean school facility while adhering to all state and local county health department guidelines, including those for COVID prevention. The school conducts annual Facility Inspection Tool (FIT) assessments to identify and address any issues or findings in a timely manner. FIT results are reported annually in both the School	$468,070	N

| | | Accountability Report Card (SARC) and the Local Control and Accountability Plan (LCAP).

Facility Improvements for 2025-2026

A gymnasium renovation that began at the end of the previous semester is scheduled for completion before the start of the new school year, ensuring students have access to an upgraded athletic facility. Additionally, a lobby renovation is planned and expected to be completed before the end of the 2025-2026 school year, further enhancing the school's learning environment and creating a more welcoming entrance for students, families, and visitors.

Through ongoing maintenance, regular inspections, and strategic facility improvements, Aspen Valley Preparatory Academy demonstrates its commitment to providing a safe, clean, and modern learning environment that supports student success and well-being. | | |

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
$1,075,521	$125,636

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.97%	0%	$0	31.97%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	**Goal 1, Action 1** in Aspen Valley Preparatory Academy's 2025–26 LCAP focuses on ensuring all students have access to a high-quality, standards-aligned instructional program, with particular emphasis on identifying and addressing learning gaps through the Multi-Tiered System of Supports (MTSS). The needs identified in this action are: • **Addressing Learning Gaps and Differentiation:** There is a critical need to support teachers in strengthening the implementation of tiered supports and differentiated instruction to meet the	The use of Local Control Funding Formula (LCFF) S&C funds for iReady Assessments in reading and math directly address the following: • **Establishing Baselines and Identifying Gaps:** iReady provides universal screening three times per year, giving teachers and leaders timely, actionable data on every student's current performance in reading and math. This allows for early identification of learning gaps and students in need of intervention.	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	diverse learning needs of students, including English Learners (ELs), Long-term English Learners (LTELs), and Students with Disabilities (SWD). This includes addressing language acquisition in reading, writing, speaking, and listening, as well as foundational skills in math and literacy. • **Data-Driven Instruction:** There is a need for universal screeners and robust assessment systems to identify student needs, monitor progress, and measure the effectiveness of interventions and programs across the school. • **Professional Development:** Teachers need ongoing training on state standards, ELD standards, and new schoolwide initiatives (e.g., Leader in Me, Summit/Gradient Learning), as well as coaching, observation, and feedback cycles to ensure fidelity and continuous improvement	• **Monitoring Progress:** The assessment system enables ongoing monitoring of student growth, ensuring interventions are effective and allowing for adjustments as needed to support continuous improvement. • **Informing Tiered Supports:** iReady data is essential for the MTSS process, helping to place students into appropriate tiers of support and inform the design of targeted interventions for struggling learners, English Learners, and Students with Disabilities. • **Supporting Differentiation and Equity:** By providing detailed diagnostic information, iReady empowers teachers to differentiate instruction and address the unique needs of diverse learners, supporting equitable outcomes across student groups. • **Guiding Professional Development:** Assessment results highlight areas where staff need further training or support, informing the focus of professional learning and coaching efforts. Rationale for Schoolwide Implementation Implementing iReady Assessments on a schoolwide basis is essential because: • **Universal Access to Data:** All students, regardless of background or subgroup, benefit from high-quality, data-driven instruction. Schoolwide screening ensures that all student needs are identified, addressed and that resources are allocated equitably based on need.	

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
		• **Consistency and Equity:** A consistent assessment system across all grades and classrooms ensures that every student is held to the same high standards and that instructional decisions are based on reliable, comparable data. • **Compliance and Best Practice:** Universal screeners are a best practice within MTSS and are recommended by the California Community Schools Framework to ensure all students' needs are identified and addressed. • **Resource Efficiency:** Schoolwide implementation allows for streamlined training, support, and data analysis, maximizing the impact of LCFF funds and supporting schoolwide improvement efforts.	
Goal 1, Action 2	The 2024 CA School Dashboard reveals significant academic performance concerns, with Orange Performance Level designations in both ELA and Mathematics for all students, Socioeconomically Disadvantaged (SED) students, and Hispanic students. Distance from Standard (DFS) data demonstrates substantial gaps, with all students scoring 30.5 points below standard in ELA and 49.8 points below in Math. Hispanic students face even greater challenges at 40.9 points below in ELA and 53.9 points below in Math, while SED students score 40.1 and 59.5 points below standard respectively. **Foundational Skills Deficits**	The action establishes a clear intervention hierarchy that addresses foundational skill deficits through multiple pathways. Tier 1.5 classroom-based support ensures all students receive immediate intervention when needed, with instructional aides providing high-dose tutoring and small group instruction under teacher supervision. The Intervention Coordinator delivers specialized Tier 2 support for students reading two or more years below grade level, while also providing push-in support for early grades to strengthen foundational literacy skills. Programs like Reflex and Frax specifically target identified math fluency gaps, while AIMS reading	The metrics that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

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
	The needs assessment identified critical gaps across grade levels. Students lack foundational skills in math facts and fluency, requiring targeted intervention through programs like Reflex and Frax. In reading, there is an urgent need to strengthen vocabulary and reading comprehension skills, particularly after the school's focus on phonics and phonemic awareness. Early grade students continue to show deficits in these foundational literacy skills that impact their overall academic progress. **English Learner and High-Needs Population Support** With 13% of students identified as English Learners and 78% as Socioeconomically Disadvantaged, there is a critical need for comprehensive language acquisition support and targeted interventions. English Learners require both designated and integrated ELD instruction to address language barriers affecting achievement across all content areas. The high concentration of unduplicated students necessitates high-dose tutoring, small group instruction, and extended learning opportunities through after-school, intersession, and summer programming.	intervention addresses individual reading deficits using iReady diagnostic data. **Rationale for Schoolwide Implementation** Implementing this action on a schoolwide basis is essential for several critical reasons. First, with 78% of students identified as Socioeconomically Disadvantaged and significant performance gaps across all student groups, a targeted approach would leave too many students without necessary support. The schoolwide implementation ensures equitable access to interventions regardless of formal designation or classification. Second, the systematic use of universal screening through iReady assessments three times per year allows for early identification of learning gaps before students fall significantly behind. This proactive approach prevents the need for more intensive interventions later and ensures all students benefit from data-driven instruction. The consistent assessment system across all grades provides teachers with comparable data to track progress and adjust instruction accordingly. Third, schoolwide implementation creates economies of scale in professional development and resource allocation. Training all instructional staff in evidence-based intervention strategies, iReady tools, and PBIS behavior management ensures consistency in approach and quality across classrooms. This unified approach prevents fragmentation of services and ensures smooth transitions as students move between grade levels. Finally, the integrated nature of academic and behavioral support requires schoolwide coordination. The PBIS team's involvement in	

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
		training instructional aides on behavior management recognizes that academic struggles often manifest as behavioral challenges. By implementing supports schoolwide, the school creates a cohesive environment where all staff members understand and can implement both academic and behavioral interventions. **Progress Monitoring and Continuous Improvement** The eight-week intervention cycles with regular progress monitoring ensure that the schoolwide approach remains responsive to individual student needs. Teachers and leadership assess each student's progress at cycle endpoints, making data-driven decisions about next steps. This systematic approach, combined with family engagement and communication about ELOP opportunities, creates a comprehensive support network that addresses the diverse needs of Aspen Valley's student population while maintaining high expectations for all learners.	
Goal 1, Action 3	**Critical Suspension Rate Performance** The 2024 CA School Dashboard shows Aspen Valley Prep Academy received a RED performance level for suspension rates across all student groups, with a schoolwide rate of 7.8% representing a 3.9% increase from the previous year. This RED designation encompasses English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American, Hispanic, and White students, triggering Additional Targeted Support and	**Integrated Behavioral and Attendance Support System** Goal 1, Action 3 directly targets the RED suspension rate performance and YELLOW chronic absenteeism through a comprehensive MTSS approach. The Leader in Me SEL curriculum provides all students with self-regulation and leadership skills, while PBIS creates consistent behavioral expectations across settings. Restorative practices replace punitive measures, addressing root causes of peer conflicts and	The metrics that will be used to monitor effectiveness are: • #8: Chronic Absenteeism Rate • #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
	Improvement (ATSI) eligibility. Students with Disabilities show the highest rates at 14.3%, followed by African American students at 12.2%. **Chronic Absenteeism Concerns** While chronic absenteeism improved from 31.9% to 13.4% (YELLOW performance level), it remains problematic. The White student group's decline from "Very High" status to RED triggered ATSI eligibility. Root cause analysis revealed academic anxiety in mathematics, transportation barriers, inadequate parent understanding of attendance policies, and peer conflicts as primary factors driving absenteeism.	communication barriers identified in the needs assessment. Mental health services through All 4 Youth partnership and on-site counseling support students experiencing trauma-related challenges. **Structured Intervention Framework** The action implements tiered supports matching student needs. Universal supports include SEL curriculum, PBIS rewards, and restorative circles for all students. Targeted interventions provide conflict resolution mediation, small group counseling, and family engagement for at-risk students. Intensive supports offer individualized counseling, behavior plans, and wrap-around services for high-need students. For attendance, the systematic approach includes weekly monitoring, communication at 2, 5, and 7 absence thresholds, Student Success Teams, and SART meetings, with the Family Resource Counselor addressing transportation barriers through bus passes and gas cards. **Rationale for Schoolwide Implementation** Schoolwide implementation is essential given the pervasive nature of identified needs. With RED suspension rates affecting all student groups and 13.4% chronic absenteeism, targeted approaches would leave gaps. Behavioral challenges - peer conflicts, aggressive play, communication issues - occur across all settings and populations, requiring consistent practices throughout the school. Universal implementation ensures equity and prevents stigmatization. When all students participate in SEL and positive behavior systems, those receiving additional support aren't isolated.	

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
		This approach builds a culture where social-emotional skills are valued by everyone, reducing incidents leading to suspensions. The interconnected nature of attendance and behavior demands coordinated systems - students who feel unsafe or unsuccessful avoid school, making comprehensive support essential.	
Goal 2, Action 1	There is a need to provide robust professional development for all educators prior to the start of the school year, non-instructional days to analyze data and weekly professional development during the academic school year. The Site Director will also serve as an additional Instructional Coach to ensure fidelity of our educational program; and use of evidence-based strategies taught through coaching and professional development are implemented consistently.	Schoolwide implementation is essential given pervasive student needs across all classrooms. With significant achievement gaps affecting every student group and behavioral challenges throughout the school, inconsistent teacher preparation would create inequitable learning experiences. Students moving between classrooms need consistent, high-quality instruction and behavioral support systems.	The metrics that will be used to monitor effectiveness are: • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 2	**Post-Pandemic Teacher Support Requirements** Following significant teacher and staff turnover post-pandemic, there is critical need to support all teachers in strengthening implementation of tiered supports and differentiation strategies. New and returning teachers require comprehensive training to address diverse learning needs and close pandemic-related learning gaps. The varying experience levels among staff necessitate differentiated professional development that	Goal 2, Action 2 addresses teacher support needs through extensive professional development: nine days of Summer Professional Learning, four non-instructional days, and weekly sessions throughout the year. The dedicated math coach and Site Director as instructional coach provide targeted support for mathematics instruction, addressing students' 65.4-point gap below standard. Implementation support for new initiatives (Leader in Me, Summit Gradient Learning, OpenSciEd) includes ongoing coaching	The metrics that will be used to monitor effectiveness are: • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #1: CAASPP ELA Assessment: Distance from Standard (DFS)

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
	builds capacity while supporting teacher retention. **English Learner Instructional Needs** With 13% of students identified as English Learners, teachers need extensive training on ELD standards and strategies to support language acquisition across all four domains - reading, writing, speaking, and listening. Current data shows English Learners performing significantly below standard, indicating insufficient teacher preparation for addressing language needs within content instruction. Teachers require specific training on designated and integrated ELD implementation to improve English language proficiency rates and increase reclassification outcomes. **Special Education Collaboration Gaps** General education teachers need support collaborating with special education staff to implement Universal Design for Learning (UDL) principles effectively. The inclusion model requires all teachers to understand and implement appropriate accommodations and modifications, yet implementation remains inconsistent across classrooms. With Students with Disabilities showing the highest suspension rates (14.3%) and significant academic gaps, teachers need training on differentiated instruction that ensures equitable access for all learners. **Evidence-Based Instructional Strategies** Assessment data revealing Orange performance levels in ELA and Mathematics indicates teachers need support implementing evidence-based	cycles and feedback, ensuring program fidelity rather than one-time training. **Targeted Training for Student Needs** Professional learning directly addresses identified gaps through designated and integrated ELD strategies for the 13% English Learner population, Universal Design for Learning principles for effective inclusion of Students with Disabilities, and PBIS/trauma-informed practices to address RED suspension rates. Training on differentiation, accommodations, and culturally responsive teaching equips teachers to support the 78% socioeconomically disadvantaged student population while benefiting all learners. **Rationale for Schoolwide Implementation** Schoolwide implementation is essential given pervasive student needs across all classrooms. With significant achievement gaps affecting every student group and behavioral challenges throughout the school, inconsistent teacher preparation would create inequitable learning experiences. Students moving between classrooms need consistent, high-quality instruction and behavioral support systems. The interconnected nature of academic and behavioral challenges demands unified approaches. When all staff receive PBIS and intervention training, they create coherent environments reducing behavioral incidents and identifying learning gaps early. Schoolwide implementation builds collective capacity - teachers share common language and strategies,	• #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
	instructional strategies. The Distance from Standard data shows all students performing 55.1 points below in ELA and 65.4 points below in Math, suggesting current instructional practices are insufficient. Teachers need training on data analysis, differentiated instruction, and intervention strategies to address these significant gaps.	making PLCs more effective and enabling meaningful collaboration.	

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	**English Learner Performance Gaps** The 2024 CA School Dashboard reveals significant academic challenges for English Learners, with this student group receiving RED performance levels for suspension rates and YELLOW for chronic absenteeism. With 13% of students identified as English Learners, there is critical need for comprehensive language acquisition support. The English Language Proficiency Indicator shows only 48.6% of EL students making progress toward proficiency. Current data indicates substantial gaps in English language development outcomes. Only 18.75% of students achieved English Language Proficiency on the Summative ELPAC for 2024-25, with reclassification rates at 19.5%. These low proficiency and reclassification rates demonstrate insufficient support for English Learners to achieve	Teachers and Instructional Aides will participate in extensive Instructional Coaching focusing on evidence-based strategies to support language acquisition for EL, strengthening delivery of designated ELD; and coaching from EL Education. EL Education formerly Expeditionary Learning, provides strategic planning and coaching for teachers where students learn by doing, using projects that connect to big ideas, engaging students in problem-solving and deep thinking.	The metrics that will be used to monitor effectiveness are: • #4: % EL who made progress towards English Language Proficiency • #5: % students English Language Proficiency for Summative ELPAC

language proficiency needed for academic success. The gap between EL students and their English-only peers continues to widen across all academic indicators.	

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

Not applicable.

Additional Concentration Grant Funding

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

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

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:	$ 5,001,091.00	$ 5,416,361.00

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	$ 22,050
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 463,937	$ 958,395
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 616,425	$ 503,254
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 125,444	$ 125,443
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 195,834	$ 171,454
1	4	SERVICES TO SUPPORT SWD	No	$ 488,864	$ 490,810
1	5	STRENGTHENING EL PROGRAM & SERVICES	No	$ 6,000	$ 6,000
1	6	BROAD COURSE OF STUDY	No	$ 158,234	$ 155,326
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,535,009	$ 1,563,583
2	2	PROFESSIONAL LEARNING	No	$ 74,300	$ 46,052
2	2	PROFESSIONAL LEARNING	Yes	$ 104,862	$ 167,347
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 77,300	$ 44,272
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 109,698	$ 113,422
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	$ 120,571	$ 119,571
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 155,115	$ 165,464
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 42,401	$ 42,401
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 82,984	$ 81,727
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	$ 623,919	$ 639,790

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)
$ 1,007,519	$ 1,072,236	$ 1,007,519	$ 64,717	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	$ 616,425	$ 503,254.00	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 195,834	$ 171,454.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING	Yes	$ 104,862	$ 167,347.00	0.000%	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	$ 155,115	$ 165,464.00	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)
$ 3,176,942	$ 1,007,519	0.000%	31.713%	$ 1,007,519	0.000%	31.713%	$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	$ 3,363,884	$ 1,075,521	31.973%	0.000%	31.973%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,060,953	$ 1,810,764	$ -	$ 176,115	$ 5,047,832.00	$ 3,868,751	$ 1,179,081

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	Yes	Schoolwide	All	AVP	2025-26	$ -	$ 18,300	$ 18,300	$ -	$ -	$ -	$ 18,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AVP	2025-26	$ 757,280	$ 565,183	$ 479,713	$ 838,000	$ -	$ 4,750	$ 1,322,463	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AVP	2025-26	$ 201,300	$ 63,409	$ 109,750	$ 33,909	$ -	$ 121,050	$ 264,709	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					$ 495,866	$ 6,000	$ 15,203	$ 436,348	$ -	$ 50,315	$ 501,866	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	Yes	Limited	English Learners	AVP	2025-26	$ -	$ 22,000	$ 22,000	$ -	$ -	$ -	$ 22,000	0.000%
1	6	BROAD COURSE OF STUDY	All	No					$ 160,998	$ -	$ 111,038	$ 49,960	$ -	$ -	$ 160,998	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					$ 1,242,815	$ -	$ 1,190,815	$ 52,000	$ -	$ -	$ 1,242,815	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	AVP	2025-26	$ 403,678	$ -	$ 403,678	$ -	$ -	$ -	$ 403,678	0.000%
2	2	PROFESSIONAL LEARNING	All	No					$ -	$ 59,800	$ -	$ 59,800	$ -	$ -	$ 59,800	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AVP	2025-26	$ 42,080	$ -	$ 42,080	$ -	$ -	$ -	$ 42,080	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					$ -	$ 59,300	$ 51,300	$ 8,000	$ -	$ -	$ 59,300	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 67,506	$ 30,500	$ 98,006	$ -	$ -	$ -	$ 98,006	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 206,781	$ 33,000	$ 209,781	$ 30,000	$ -	$ -	$ 239,781	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					$ 55,019	$ -	$ 55,019	$ -	$ -	$ -	$ 55,019	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 85,747	$ 3,200	$ 3,200	$ 85,747	$ -	$ -	$ 88,947	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					$ 149,681	$ 318,389	$ 251,070	$ 217,000	$ -	$ -	$ 468,070	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
$ 3,363,884	$ 1,075,521	31.973%	0.000%	31.973%	$ 1,075,521	0.000%	31.973%	**Total:**	$ 1,075,521
								LEA-wide Total:	$ -
								Limited Total:	$ 22,000
								Schoolwide Total:	$ 1,053,521

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ASSESSMENTS OF LEARNING	Yes	Schoolwide	All	AVP	$ 18,300	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AVP	$ 479,713	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONA	Yes	Schoolwide	All	AVP	$ 109,750	0.000%
1	5	STRENGTHENING EL PROGRAM & SERV	Yes	Limited	English Learners	AVP	$ 22,000	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	AVP	$ 403,678	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AVP	$ 42,080	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

  o 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).

        o 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.

  o 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.

  o 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.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **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.

  o 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.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

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

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

▪ The reasons for the ineffectiveness, and

▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o 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.

  o 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.

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

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.

  o **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:

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

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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.

  o 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).

  o 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.

  o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  o 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.

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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