

LCFF Budget Overview for Parents

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

CDS Code: 0621660106740

School Year: 2021-22

LEA contact information:

Nicole Rivera

Site Director

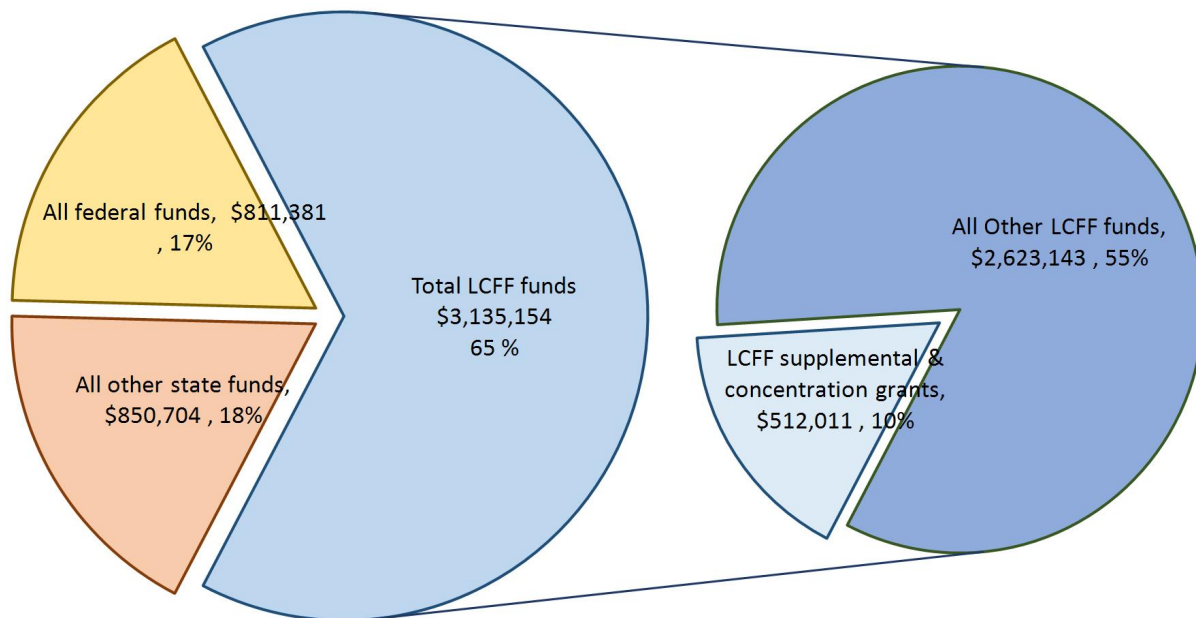
nicole.rivera@aspenps.org

(559) 225-7737

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 2021-22 School Year

Projected Revenue by Fund Source



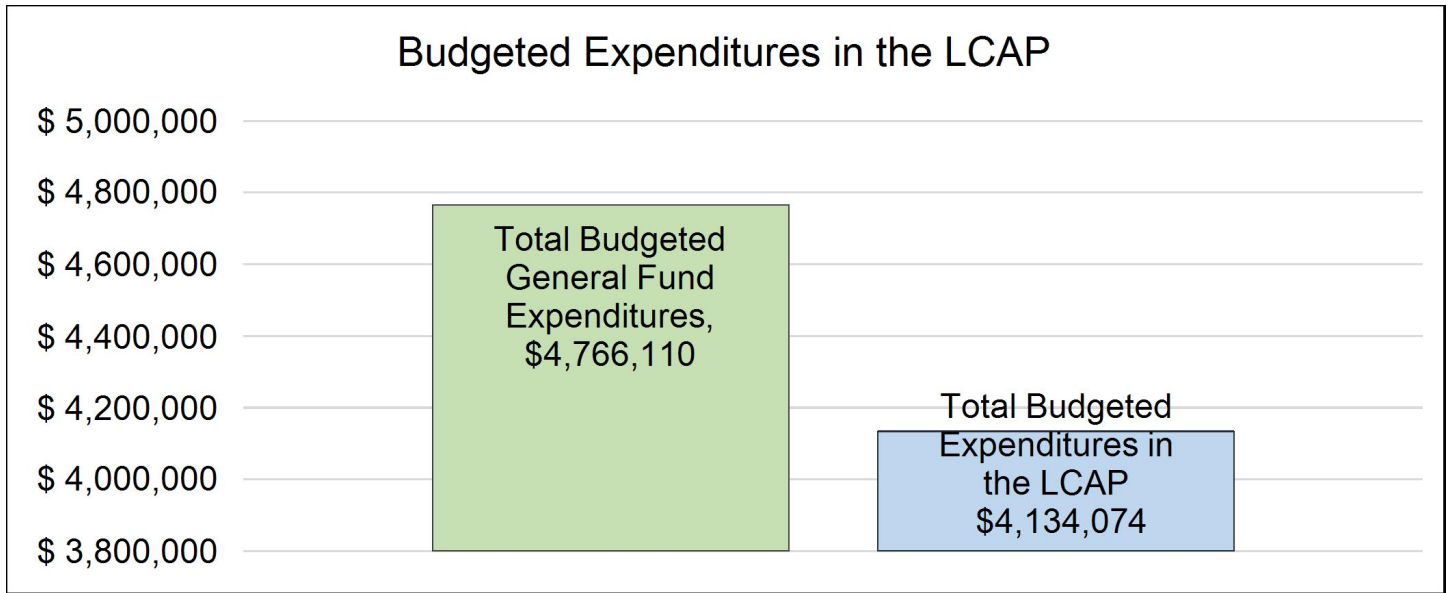
This chart shows the total general purpose revenue Aspen Valley Prep Academy expects to receive in the coming year from all sources.

The total revenue projected for Aspen Valley Prep Academy is \$4,797,239, of which \$3,135,154 is Local Control Funding Formula (LCFF), \$850,704 is other state funds, \$0 is local funds, and \$811,381 is federal

funds. Of the \$3,135,154 in LCFF Funds, \$512,011 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Valley Prep Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspen Valley Prep Academy plans to spend \$4,766,110 for the 2021-22 school year. Of that amount, \$4,134,074 is tied to actions/services in the LCAP and \$632,036 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

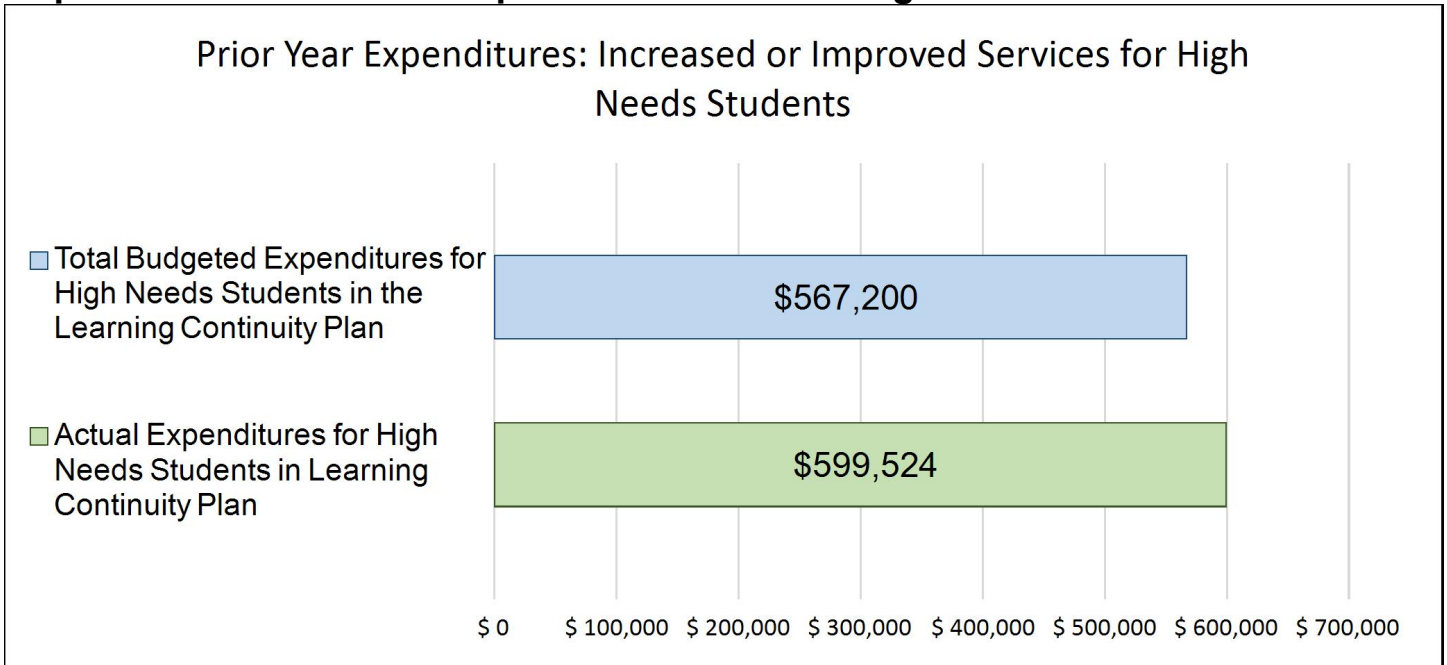
Budgeted General Fund Expenditures not included in the 2021-22 Plan include afterschool program, and operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Aspen Valley Prep Academy is projecting it will receive \$512,011 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 \$982,746 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 2020-21



This chart compares what Aspen Valley Prep Academy budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Aspen Valley Prep Academy's Learning Continuity Plan budgeted \$567,200 for planned actions to increase or improve services for high needs students. Aspen Valley Prep Academy actually spent \$599,524 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide customized leadership curriculum, instructions, and support programs to ensure ALL students are college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Support all students with programs to make them college ready

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator # of teachers appropriately assigned</p> <p>19-20 With Full Credential: 15 Without Full Credential : 7 (interim or sub credential) Teacher Teaching Outside Subject Area Competence= 0</p> <p>Baseline With Full Credential: 17 Without Full Credential : 2 (interim or sub credential) Teacher Teaching Outside Subject Area Competence= 0</p>	<p>100%</p>
<p>Metric/Indicator 100 % of student with access to CCSS aligned instructional material and NGSS aligned materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100 % of student with access to CCSS aligned instructional material and NGSS aligned materials</p>

Expected	Actual
<p>Metric/Indicator 0% of vacant teacher positions</p> <p>19-20 0</p> <p>Baseline 0</p>	<p>0% of vacant teacher positions</p>
<p>Metric/Indicator Rating on facilities maintenance report</p> <p>19-20 Good</p> <p>Baseline Good</p>	<p>Rating on facilities maintenance report "Good"</p>
<p>Metric/Indicator % of Overall CAASPP ELA Standards Met/Exceeded Results and each significant subgroup</p> <p>19-20 Overall - 44.79% of overall students meet/exceeded ELA standards (2018-19)</p> <p>Baseline 3rd graders 36.00% of SED students meet/exceeded ELA standards 30.30% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders 36.73% of SED students meet/exceeded ELA standards 30.56% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders 28.00% of SED students meet/exceeded ELA standards 27.77% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders 55.56% of SED students meet/exceeded ELA standards</p>	<p>From 2019 SBAC (Students from this school took SBAC Spring 2020, results pending)</p> <p>3rd graders 36.00% of SED students meet/exceeded ELA standards 30.30% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders 36.73% of SED students meet/exceeded ELA standards 30.56% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders 28.00% of SED students meet/exceeded ELA standards 27.77% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders 55.56% of SED students meet/exceeded ELA standards 52.39% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders 62.22% of SED students meet/exceeded ELA standards 51.85% of Hispanic students meet/exceeded ELA standards</p>

Expected	Actual
<p>52.39% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders 62.22% of SED students meet/exceeded ELA standards 51.85% of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders 62.06% of SED students meet/exceeded ELA standards 57.90% of Hispanic students meet/exceeded ELA standards</p>	<p>8th Graders 62.06% of SED students meet/exceeded ELA standards 57.90% of Hispanic students meet/exceeded ELA standards</p>
<p>Metric/Indicator % of Overall CAASPP Math Standards Met/Exceeded Results and each significant subgroup</p> <p>19-20 Overall - 27.41%% of overall students meet/exceeded Math standards (2018-19)</p> <p>Baseline</p> <p>3rd graders 26.00% of SED students meet/exceeded ELA standards 18.18% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders 14.29% of SED students meet/exceeded ELA standards 38,84% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders 18.00% of SED students meet/exceeded ELA standards 11.11% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders 38.89% of SED students meet/exceeded ELA standards 33.33% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders 42.22% of SED students meet/exceeded ELA standards</p>	<p>2019 Results (Students from this school took SBAC Spring 2020, results pending)</p> <p>3rd graders 26.00% of SED students meet/exceeded ELA standards 18.18% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders 14.29% of SED students meet/exceeded ELA standards 38,84% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders 18.00% of SED students meet/exceeded ELA standards 11.11% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders 38.89% of SED students meet/exceeded ELA standards 33.33% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders 42.22% of SED students meet/exceeded ELA standards 29.63% of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders 31.03% of SED students meet/exceeded ELA standards 15.79% of Hispanic students meet/exceeded ELA standards</p>

Expected	Actual
<p>29.63% of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders</p> <p>31.03% of SED students meet/exceeded ELA standards</p> <p>15.79% of Hispanic students meet/exceeded ELA standards</p>	
<p>Metric/Indicator % of CAASPP participation rate</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Performance on SBAC exceeds that of local district</p> <p>19-20 We anticipate growth in both ELA and Math</p> <p>Baseline ELA Fresno Unified: 38.3 points below standard/Yellow Aspen Valley: 15.7 points below standard/Yellow</p> <p>Math Fresno Unified: 68.5 points below standard/yellow Aspen Valley: 41.1 points below standard/orange</p>	<p>2019 Results</p> <p>ELA Fresno Unified: 38.3 points below standard/Yellow Aspen Valley: 15.7 points below standard/Yellow</p> <p>Math Fresno Unified: 68.5 points below standard/yellow Aspen Valley: 41.1 points below standard/orange</p>
<p>Metric/Indicator % of teachers who attend weekly professional development</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%

Expected	Actual
<p>Metric/Indicator English Learner reclassification rate</p> <p>19-20 20%</p> <p>Baseline 31%</p>	20%
<p>Metric/Indicator % of EL learner pupils who make progress toward English proficiency as measured by the ELPAC</p> <p>19-20 "Green" on the California Dashboard</p> <p>Baseline English Learner Progress - With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.</p>	
<p>Metric/Indicator % of English Learners with access to the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator % of SPED students demonstrating appropriate progress toward stated goals in their IEPs each year</p> <p>19-20 New Metric - the 2019-20 will be the baseline year</p> <p>Baseline New Metric - the 2019-20 will be the baseline year</p>	30% demonstrating appropriate progress

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teacher and staff Development and Support:</p> <p>Retain/hire appropriately credentialed and qualified teachers for all core and elective courses.</p> <p>Conduct monthly audits of teacher credentials to ensure compliance and track credentials nearing expiration</p> <p>Valley Leadership Program: Provide Residency In Training program for teacher leaders interested in administration. Once a month, all-day training</p> <p>A new FTE math coach</p> <p>Teachers attend Professional Development identified by the administration as applicable for our at-risk, EL or SPED students. Teachers can also request specific PD support for their personal development. All teachers and staff are trained in:</p> <ul style="list-style-type: none"> *Leader and Me (social and emotional well-being and social skill development) *EL best practices and strategies *ELD instruction using SDAIE and GLAD strategies as well as intervention to address need for scaffolding in listening, speaking, reading, or writing. *STEM *Foster and Homeless training *Illuminate training to track student progress *New this year is Trauma training for all staff and teachers *Summit Learning *Summer training/retreat before students arrive *Walkthroughs and class observations to provide feedback. 	<p>Un-restricted Teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF Base 1,285,387</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 15,932</p> <p>1300-Admin Salaries 1000-1999: Certificated Personnel Salaries LCFF Base 410,386</p> <p>1170 Sub Hours 1000-1999: Certificated Personnel Salaries LCFF Base 19,856</p> <p>1175 - Teachers' Extra Duty 1000-1999: Certificated Personnel Salaries LCFF Base 20,000</p>	<p>1100 - Un-restricted Teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$1,173,361</p> <p>5804 - Professional Development - Title II and LCFF 5000-5999: Services And Other Operating Expenditures Title II \$13,254</p> <p>1300-Admin Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$266,212</p> <p>1170 Sub Hours 1000-1999: Certificated Personnel Salaries LCFF Base \$75,535</p> <p>1175 - Teachers' Extra Duty 1000-1999: Certificated Personnel Salaries LCFF Base \$18,381</p> <p>3000 - Certificated benefits 3000-3999: Employee Benefits LCFF Base \$278,328</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> *CCSS training *NGSS training *Understanding by Design *Differentiated learning, Constructivism, and Project-Based Learning *Student achievement data analysis *MTSS *End of the year retreat *SPED - SELPA Professional learning offerings *Teacher Surveys administered by the administration <p>The administration makes time for teachers and administrators to:</p> <ul style="list-style-type: none"> *Collectively review student achievement data broken into subgroups *Develop curriculum and assessments *Discuss individual students often with whole child supports *Professional Learning Communities to examine student work, lesson or unit plans, give each other supportive and critical feedback, and facilitated discussions around best practice. *Grade Level teacher meetings <p>Because Aspen Meadow is intentionally recruiting at-risk students, we will continue to provide teachers and staff with trauma training to provide them with tools to identify trauma, tools to work with our students and family and resources to provide assistance.</p> <p>Teachers and Staff are supported by experienced administrators, counselors, LVN, Behavioral Supports Coordinator to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed</p> <p>Administration brings in social services to assist our at-risk students. Teachers are aware of the services either available at Aspen or one of our community partners. It allows teacher to make referrals for services to help student and their families giving students the chance to learn.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teacher tools to increase student improvement:</p> <p>*Continue to purchase and use newly developed Common Core aligned course materials and software.</p> <p>*Fountas & Pinnell - local assessment given three times annually to measure reading growth in K-2</p> <p>*SBAC interim assessments</p> <p>*Provide staff with supplemental materials, such as manipulatives and research based intervention materials to promote success of all students.</p> <p>*Implementation of Illuminate, a student assessment and data analytics solution. This tool will take Aspen Valley's data and identify trends and next steps towards providing student with supplemental supports not met by the universal instructional designs.</p> <p>*Leader in Me and Zones of Regulation - SEL curriculum that provides teachers and students emotional intelligence training and tools to deal with complex situations.</p> <p>*NWEA MAPS: local assessments for reading and writing</p> <p>*Summit Learning Platform: Adaptive, standards-aligned curriculum</p> <p>*ST Math, online Math supplement</p>	<p>4305-software 4000-4999: Books And Supplies LCFF Supplemental and Concentration 73600</p> <p>2100 - restricted instructional aides 2000-2999: Classified Personnel Salaries Title I 100,603</p> <p>2100 - restricted instructional aides 2000-2999: Classified Personnel Salaries Title IV 8180</p> <p>LPSBG - state grant, instructional aides 2000-2999: Classified Personnel Salaries Other 23353</p>	<p>4305-software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$74,484</p> <p>2100 - restricted instructional aides 2000-2999: Classified Personnel Salaries Title I \$115,076</p> <p>2100 - restricted instructional aides 2000-2999: Classified Personnel Salaries Title IV \$9,289</p> <p>2100 - unrestricted instructional aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$128,811</p> <p>3000 - Classified benefits, unrestricted and restricted 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$20,658</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*A focus on developing character traits taught through The 7 Habits of Happy Kids</p> <p>*MobyMax: Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. It provides an excellent opportunity for differentiation in the classroom.</p> <p>*Instructional Aides for each grade</p> <p>*New part-time intervention specialist - targeted intervention for 4-8 graders</p>		
<p>Safe Facilities:</p> <p>*Supervision of custodial and maintenance staff.</p> <p>*Regular safety reporting and revising of Safety Plan as appropriate.</p> <p>*One full-time Campus Security Director (Officer), one part-time campus officer</p> <p>*Regular walk-throughs and safety inspections (including fire) Site Inspections</p>	<p>5502 - Janitorial Services 5000-5999: Services And Other Operating Expenditures LCFF Base 61,200</p> <p>5610 - Repairs and Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Base 10,000</p> <p>Facilities Supervisor 2000-2999: Classified Personnel Salaries LCFF Base 49,920</p> <p>Evening Custodian 2000-2999: Classified Personnel Salaries LCFF Base 30,000</p> <p>FTE Resource Officer 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 50,000</p>	<p>5502 - Janitorial Services 5000-5999: Services And Other Operating Expenditures LCFF Base \$59,264</p> <p>5610 - Repairs and Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,567</p> <p>Facilities Supervisor 2000-2999: Classified Personnel Salaries LCFF Base \$54,973</p> <p>Evening Custodian 2000-2999: Classified Personnel Salaries LCFF Base \$33,097</p> <p>FTE Resource Officer 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$52,940</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Part time Resource Officer 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,000	Part time Resource Officer 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$19,114 3000 - Classified benefits, unrestricted 3000-3999: Employee Benefits LCFF Base \$12,250
<p>EL Learner Supports:</p> <p>*All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.</p> <p>*After school, Spring, and Winter tutoring will be available. Summer tutoring will be made available pending facility construction</p> <p>*EL Coordinator will oversee EL intervention, instructions and adheres to the applicable legal requirements for ELs. This includes: annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirement. AVPA implements policies to effectuate proper placement, evaluation and communication regarding ELs and the rights of parents/guardians and pupils. Student have access to the Common Core Standards in reading and ELA to prepare them for English Learning.</p> <p>*Continue to purchase research based materials and software for EDL instruction. ELLevation Education provides personalized instruction and data for EL. A detailed look of data and monitoring of personalized instruction.</p>	<p>1200 - Unrestricted Certificated pupil support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 290,614</p> <p>EL/Assessment Coordinator 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40000</p> <p>Captured in Goal 1, Action 1 0</p>	<p>1200 - Unrestricted Certificated pupil support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$96,514</p> <p>EL/Assessment Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,556</p> <p>3000 - Certificated benefits, unrestricted 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,252</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Instructional Aides will be trained to assist in tutoring EDL and special needs students.</p> <p>*The school will apply benchmark tests like or equal to MAP testing to students a minimum of 3 times a year.</p> <p>*Quality instruction and intervention for ELD with EL Coordinator Monitoring. ELLevation Software for tracking progress. students who are Beginner, Early Intermediate and Intermediate level students.</p> <p>*One week of summer school</p> <p>*After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p>		
<p>Foster or Homeless Youth Supports:</p> <p>*County child welfare agencies</p> <p>*County office of education foster youth services program:</p> <p>*Foster youth organizations and individual foster youth</p> <p>*Foster parent and foster care organizations for identification at the time of a new enrollment, or during a student's enrollment.</p> <p>*ALL4Youth partnership to provide mental health services</p> <p>*Administrators and staff attended National Association for the Education of Homeless Children and Youth</p> <p>*AVPA has had a partnership with Rescue the Children, a homeless and foster youth service, since 2013. Any school-aged student in this</p>	<p>Captured in Goal 1, Action 1 0</p>	<p>Captured in Goal 1, Action 1 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>program will be enrolled at AVPA. Rescue the Children handles transportation for the students.</p>		
<p>SPED Student Supports:</p> <p>*Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the EL Coordinator, Special Ed specialist and administration.</p> <p>*Timely (RTI) process for monitoring students that do not make adequate progress.</p> <p>*Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.</p> <p>*Full-time special education specialist to serve IEP students and students who are in need of additional support (RTI). The specialist developed a team for RTI, including teacher consulting and interventions for EL students. The special education specialist works and consults with the EL Coordinator. Each student will be monitored with an intervention plan.</p> <p>*This year we are adding a special education intern in addition to our FTE SPED specialist</p> <p>*Performance Indicator Review (PIR) Process</p> <p>*Disproportionality technical assistance</p> <p>*Program/technical support by the program specialist and other SELPA team members</p> <p>*Participation in SELPA Professional learning offerings (See SELPA PL Catalog https://charterselpa.org/professional-learning-catalog/)</p>	<p>1200 - restricted Certificated pupil support salary 1000-1999: Certificated Personnel Salaries Special Education 145,567</p> <p>5102 - Special Education Sub-agreement 5000-5999: Services And Other Operating Expenditures LCFF Base 5,000</p> <p>Captured in Goal 1, Action 1 0</p>	<p>1200 - restricted Certificated pupil support salary 1000-1999: Certificated Personnel Salaries Special Education \$132,938</p> <p>5102 - Special Education Sub-agreement 5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>1100 - Restricted certificated specialists 1000-1999: Certificated Personnel Salaries Special Education \$81,434</p> <p>3000 - Certificated benefits, restricted 3000-3999: Employee Benefits Special Education \$48,393</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p>		
<p>Academic Support for Students: *After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p> <p>*Aides are provided to students who need additional academic supports</p> <p>*Provide relative, adaptive, common core aligned curriculum.</p>	<p>Ases - aide 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 26769</p> <p>Support Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 220333</p>	<p>Ases - aide 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 0</p> <p>Support Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$106,861</p> <p>ASES aides - Teaching Fellows 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$124,883</p> <p>3000 - Classified benefits, unrestricted 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,175</p>
<p>Technology: *All teachers are provided laptops</p> <p>*Update and maintain technology resources available in each classroom</p> <p>*Maintain software installations for adaptive programs</p> <p>*Provide Tech support to parents, teachers, staff, and students</p> <p>*Students grade 3-up will have one-to-one access to chrome books.</p> <p>*K-2 will have 2-1 computer access.</p>	<p>4400 - Non-capitalized Equipment 4000-4999: Books And Supplies LCFF Base 58,500</p> <p>IT - director 2000-2999: Classified Personnel Salaries LCFF Base 63,654</p>	<p>4400 - Non-capitalized Equipment 4000-4999: Books And Supplies LCFF Base \$85,459</p> <p>IT - director 2000-2999: Classified Personnel Salaries LCFF Base \$48,227</p> <p>3000 - Classified benefits, unrestricted 3000-3999: Employee Benefits LCFF Base \$3,689</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*The classroom resources are intended for remedial and extended-hour education for unduplicated pupils. However, school-wide may be used by other student groups during instructional time and extended day. Students may access software from home. If they do not have computer access at home, they may borrow a computer from the school.</p> <p>*Teachers will support student with keyboard practice to ensure computer readiness for testing</p>		
<p>Standards Aligned Curriculum:</p> <p>*Summit Learning (Math, ELA, Science, History)</p> <p>*Scholastic (Reading)</p> <p>*Core Knowledge (ELA, History, Geography, Music, Science, Arts)</p> <p>*Foss Kits (Science)</p> <p>*ST Math (Math Supplement)</p> <p>*Fountas & Pinnel (Reading)</p> <p>*Saxon Phonics (Phonics)</p> <p>*LexiCore 5 (Reading)</p> <p>*Navigator Math (Math)</p>	<p>4100 Textbooks and Materials 4000-4999: Books And Supplies LCFF Base 56,500</p> <p>Captured in Goal 1, Action 1 0</p>	<p>4100 Textbooks and Materials 4000-4999: Books And Supplies LCFF Base \$62,411</p> <p>Captured in Goal 1, Action 1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff's compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit's guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year's LCAP includes increased targeted supports for low-income, English Language Learners and Special Populations. Some of the main highlights include the revamped literacy and math intervention courses which will include updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Additionally, teachers will receive targeted professional development and coaching with a focus on English Language Learners and Special Populations from our Navigator Math coaches and Summit Learning Coaches and Leads. Has been added to the team to support students who will be the first in their family to attend college. Also, a Director of Community Engagement will join the school community to cultivate and develop parent support and leadership and build family engagement in our schools in order to increase awareness and education related to supporting students. We are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to build relationships and preempt minor disciplinary infractions. By improving the structure, programming, and support for their work we believe that will have the greatest benefit on the students who do not feel connected to school at this time.

Our partnership with El Dorado Charter SELPA provides opportunities for support with monitoring and professional learning opportunities. El Dorado Charter SELPA provides support with program and technical assistance through the assigned Program Specialist and other SELPA team members. The SELPA offers professional learning to our special education and general education staff.

Goal 2

Partner with students, educators, and family leaders to create customized pathways to success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Partner with stakeholders, including families of the school

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % of parent attending Parent/Teacher conferences</p> <p>19-20 New metric - this 2019-20 school year will be the baseline</p> <p>Baseline New metric - this 2019-20 school year will be the baseline</p>	<p>100%</p>
<p>Metric/Indicator # of parents completing surveys</p> <p>19-20 40</p> <p>Baseline 30</p>	<p>Approximately 30-40% depending on survey. Parents and Guardians completed summer school survey at higher rates, approximately 80-%</p>
<p>Metric/Indicator average number of parents at monthly meetings</p> <p>19-20 New metric - this 2019-20 school year will be the baseline</p> <p>Baseline</p>	<p>Meetings during COVID-19 emergency were not held monthly. However, virtual town halls and numerous surveys were facilitated.</p>

Expected	Actual
New metric - this 2019-20 school year will be the baseline	
Metric/Indicator % of students taking electives or non-core courses 19-20 Waiting for baseline data Baseline this is a new metric and the baseline will be gathered in 2019-20	100%
Metric/Indicator % of parents participating in IEP, SST, or 504 meetings. 19-20 100% Baseline 100%	100%
Metric/Indicator % of parents who believe Aspen Valley's learning environment is meeting my child's needs. 19-20 70% Baseline 65%	This question was not asked on the schoolwide survey. However, it will be added in 2021-22. Here are what our students said on the survey: Students feeling safe at school: # of students % of Students who took the survey Strongly Agree 29 50% Somewhat Agree 15 26% Neither agree or Disagree 11 19% Disagree 2 3% Strongly Disagree 1 2%
Metric/Indicator # of parents attending adult education hosted by LVN 19-20 Waiting for baseline data Baseline this is a new metric and the baseline will be gathered in 2019-20	NA in 2020-21

Expected	Actual
Metric/Indicator # of Parents serving on the school board 19-20 1 Baseline 1	20%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Tools to communicate with Parents/Guardians: (All communications are available in Spanish) *Parent Square (Emails) *Illuminate (SIS system) *School Messenger (Phone) *Family Newsletters	5900: Communications LCFF Supplemental and Concentration 7,634 Captured in Goal 1 0	Costs captured Goal 1/ Action 2 0
Supports for Parents/Guardians: *Adult training hosted by our LVN: Potential topics include nutrition, reading instruction, community resources *Because Aspen Meadow is intentionally recruiting at-risk students, we will continue to provide teachers and staff with trauma training to provide them with tools to identify trauma, tools to work with our students and family and resources to provide assistance. *ALL4YOUTH partnership which provides mental health services to families with Medi-Cal.	2400 - Clerical and Office Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 126,370	2400 - Clerical and Office Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$119,713 3000 - Classified benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,158

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Aspen Leadership Connection will host trainings on various topics</p> <p>*Our Family Ecosystem Map, found at our website, is an easy to use tools for families that need additional support. https://aspenps.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html</p> <p>*Friendly, welcoming, bilingual front office</p>		
<p>Engaging and Consulting Parents/Guardians:</p> <p>*Family Fun Night</p> <p>*Summer Programs (pending state of construction on campus)</p> <p>*Family Newsletters</p> <p>*Family Celebration Night</p> <p>*Aspen Family Connections: Meets twice a month. Topics include but are not limited to: curriculum, SBAC and other assessments, importance of attendance, school resources, a</p> <p>*Administer parent survey</p> <p>*Leadership Day</p> <p>*Back to School Night</p> <p>*Student Led-Parent/Guardian Conference</p> <p>*Summit Learning Information Meetings</p> <p>*Lunch on the lawn: picnic with families the same day as the scholastic book fair</p> <p>*IEP, SST, and 504 meetings</p>	<p>5815 - Recruitment 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 15,000</p> <p>5806 - Special Activity 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 17,975</p>	<p>5815 - Recruitment 5000-5999: Services And Other Operating Expenditures LCFF Base \$16,803</p> <p>5806 - Special Activity 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$9,611</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff's compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit's guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 was a barrier to parent meetings, however, all students received a parent/teacher conference at 100% turnout. Townhall meetings were virtual, with a lower turnout. The school is focused on in-person meetings in fall of 2021-with a strong start at Back to School Night.

Goal 3

Create a supportive and safe environment for students and their families, staff, and community partners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Make sure every student has the tools to learn and grow

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Attendance Rate 19-20 95% Baseline 93.68%	92.56%
Metric/Indicator Chronic Absenteeism Rate 19-20 8.6% (18-19) Baseline 8.1% (17-18)	8.6% (18-19)
Metric/Indicator Middle School drop out rate 19-20 0 Baseline 0	0

Expected	Actual
Metric/Indicator Suspension Rate 19-20 5.3% Baseline 2.8%	5.3%
Metric/Indicator Student Survey Results 19-20 (See appendix) Baseline (See appendix)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Non-Academic Student Supports to create a safe environment: *Playworks: helps kids to stay active and build valuable social and emotional life skills through the power of play. *Acknowledgements and awards for students with good attendance *Created a new balanced calendar with a shorter summer break and more breaks throughout the year *Full-time counselor *Full-time LVN *Implementing Safer, Smarter Kids curriculum: an abuse prevention education curriculum	captured in Goal 1, Action 1 0 Captured in Goal 2 0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Instructional Aides</p> <p>*Leader in Me curriculum providing SEL tools</p> <p>*A robust MTSS program to assist students that need extra academic or social emotional supports</p> <p>*All4Youth which provide mental health services to students and families</p> <p>*Student surveys to provide students with a voice.</p> <p>*The Fresno Police department will visit our school to provide age appropriate trainings for our students around a variety of topics: how to be safe, sexual harassment, safe touch (3/4 grades), 2nd graders (being kind, no bullying)</p> <p>*Implementing kindness/anti-bullying week challenge</p> <p>*Staff, teachers, and administrators will receive trauma training</p> <p>*All adults need a safety check before they can volunteer on campus</p> <p>*WIGS or Wildly important goals - teachers encourage students to set goal and there is an award ceremony for those that accomplish their stated goals.</p> <p>*CALViva partnership for free eye glasses, dental services, free of charge (pending board authorization).</p> <p>*Partnerships with local non-profit that will provide students with Target cards to purchase uniforms.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Provide educational field trips at no cost, including 6th grade 2 1/2 day science camp, free of charge.</p>		
<p>Leadership and extracurricular opportunities for students:</p> <p>*Student lighthouse team (2 students for every grade level that serves on team implements 7 habits of school, lead school assemblies, leadership roles)</p> <p>*Playworks</p> <p>*After school lego and robotics</p>	<p>Captured in Goal 1 0</p>	
<p>Community Partnerships:</p> <p>*Rescue the Children (RTC): Provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or with with children.</p> <p>*CALViva: provides free eye and dental exams. Free glasses for those that qualify</p> <p>*A local non-profit provides gift cards for students to purchase school uniforms</p> <p>*All4Youth - Provides families and students with Medi-Cal mental health services</p>	<p>captured in goal 1 0</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff's compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit's guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Students and Employees Feeling Safe at School/In Person Learning

We have worked hard this past year updating and beautifying the facilities. We have hired additional custodial staff and contracted with a cleaning company to assure cleanliness during the COVID-19 emergency (see CPP for more details).

In regards to social and emotional care for our students, We are investing significant time into the role of the mentor in grades 5-8. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to build relationships and preempt minor disciplinary infractions. By improving the structure, programming, and support for their work we believe that will have the greatest benefit on the students who do not feel connected to school at this time.

For all students, we have increased counseling hours through with All4Youth, hired a certificated school counselor, school nurse and school psychologist.

APS offered small group instruction and in person services beginning in January. Families who gave permission for their student to come to campus and to participate in small group cohorts were given in person services per their IEP. In March, more students returned to campus and students with IEP services had services delivered in person and virtually as determined by the IEP team and the latest offer of free appropriate public education (FAPE). The impact, if any, that COVID school closures and circumstances have had on students levels of performance, skills and current needs may need adjusting. IEP teams will determine any "recovery" or "loss of learning" services to close the gap caused by COVID will utilize data and convene IEP meetings to determine the need for any additional services due to the COVID pandemic. APS is offering extended learning opportunities (ELO) or summer school to all students. Students with IEPs have been recommended for ELO based on the general education criteria. IEP teams will determine if IEP services will be delivered during this time and amendments will be added to each student's IEP to document the offer of loss of learning services.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Base 24,975 3000-3999: Employee Benefits Base 7,495	Costs captured in Goal 1.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Included above	
	Included above	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 6

Maintain suspension and expulsion rates that are lower than similar schools in the district. Achieve 85% satisfaction on surveys regarding safety and school connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administration transition to distance learning, then to in-person hybrid schedules, based on Fresno County Health Department Guidance (with approved waiver, level red or less) prepare and schedule PD for teachers, staff	250,000	\$271,879	Yes
Additional PPP purchases include: Face mask, face shields, plexi-desk sneeze shields, touch-less thermometers	2,000	\$2,000	Yes
Additional Cafeteria/Outdoor Picnic Tables for outside breakfast, lunch, snack, some instructional outdoors, as weather and air quality permits	6,500	\$4,555	Yes
Large 72" Round Tables for Staff Professional Development (social distancing, CMO) Student use for social distancing during tutoring	1,700	\$1,873	Yes
New Custodial Staff (move one part-time to full-time/hired new part-time), contractor 2 nights a week for deep sanitization of restroom areas.	12,000	\$20,184	Yes
Teacher and administrator monitors, docking stations, document cameras, printer (for better distance learning view experience, Zoom)	3,000	\$6,757	

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The school celebrated with families the quick transition to distance learning. Implementation of any new approach requires strong and strategic change management. We fully implemented Navigator Math in the Fall of 2019, and even after some initial resistance from teachers, we began to see real growth in instructional practices as well as student achievement. Unfortunately, COVID cut short our very first year of implementation, and robbed us of being able to demonstrate our gains on statewide assessments. Our team has continued to implement with as much fidelity as possible, given a 100% distance learning approach since March 2020.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
New online curriculum and software purchased 20-21 for distance learning: Empowering Writers, RAZ-Plus+ELL, Math Manipulatives for each student K-6, Classcraft, BookFlix, Nearpod+Social Emotional Learning (SEL)	\$50,000	\$58,536	Yes
Reassign marketing team to design fun and engaging videos for students and their families and redesign the school website conducive to distance learning.	\$4,500	\$4,500	
Zoom subscription fee for 2020-21 school year, including break-out room capabilities. ParentSquare/StudentSquare for Daily Health Screening, Daily Parent Communication during distance learning.	\$5,000	\$5,010	Yes
Stipends: Master Teachers, Support Student Teachers from Fresno Pacific University, Distance Learning Lessons and Observations.	\$15,000	\$35,552	
Administrators work in new distance learning roles to support teachers, parents, staff, including professional development for new software, curriculum, social and emotional plan for students. See Funds included In Person Instruction.	0	0	Yes
Cell Phone Stipends full and part-time staff	\$8,000	\$4,200	
Chrome Books for All Students, (extra purchase for one-on-one) and new part-time technician to service student computers. Hotspots for students without internet access.	\$25,000	\$27,202	
School Supplies, Art Supplies, Music Supplies, and no-charge yearbooks for all students	\$30,000	\$43,901	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The school supported students without connectivity with T-Mobile hotspots. In terms of goals for improving student achievement, we are making a phased plan. The organizational priority, chosen by our leadership team and feedback from stakeholders, for the next year is intervention. This priority will address gaps that have only been exacerbated by the last year of distance learning. It will work in 3 phases: a return to in person instruction this spring, with diagnostic testing to determine an immediate set of goals to attack before the end of the school year; a structured summer intervention program, employing classified and certificated staff who will continue assigned interventions and assessments; and finally, a plan to take all data from the spring and summer and determine how to address the needs of the students in the fall with school wide interventions, as the new school year begins.

Investing time and energy in the implementation of Summit Learning, with great academic outcomes, caused us to take a harder look at the programming in grades K-4, and find solutions to gaps that were causing students to need remediation in the older grades. As a result, we engaged with Achievement First, to apply for Navigator Math, in 2019. Prior to COVID, we hired a dedicated math implementation coach, who accompanied the administration team to the summer training for Navigator Math. What we found was a similar approach to instruction, and observation and feedback cycles that we had been exposed to with Summit Learning.

Professional Development: Implementation of any new approach requires strong and strategic change management. We fully implemented Navigator Math in the Fall of 2019, and even after some initial resistance from teachers, we began to see real growth in instructional practices as well as student achievement. Unfortunately, COVID cut short our very first year of implementation, and robbed us of being able to demonstrate our gains on statewide assessments. Our team has continued to implement with as much fidelity as possible, given a 100% distance learning approach since March 2020.

Students with Unique Needs: A review of our IEP goals from 20-21 indicate there is a need to increase the academic achievement of students with disabilities. APS will continue to use supplemental funds for new programs to serve our special education students and in providing additional support will help accelerate learning for students with disabilities by providing them additional time for targeted, individualized instruction and additional curriculum resources to meet their needs. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum. Schoolwide small group intervention, targeting specific CCSS standards. Student groups were created based on curriculum based assessment data and small group intervention. Additionally, school-wide utilization of Lexia Core 5 and Lexia PowerUp for additional

individualized skill development. More curriculum and instruction support for general education and special education teachers provided by administration through professional learning opportunities.

Our partnership with El Dorado Charter SELPA provides opportunities for support with monitoring and professional learning opportunities. El Dorado Charter SELPA provides support with program and technical assistance through the assigned Program Specialist and other SELPA team members. The SELPA offers professional learning to our special education and general education staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paraprofessionals/Aides and Distance Learning Training (referenced under Distance Learning)	\$240,000	\$235,487	Yes
Newly designed assessment tools to identify learning loss and monitor progress throughout the year (MAP, RAZ Plus Standards Aligned). Funds included in Distance Learning Actions.	0	0	Yes
Newly designed curriculum and software for distance learning success. New SIS attendance monitoring based on new CDE guidance for daily, weekly monitoring. Funds included in Distance Learning Actions.	0	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The school quickly put interventions in place for learning loss. Our homeless liaison was moved to full-time status to support students with unique needs. Students were referred for supplemental instruction by their Certificated Teacher, Certificated Special Education staff, or by the Site Director (Principal). English Learners and homeless, foster students are also identified by the registrar, teacher, or homeless liaison/family outreach staff.

School Outreach Liaison conducts the following:
 Home visits due to attendance
 Translating for : Teachers and parents
 Attends homeless Speech and IEP Meetings

Works with Prevention and Intervention Team: reach out to parents alongside school counselors and schedule home visits
Reaches out to families in need (food, clothing, housing, other resources)

Students identified are; low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff.

Assessments for interventions are as follows: Fountas Pinnell (TK-4), Summit Learning Assessments (5-8), Summit Learning Assignments (5-8), Power Focus Areas (5-8).

Summer school, extended learning is open to all students listed above currently enrolled at the school.

The school's special education team also refers students for extended learning. Currently all students with IEP's have received communication regarding special services, including summer school options.

These identified students will be assigned priority to receive expanded learning program services during the regular school day, and for the opportunity to participate in Aspen's expanded learning programs during the summer and after school.

To determine which of those students need academic, social-emotional, and other supports, including Aspen, used the following process:

F&P, Summit Learning assessment data from Winter, 2020, were used as a baseline. F&P assessments are included as academic progress indicators. Students were assessed again in Winter, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were:

Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.

Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.

All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.

Aspen Public Schools will support the mental health and social and emotional well-being of grades 5-8 students via our mentoring program. In places where our general mentoring program is not sufficient to meet the needs of students we will direct students to the appropriate outside support via our MTSS systems and resource bank for external community supports.

Each of our students is assigned to a faculty member whom supports them and a mentor group of students throughout their time at Summit.

Our mentors are provided beginning of the year and on-going professional development with regards to facilitating their mentor groups and coaching students in 1:1 meetings.

EL Learner Supports:

*All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.

*After school, Spring, and Winter tutoring will be available. Summer tutoring will be made available pending facility construction

The Site Leaders and teachers will oversee EL intervention, instructions and adheres to the applicable legal requirements for ELs. This includes: annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirements. AVPA implements policies to effectuate proper placement, evaluation and communication regarding ELs and the rights of parents/guardians and pupils. Students have access to the Common Core Standards in reading and ELA to prepare them for English Learning.

*Continue to purchase research based materials and software for ELD instruction.. A detailed look of data and monitoring of personalized instruction.

*Instructional Aides will be trained to assist in tutoring ELD and special needs students.

*The school will apply benchmark tests like or equal to MAP testing to students a minimum of 2 times a year.

*Quality instruction and intervention for ELD with EL Coordinator Monitoring. students who are Beginner, Early Intermediate and Intermediate level students.

*Four weeks of summer school

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Many parents found it challenging to work and support their children on distance learning at home. Belonging and connection have always been prioritized at Aspen Meadow Public School. It is why we make an effort to have smaller class sizes, promote SEL development and integrate mentoring. During the pandemic, in August, our teachers met individually with every family to discuss a personalized plan for success for each student before classes began. Additionally, morning meetings, an opportunity for connection with the homeroom teacher to support social and emotional development, were maintained during distance learning. In grades 5-8, students continued weekly meetings with their mentors to keep goal setting, safety, and relationship in focus. Students and parents have identified this as a real strength and an antidote for the isolation caused by having to do school from home.

Our teachers did an amazing, consistent job of communicating with families to keep the ties to school strong. An additional measure our schools put in place during distance learning, was to add the beacon feature to our monitoring system, which was able to alert school leaders to any potential self-harm threats related to student behavior online.

Resources available:

Foster or Homeless Youth Supports:

*County child welfare agencies

*County office of education foster youth services program:

*Foster youth organizations and individual foster youth

*Foster parent and foster care organizations for identification at the time of a new enrollment, or during a student's enrollment.

*Administrators and staff attended National Association for the Education of Homeless Children and Youth

*Because Aspen Meadow intentionally recruits at-risk students, we will

provide teachers and staff with trauma training - this develops their ability to identify trauma, tools to work with our students and family and resources to provide assistance.

*ALL4YOUTH partnership which provides mental health services to families with Medi-Cal.

*Have a welcoming and helpful front office staff

*Lighthouse teams will host trainings on various topics

*Our Family Ecosystem Map, found at our website, is an easy to use tools for families that need additional support.

<https://aspenps.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html>

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Aspen Public Schools engaged stakeholders throughout the COVID-19 emergency, and the 2020-21 school year, to get feedback on how to best provide instructional supports and interventions.

With the start of in-person instruction, Aspen sought input from the school community to inform major portions of Aspen's instructional plan. The school reached out through surveys, Zoom meetings, ParentSquare messages, and social media, site administrator phone calls, teachers texts and phone calls, home visits, and school homeless liaison communications. The school was able to get feedback on how students and their families were feeling. Students received social and emotional supports from the school, which included home visits, when deemed necessary.

As mentioned, throughout 2020-21, the school engaged parents, guardians, staff members, and board members through stakeholder surveys.

The following describes these and some other ways we solicited stakeholder feedback:

Parents and Guardian Stakeholders:

Parents/Guardians will continue to have opportunities for input through parent surveys, parent/guardian workshops, parent Individualized Learning Plan (ILP) conferences (Aug., Oct., Mar.), and Board meetings. The monthly board meetings will be welcoming to Parents/Guardians, with outreach notifications that include the ParentSquare app, social media, and website. Events such as Back to School Night and Parent Technology Night, have been well attended.

Aspen conducted many parent surveys. For example, on June 23, 2020, to determine how our parents felt in terms of COVID-19 and school plans for reopening. Then again, on August 26, 2020, we surveyed Parents/Guardians to find out and address any challenges related to distance learning. The school will continue Parent/Guardian surveys on regular basis (see below). (The results of our surveys and how we plan to address parents' concerns is addressed below.)

Students:

Aspen Valley conducted student surveys in August 2020 to get feedback from students on how they were feeling about distance learning and technology.

Students:

Student Mentor Meetings, Summit Learning Grades 5-8: Students meet with their teacher one-on-one to discuss personal and academic goals. This is a time for teachers to conduct SEL check-ins, as well. The mentorships are a part of the Summit Learning Program.

Students:

We also held student-parent conferences to develop the individualized learning plan (ILP) and received input on how students learn best and communication preferences. Students have a voice in the conferences. In addition, a back-to-school night was held virtually to prepare students and their families for distance learning. This plan was developed, keeping in mind feedback from students and their parents/guardians. Please note: Most families desire to have their children back in school, at least in a hybrid setting. Aspen understands and agrees that students learn best when they are at school. Aspen will continue weekly Zoom phone calls with the Fresno County Superintendent of Schools and Fresno County Health Department, to determine when it is safe to return to our campus for in-person instruction.

Teachers/Other Staff Members:

In May and June 2020 Aspen conducted Staff and teacher surveys on weekly basis to get input on how teachers were feeling and on reopening plans and distance learning. We also received input through staff and teacher Zoom meetings in June and July 2020-- before the start of school on August 6, 2020.

Aspen Public School Board Members discussion, feedback July and August 2020, Survey, September 2020.

Aspen Board of Trustees shared feedback at a public hearing on August 26, 2020. The board also shared feedback in a September 2020 survey.

Due to the COVID-19 stay-at-home and "purple" level until April 2021, the school found surveys the best way to engage parents and stakeholders. However, the school also scheduled virtual Town Hall meetings and met with School Site Advisory.

Additional surveys and meetings are as follows:

School Site Advisory Meeting: Approve LCAP Parents June 1, 2021
EL Parent Group - Summer School/ Interventions Parents May 11, 2021
Curriculum and Materials Survey -Teachers- April 27, 2021
LCAP - Supplemental Instructional & Funds -Teachers- April 27, 2021
School Reopening F&Q Parent Night -Parents- March 25, 2021
SEL - Second Step Curriculum / Site Team- Teachers- March 22, 2021
School Reopening Survey- Hybrid - Parent - March 4, 2021
School Site Advisory Meeting - SEL Events- Parents - February 10, 2021
Summit Night / Aspen Ridge Info Night -Parents- January 27, 2021
Counselor Corner: SEL Supports and Meeting Times Teachers December 16, 2020
School Site Advisory Meeting Parents December 4, 2020
AVP Professional Development Survey (SPED project) ELA Teachers November 30, 2020
AVP Professional Development Survey (SPED project) MATH Teachers November 30, 2020
Summit Night - "Understanding Grading in Summit Learning" Parents November 18, 2020
Summit Parent Ed Night #2-- parents- November 11, 2020
Parent Tech Night- SBAC/ Parent Workshop Parents November 10, 2020 (Spanish)
Board Survey LCP-Board of Directors-September 14, 2020
Town Hall - Return to School Plan Parents October 26, 2020 (Spanish)
School Reopening Survey Parents October 10, 2020
Summit Parent Ed Night #1-parents- September 30, 2020 (Spanish)
Student Check-In - Student Survey - September 3, 2020
Teacher Input - Teachers - August 31, 2020
Parent Survey - Parents - August 26, 2020
Counselor Support Survey - Teachers - August 7, 2020
2020/2021 Staff In-service Survey - Teachers - August 3,2020
Technology Follow Up Training Survey - Teachers - June 10, 2020
Teacher Survey - Teachers - May 1, 2020
Summer School Survey - Parents - May 26, 2020
End of the Year Check-In - Parents - May 22, 2020
Teacher Survey - Teachers - May 22, 2020
Student Family Check-In - Parents - May 18, 2020

May Update_Family Check-In - Parents - May 11, 2020
Summer School Family Check-In - Parents - May 4, 2020
Teacher Survey - Teachers - May 15, 2020
Teacher Survey - Teachers - May 8, 2020
Resources_Family Check-In - Parents - April 27, 2020
Educator Training and Resources - Teachers - April 24, 2020
Teacher Survey - Teachers - April 24, 2020
SEL Family Check-In - Parents - April 20, 2020
Teacher Survey - Teachers - April 16, 2020
Family Check-In - Parents - April 14, 2020
Teacher Survey_Instruction and Office Hours - Teachers - April 3, 2020
Parent Check-In Survey - Parents - March 23, 2020

Special ELO/LCAP Survey: On April 26, 2021, parents and staff members received a survey regarding specific ELO Grant spending, including Summer School, teacher/staff training, computer purchases, health aide hires, test coordinator hires, etc. Stakeholders were also asked to submit any ideas they may have to enhance in-person learning for our students.

LCAP Discussion in an open meeting on May 20, 2021 (Aspen Public School Board Meeting)

LCAP Approval on June 16, 2021

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The charter school was successful in offering Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.

Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.

All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.

Summer June-August

Free Student Snacks in-person learning and summer school

Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.

Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.

All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One of the school's lessons is tracking attendance and making sure the students not showing up have home visits with a school counselor. One of our goals is to quickly respond to absences, including home visits, when necessary. Another lesson is to have students attend on site-even for a few days a week for social and emotional well being.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

MAP Assessments and Fountas and Pennell and teacher assessments were used upon the student's return. Students with unique needs are attending summer school until July 1, 2021.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no seen differences between the actions identified int his plan and actions or services we are currently implementing. The actions in the LCAP are in progress. We look forward to fall 2021.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The COVID-19 pandemic has had an impact on our charter schools and the Fresno community unlike any event in the history of our organization. While it forced us to close our school buildings and move to a virtual school model, it also had the unintended benefit of bringing all of us closer together. Additionally, it has helped us as educators to narrow our focus on what matters and prioritize the actions that will help us fulfill our mission to develop exceptional leaders. Realizing our mission and vision requires us to work on two levels, simultaneously. We must relentlessly focus on offering a student-centered approach to learning and development for each individual student, while also making sure their social and emotional needs are met. Ultimately, COVID-19 has forced us to educate our students in a different mode that we are used to, but it also allowed us to build a program that will ensure that our mission and vision are achieved.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,289,803.00	3,394,671.00
	0.00	0.00
After School Education and Safety (ASES)	26,769.00	124,883.00
Base	32,470.00	0.00
LCFF Base	2,085,403.00	2,194,557.00
LCFF Supplemental and Concentration	851,526.00	674,847.00
Other	23,353.00	0.00
Special Education	145,567.00	262,765.00
Title I	100,603.00	115,076.00
Title II	15,932.00	13,254.00
Title IV	8,180.00	9,289.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,289,803.00	3,394,671.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,196,785.00	1,853,931.00
2000-2999: Classified Personnel Salaries	764,182.00	688,101.00
3000-3999: Employee Benefits	7,495.00	399,903.00
4000-4999: Books And Supplies	188,600.00	222,354.00
5000-5999: Services And Other Operating Expenditures	76,200.00	220,771.00
5800: Professional/Consulting Services And Operating Expenditures	48,907.00	9,611.00
5900: Communications	7,634.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,289,803.00	3,394,671.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	24,975.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	1,735,629.00	1,533,489.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	290,614.00	106,070.00
1000-1999: Certificated Personnel Salaries	Special Education	145,567.00	214,372.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	26,769.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	143,574.00	136,297.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	461,703.00	427,439.00
2000-2999: Classified Personnel Salaries	Other	23,353.00	0.00
2000-2999: Classified Personnel Salaries	Title I	100,603.00	115,076.00
2000-2999: Classified Personnel Salaries	Title IV	8,180.00	9,289.00
3000-3999: Employee Benefits	Base	7,495.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	294,267.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	57,243.00
3000-3999: Employee Benefits	Special Education	0.00	48,393.00
4000-4999: Books And Supplies	LCFF Base	115,000.00	147,870.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	73,600.00	74,484.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	124,883.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	76,200.00	82,634.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	13,254.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	15,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	17,975.00	9,611.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	15,932.00	0.00
5900: Communications	LCFF Supplemental and Concentration	7,634.00	0.00
		7,634.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan
Aspen Valley Prep Academy

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,090,354.00	3,239,386.00
Goal 2	166,979.00	155,285.00
Goal 3	0.00	0.00
Goal 4	32,470.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$275,200.00	\$307,248.00
Distance Learning Program	\$137,500.00	\$178,901.00
Pupil Learning Loss	\$240,000.00	\$235,487.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$652,700.00	\$721,636.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,000.00	\$6,757.00
Distance Learning Program	\$82,500.00	\$115,355.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$272,200.00	\$300,491.00
Distance Learning Program	\$55,000.00	\$63,546.00
Pupil Learning Loss	\$240,000.00	\$235,487.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$567,200.00	\$599,524.00



Local Control 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 Prep Academy	Nicole Rivera Site Director	nicole.rivera@aspenps.org (559) 225-7737

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The COVID-19 pandemic has had an impact on the Fresno community unlike any event in the history of our organization. While it forced us to close our school buildings and move to a virtual school model, it also had the unintended benefit of bringing all of us closer together. Additionally, it has helped us as educators to narrow our focus on what matters and prioritize the actions that will help us fulfill our mission to develop exceptional leaders. Realizing our mission and vision requires us to work on two levels, simultaneously. We must relentlessly focus on offering a student-centered approach to learning and development for each individual student, while also making sure their social and emotional needs are met.

Ultimately, COVID-19 has forced us to educate our students in a different mode that we are used to, but it also allowed us to continue to build a program that will ensure that our mission and vision are achieved.

Aspen Valley Prep began as a grassroots, volunteer community effort in Central Fresno aiming to support and provide for students who had, like the center of our city, been overlooked and even forgotten.

Aspen Public Schools, a non-profit 501(c)3 charter school management organization, operates 3 public charter schools in Fresno, CA. The mission of Aspen is to transform the community by developing exceptional leaders. The overall vision leads to greater quality of life for all people in Fresno, regardless of race or economic status. To deliver on this mission and vision, Aspen is focused on the promise of equal educational opportunity for all children. Aspen currently educates students in historically underserved neighborhoods, with roughly 80% of our students identifying as Black and Latino. With its college-preparatory focus, the Aspen approach is attaining academic gains throughout the network. Beyond our students and schools, Aspen is an engaged partner in the Fresno community, and involved in the larger conversation about how to improve public education and student achievement for all.

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

This involves:

Recruiting and developing successful teachers and school leaders who strategically use student data to drive instruction and leadership development;

Creating a school culture where joy and belonging mark the student experience, with an emphasis on developing leadership that focuses students on college and their futures;

Providing students with grade-level curriculum, a facilitated learning environment that demands more student cognitive lift, and intense intervention when they are struggling, so that every child has a path to success

Vision

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

Our student demographics:

2020-21 Student Ethnicity Numbers and Percentages

African American	50	or	12.76%
American Indian	3	or	0.77%
Asian	8	or	2.04%
Filipino	2	or	.51%
Hispanic	257	or	65.66%
Pacific Islander	2	or	.51%
White	55	or	14.03%
Two or More	15	or	3.83%
Total	392	or	100.00%

2020-21 Student Subgroups Numbers and Percentages

Foster	4	or	1.02%
EL	36	or	9.18%
Homeless	13	or	3.32%
Migrant	0		
Student Disability	39	or	9.95%
Socioeconomically Disadvantaged	308	or	78.57%

Our partnership with El Dorado Charter SELPA provides opportunities for support with monitoring and professional learning opportunities. El Dorado Charter SELPA provides support with program and technical assistance through the assigned Program Specialist and other SELPA team members. The SELPA offers professional learning to our special education and general education staff.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data [cite source and any data points], we have identified needs in [customize according to data]ELA and Math achievement. We will implement standards-based instruction in ELA and Math and utilize NWEA MAP assessments to monitor progress and differentiate instruction and intervention. Through personalized learning, Instructional Aides in the TK-8th grade

classrooms, and precise data about students instructional needs, we believe we will see an increase in the overall academic achievement of our students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on local data [cite source and any data points], we have identified needs in [customize according to data]ELA and Math achievement. We will implement standards-based instruction in ELA and Math and utilize NWEA MAP assessments to monitor progress and differentiate instruction and intervention. Through personalized learning, Instructional Aides in the TK-8th grade classrooms, and precise data about students instructional needs, we believe we will see an increase in the overall academic achievement of our students.

In terms of goals for improving student achievement, we are making a phased plan. The organizational priority, chosen by our leadership team and feedback from stakeholders, for the next year is intervention. This priority will address gaps that have only been exacerbated by the last year of distance learning. It will work in 3 phases: a return to in person instruction this spring, with diagnostic testing to determine an immediate set of goals to attack before the end of the school year; a structured summer intervention program, employing classified and certificated staff who will continue assigned interventions and assessments; and finally, a plan to take all data from the spring and summer and determine how to address the needs of the students in the fall with school wide interventions, as the new school year begins.

Investing time and energy in the implementation of Summit Learning, with great academic outcomes, caused us to take a harder look at the programming in grades K-4, and find solutions to gaps that were causing students to need remediation in the older grades. As a result, we engaged with Achievement First, to apply for Navigator Math, in 2019. Prior to COVID, we hired a dedicated math implementation coach, who accompanied the administration team to the summer training for Navigator Math. What we found was a similar approach to instruction, and observation and feedback cycles that we had been exposed to with Summit Learning.

Implementation of any new approach requires strong and strategic change management. We fully implemented Navigator Math in the Fall of 2019, and even after some initial resistance from teachers, we began to see real growth in instructional practices as well as student achievement. Unfortunately, COVID cut short our very first year of implementation, and robbed us of being able to demonstrate our gains on statewide assessments. Our team has continued to implement with as much fidelity as possible, given a 100% distance learning approach since March 2020.

A review of IEP goals from 20-21 indicate there is a need to increase the academic achievement of students with disabilities. APS will continue to use supplemental funds for new programs to serve our special education students and in providing additional support will help accelerate learning for students with disabilities by providing them additional time for targeted, individualized instruction and additional curriculum resources to meet their needs. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum. Schoolwide small group intervention, targeting specific CCSS standards. Student groups were created based on curriculum based assessment data and small group intervention. Additionally,

school-wide utilization of Lexia Core 5 and Lexia PowerUp for additional individualized skill development. More curriculum and instruction support for general education and special education teachers provided by administration through professional learning opportunities.

Our partnership with El Dorado Charter SELPA provides opportunities for support with monitoring and professional learning opportunities. El Dorado Charter SELPA provides support with program and technical assistance through the assigned Program Specialist and other SELPA team members. The SELPA offers professional learning to our special education and general education staff.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Aspen Valley Preparatory Academy (AVPA) continues to refine its action and services based on qualitative and quantitative data through stakeholder engagements, state and local assessments and being present in the lives of our students and staff. Some highlights of our 2020-21 LCAP include the following:

(a) Improving pupil learning, with a focus on English Learner, foster and homeless students, through social and emotional supports. In 2015-18, at-risk students at AVPA had access to a full-time counselor, full-time Licensed Registered Nurse (LVN), one part-time school psychologist, one full-time school psychologist, and full-time resource officer. Teachers, parents and guardians may request a referral for counseling services. The school also refers families to community resources and provides parent trainings, such as whole brain teaching. Our Family Ecosystem Map, found at our website, is an easy to use tools for families that need additional support.

<https://aspens.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html>

(b) Increasing learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. AVPA partnered with Summit Learning's (grades 4-8) individualized learning program. The program helps students gain the skills, knowledge and habits to succeed. We believe that, through individualized learning, students harness the power within themselves, so that there's no limit to what they can achieve.

Transitional kindergarten is separate from the regular kindergarten classrooms. The transitional kindergarten students have access to a full-time certificated veteran kindergarten teacher and full-time instructional aide. The students have access to technology (tablets) and a library.

(c) Encouraging the use of different and innovative teaching methods, integrated with the Leader in Me process, Common Core Standards curriculum and software. Adoption of Summit Learning (4-8), for students to gain skills through individualized learning. Grades kindergarten through grade three are instructed using Wit and Wisdom curriculum, Lexia Core5, , ST Math and Foss Kits for Next Generation Science.

(d) Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school

site. Also, increased professional development for schools leaders, including Valley Leadership Program, a once a month, all-day training.

(e) Providing parents/guardians and pupils with a voice and communicate the types of educational opportunities that are available within the public school system. This includes a wide range of surveys, including site-based Leader in Me and stakeholder district-wide survey.

(f) Providing extra support by hiring additional instructional aides

(g) Our students have been struggling with math proficiency. Our teachers felt our previous math curriculum was not comprehensive enough, specifically for students that were not catching on quickly. They needed to find their own supplements to the program. The new math curriculum, Navigator Math, includes, PD, weekly coaching calls, monthly coach visits and our teachers found it to be more comprehensive. We will continue to use ST math and an online supplemental component.

(h) We are also implementing a new ELA curriculum called CORE knowledge. The previous curriculum was lacking around phonics, grammar, and writing. CORE knowledge includes phonics, grammar, writing and incorporates history and science into daily activities.

(i) We've created a new Coaching position. This position will alleviate some administrative duties for our Site Director but is mainly focused on coaching Math instruction.

(j) Our transitional kindergarten students will be taught by a full-time certificated veteran kindergarten teacher and a full-time instructional aide.

(k) We will also be implementing Zone of Regulation a second SEL curriculum that will compliment Leaders in Me

(l) Implement school-wide expectations (PBIS) - less office referrals this year

Aspen Valley Prep Academy created new goals for our 2021-22 LCAP. These goals align with our charter petition and mission.

Provide customized leadership curriculum, instructions, and support programs to ensure ALL students are college and career ready
Partner with students, educators, and family leaders to create customized pathways to success.
Create a supportive and safe environment for students and their families, staff, and community partners.

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.

AVPA has not 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.

AVPA has not been identified for CSI

Monitoring and Evaluating Effectiveness

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

AVPA has not been identified for CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Aspen Public Schools engaged stakeholders throughout the COVID-19 emergency, and the 2020-21 school year, to get feedback on how to best provide instructional supports and interventions.

With the start of in-person instruction, Aspen sought input from the school community to inform major portions of Aspen's instructional plan. The school reached out through surveys, Zoom meetings, ParentSquare messages, and social media, site administrator phone calls, teachers texts and phone calls, home visits, and school homeless liaison communications. The school was able to get feedback on how students and their families were feeling. Students received social and emotional supports from the school, which included home visits, when deemed necessary.

As mentioned, throughout 2020-21, the school engaged parents, guardians, staff members, and board members through stakeholder surveys.

The following describes these and some other ways we solicited stakeholder feedback:

Parents and Guardian Stakeholders:

Parents/Guardians will continue to have opportunities for input through parent surveys, parent/guardian workshops, parent Individualized Learning Plan (ILP) conferences (Aug., Oct., Mar.), and Board meetings. The monthly board meetings will be welcoming to Parents/Guardians, with outreach notifications that include the ParentSquare app, social media, and website. Events such as Back to School Night and Parent Technology Night, have been well attended.

Aspen conducted many parent surveys. For example, on June 23, 2020, to determine how our parents felt in terms of COVID-19 and school plans for reopening. Then again, on August 26, 2020, we surveyed Parents/Guardians to find out and address any challenges related to distance learning. The school will continue Parent/Guardian surveys on regular basis (see below). (The results of our surveys and how we plan to address parents' concerns is addressed below.)

Students:

Aspen Valley conducted student surveys in August 2020 to get feedback from students on how they were feeling about distance learning and technology.

Students:

Student Mentor Meetings, Summit Learning Grades 5-8: Students meet with their teacher one-on-one to discuss personal and academic goals. This is a time for teachers to conduct SEL check-ins, as well. The mentorships are a part of the Summit Learning Program.

Students:

We also held student-parent conferences to develop the individualized learning plan (ILP) and received input on how students learn best and communication preferences. Students have a voice in the conferences. In addition, a back-to-school night was held virtually to prepare

students and their families for distance learning. This plan was developed, keeping in mind feedback from students and their parents/guardians. Please note: Most families desire to have their children back in school, at least in a hybrid setting. Aspen understands and agrees that students learn best when they are at school. Aspen will continue weekly Zoom phone calls with the Fresno County Superintendent of Schools and Fresno County Health Department, to determine when it is safe to return to our campus for in-person instruction.

Teachers/Other Staff Members:

In May and June 2020 Aspen conducted Staff and teacher surveys on weekly basis to get input on how teachers were feeling and on reopening plans and distance learning. We also received input through staff and teacher Zoom meetings in June and July 2020--before the start of school on August 6, 2020.

Aspen Public School Board Members discussion, feedback July and August 2020, Survey, September 2020.

Aspen Board of Trustees shared feedback at a public hearing on August 26, 2020. The board also shared feedback in a September 2020 survey.

Due to the COVID-19 stay-at-home and "purple" level until April 2021, the school found surveys the best way to engage parents and stakeholders. However, the school also scheduled virtual Town Hall meetings and met with School Site Advisory.

Additional surveys and meetings are as follows:

School Site Advisory Meeting: Approve LCAP Parents June 1, 2021
EL Parent Group - Summer School/ Interventions Parents May 11, 2021
Curriculum and Materials Survey -Teachers- April 27, 2021
LCAP - Supplemental Instructional & Funds -Teachers- April 27, 2021
School Reopening F&Q Parent Night -Parents- March 25, 2021
SEL - Second Step Curriculum / Site Team- Teachers- March 22, 2021
School Reopening Survey- Hybrid - Parent - March 4, 2021
School Site Advisory Meeting - SEL Events- Parents - February 10, 2021
Summit Night / Aspen Ridge Info Night -Parents- January 27, 2021
Counselor Corner: SEL Supports and Meeting Times Teachers December 16, 2020
School Site Advisory Meeting Parents December 4, 2020
AVP Professional Development Survey (SPED project) ELA Teachers November 30, 2020
AVP Professional Development Survey (SPED project) MATH Teachers November 30, 2020
Summit Night - "Understanding Grading in Summit Learning" Parents November 18, 2020
Summit Parent Ed Night #2-- parents- November 11, 2020
Parent Tech Night- SBAC/ Parent Workshop Parents November 10, 2020 (Spanish)
Board Survey LCP-Board of Directors-September 14, 2020
Town Hall - Return to School Plan Parents October 26, 2020 (Spanish)

School Reopening Survey Parents October 10, 2020
Summit Parent Ed Night #1-parents- September 30, 2020 (Spanish)
Student Check-In - Student Survey - September 3, 2020
Teacher Input - Teachers - August 31, 2020
Parent Survey - Parents - August 26, 2020
Counselor Support Survey - Teachers - August 7, 2020
2020/2021 Staff In-service Survey - Teachers - August 3, 2020
Technology Follow Up Training Survey - Teachers - June 10, 2020
Teacher Survey - Teachers - May 1, 2020
Summer School Survey - Parents - May 26, 2020
End of the Year Check-In - Parents - May 22, 2020
Teacher Survey - Teachers - May 22, 2020
Student_Family Check-In - Parents - May 18, 2020
May Update_Family Check-In - Parents - May 11, 2020
Summer School Family Check-In - Parents - May 4, 2020
Teacher Survey - Teachers - May 15, 2020
Teacher Survey - Teachers - May 8, 2020
Resources_Family Check-In - Parents - April 27, 2020
Educator Training and Resources - Teachers - April 24, 2020
Teacher Survey - Teachers - April 24, 2020
SEL Family Check-In - Parents - April 20, 2020
Teacher Survey - Teachers - April 16, 2020
Family Check-In - Parents - April 14, 2020
Teacher Survey_Instruction and Office Hours - Teachers - April 3, 2020
Parent Check-In Survey - Parents - March 23, 2020

Special ELO/LCAP Survey: On April 26, 2021, parents and staff members received a survey regarding specific ELO Grant spending, including Summer School, teacher/staff training, computer purchases, health aide hires, test coordinator hires, etc. Stakeholders were also asked to submit any ideas they may have to enhance in-person learning for our students.

LCAP Discussion in an open meeting on May 20, 2021 (Aspen Public School Board Meeting)

LCAP Approval on June 16, 2021

A summary of the feedback provided by specific stakeholder groups.

The school values stakeholder input and allows for stakeholders to provide feedback with every survey. Parents overwhelmingly support taking steps necessary to ensure students are able to smoothly transition from covid stay at home learning to in-person learning, including hiring additional staff, implementing after-school programs, purchasing equipment to increase outside time. Feedback provided from stakeholders also included requests for professional development,

Parents primarily shared that they would recommend additional instruction for students by hiring additional aides or implementing a summer school or after-school program.

A majority of parents support hiring more aides and implementing one on one time with students/

"More staff for one on one support" 4/27/2021 Survey

"More student aides in classrooms so kids get more one on one"

5/1/2021 Survey

Summer school is needed for the students who need that extra help. While summer school is always needed, I feel as though this year it is especially needed because of distance learning.

4/28/2021 Survey

"More parent involvement and community involvement. Many students are behind due to the pandemic, therefore, we will need all the support we need to help the students catch up.4/28/2021

Parents also overwhelmingly support spending funds on additional training for these teachers and staff, with 98% approval.

"I think having the right amount of staff and having programs to better help our students will benefit our students. The main goal is to help students learn and be the best that they can be and having these resources can help achieve that goal."

4/28/2021

A majority of parents also expressed the importance of using funds on items to ensure a safe transition into in-person learning, with 85.71% of parents supporting purchasing picnic tables to promote outdoor time and 90% supporting hiring an additional health aide.

One parent's response, "Having more picnic tables will be nice for students and staff to have access to on campus. It will provide more space for everyone to sit and enjoy the weather. It will also provide space to eat with social distancing in place. "

4/28/2021 7:37 AM

"Having health aides are needed in schools, especially with a pandemic going on. Our students should be in the best of hands at all times and having a health aide will benefit these children. Their health and safety is a must."

4/28/2021 7:37 AM

During stakeholder meetings held on Zoom with teachers, parents, and students, feedback was positive.

The school values stakeholder input and allows for stakeholders to provide feedback with every survey. Parents and staff overwhelmingly support taking steps necessary to ensure students are able to smoothly transition from covid stay at home learning to in-person learning,

including hiring additional staff, implementing after-school programs, purchasing equipment to increase outside time. There were also requests for both professional development and hiring of additional aides, with an expression of concern from parents that students will need extra support returning from at-home learning. Some parents also expressed the importance of safely transitioning to on campus learning, with 90% in support of hiring additional health aides, and recommending purchasing more picnic tables to encourage time outside. During stakeholder meetings held on Zoom with teachers, parents, and students, feedback was positive about school reopening and the direction we were going.

Staff surveys indicate that 100% of staff supports hiring instructional aides for their classrooms and to spend funds on professional development.

The board of directors reviewed and commented on the LCAP at a public hearing on May 26, 2021. They agreed with the direction the plan was going and suggested changes in how the school compared data to the local school district/authorizer.

Parent Comments specifically to LCAP (Advisory)

"Regarding the LCAP report. I do not have any concerns.

I do love all of the communication efforts Aspen has for the families -parent square- newsletter- parent campus- surveys. I would suggest send some mailers home for parents to complete and send as some may have issues with technology.

I was thinking for engagements(assuming we are able to operate without or limited COVID restrictions) - have like a carnival for families this can include small fundraisers for classes or the school.

Educational field trips or career fair during the week of leadership day. For example take them in trip to local fire station, or have police officer come and speak to them about what they do. Visit doctor, dentist office, local new stations etc.. We can ask parents if they know of any businesses who are willing to participate.

As for music class, does Aspen have instruments for children to play and learn from. If not I'm ok with using funds for purchases.

Have a science fair for student and families to attend.

I am in agreement for hiring more aides and staff to help with any learning obstacles that may have developed due to distance learning and for safety precautions.

Thank you for your time. Have a great summer and look forward to our next school year." Parent Advisory Member

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Surveys listed above and Parent Advisory feedback was important to the development of this LCAP. A specific area that was influenced by stakeholder input is change to in-person learning and how the school would spend funds for its most vulnerable students. A majority of parents and students wanted students to return to campus, yet our county remained in the Purple. Aspen Staff had concerns about the ability to teach students virtually while having students in their classroom at the same time. After several meetings, surveys and input, we were able to add paraprofessionals to each classroom using some of our COVID relief funding. This allowed teachers to meet the needs of all of their students and not lose valuable instructional time. We can see the benefit of having full-time aides in the classroom. With the possibility of

learning loss and input from our stakeholders, we desire to keep full-time paraprofessionals and adding an reading intervention teacher. Surveys told us that that parents overwhelming support the use of funds for aides. Many options, such as hiring additional aides with bachelor degrees were 100% approval from all stakeholders. Parents are clear that they want more one-on-one time for students at the school. Hiring instructional and health aides is applauded by a vast majority of our parents. Surveys tell us, they see the instructional aides as supportive to teachers and more on-on-one time for students.

Goals and Actions

Goal

Goal #	Description
1	Provide customized curriculum, instructions, and social and emotional (SEL) support programs to ensure ALL students are college and career ready.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of teachers appropriately assigned	With Full Credential: 17 Without Full Credential : 2 (interim or sub credential) Teacher Teaching Outside Subject Area Competence= 0				With Full Credential: 99% Without Full Credential : 1 (interim or sub credential) Teacher Teaching Outside Subject Area Competence= 0
% of student with access to CCSS aligned instructional material and NGSS aligned materials	100%				100%
# of vacant teacher positions	0				0
Rating on facilities maintenance report	Good				Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Overall CAASPP ELA Standards Met/Exceeded Results and each significant subgroup	<p>Overall (2018-19) 45% of overall students meet/exceeded ELA standards</p> <p>3rd graders 36.00% of SED students meet/exceeded ELA standards 30% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders 37% of SED students meet/exceeded ELA standards 31% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders 28.00% of SED students meet/exceeded ELA standards 28% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders</p>				<p>Overall 47% of overall students meet/exceeded ELA standards</p> <p>3rd graders 38% of SED students meet/exceeded ELA standards of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders % of SED students meet/exceeded ELA standards % of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders % of SED students meet/exceeded ELA standards % of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders % of SED students meet/exceeded ELA standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>55.56% of SED students meet/exceeded ELA standards</p> <p>52.39% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders 62.22% of SED students meet/exceeded ELA standards</p> <p>51.85% of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders 62.06% of SED students meet/exceeded ELA standards</p> <p>57.90% of Hispanic students meet/exceeded ELA standards</p>				% of Hispanic students meet/exceeded ELA standards
% of Overall CAASPP Math Standards Met/Exceeded Results and each significant subgroup	<p>Overall (2018-19) 27.41%% of overall students meet/exceeded Math standards</p> <p>3rd graders</p>				<p>Overall (2018-19) %% of overall students meet/exceeded Math standards</p> <p>3rd graders</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>26.00% of SED students meet/exceeded ELA standards</p> <p>18.18% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders</p> <p>14.29% of SED students meet/exceeded ELA standards</p> <p>38.84% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders</p> <p>18.00% of SED students meet/exceeded ELA standards</p> <p>11.11% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders</p> <p>38.89% of SED students meet/exceeded ELA standards</p> <p>33.33% of Hispanic students</p>				<p>% of SED students meet/exceeded ELA standards</p> <p>% of Hispanic students meet/exceeded ELA standards</p> <p>4th Graders</p> <p>% of SED students meet/exceeded ELA standards</p> <p>% of Hispanic students meet/exceeded ELA standards</p> <p>5th Graders</p> <p>% of SED students meet/exceeded ELA standards</p> <p>% of Hispanic students meet/exceeded ELA standards</p> <p>6th Graders</p> <p>% of SED students meet/exceeded ELA standards</p> <p>% of Hispanic students meet/exceeded ELA standards</p> <p>7th Graders</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>meet/exceeded ELA standards</p> <p>7th Graders 42.22% of SED students meet/exceeded ELA standards 29.63% of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders 31.03% of SED students meet/exceeded ELA standards 15.79% of Hispanic students meet/exceeded ELA standards</p>				<p>% of SED students meet/exceeded ELA standards % of Hispanic students meet/exceeded ELA standards</p> <p>8th Graders % of SED students meet/exceeded ELA standards % of Hispanic students meet/exceeded ELA standards</p>
% of CAASPP participation rate	100%				95%
% of teachers who attend weekly professional development	100%				100%
English Learner reclassification rate	31.2% (2018-19)				31.2% (2018-19)
% of EL learner pupils who make progress toward English	English Learner Progress - With the transition to a new				English Learner Progress - With the transition to a new

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
proficiency as measured by the ELPAC	assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.				assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.
% of English Learners with access to the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency	100%				100%
% of SPED students demonstrating appropriate progress toward stated goals in their IEPs each year	30%				35%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher and staff Development and Support:	<p>Teacher and Staff Development and Support:</p> <p>*Provide quality professional development opportunities and leadership pathways for teachers. Weekly professional development opportunities for the 2019-20 school year includes:</p> <p>Teacher and staff Development and Support:</p>	\$1,774,502.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Retain/hire appropriately credentialed and qualified teachers for all core and elective courses.</p> <p>Conduct monthly audits of teacher credentials to ensure compliance and track credentials nearing expiration</p> <p>Provide Residency In Training program for teacher leaders interested in administration. Once a month, all-day training</p> <p>A new FTE math coach to support teachers.</p> <p>Teachers attend Professional Development identified by the administration as applicable for our at-risk, EL or SPED students. Teachers can also request specific PD support for their personal development. All teachers and staff are trained in: Planned Summer Professional Development for Staff Teacher and Staff Training over June, July 2021, Fall/Winter/Spring 2021-22 as follows:</p> <p>>Navigator Math- provides deep implementation support for schools using Achievement First's Common Core-aligned, proven math curriculum. Provides students rigorous grade-level curriculum, and gives teachers and leaders the skills and tools they need to implement the curriculum.</p> <p>>Summit Learning- research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher mentor relationships that prepare students for life beyond the classroom.</p> <p>>Second Step (social and emotional learning training) classroom-based, social-emotional learning curriculum that nurtures children's social-emotional competence and foundational learning skills.</p> <p>>ELD English Language Development Support- instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>>Guided Reading-Small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.</p> <p>>Morning Meetings- Students and teachers gather together for twenty to thirty minutes (usually at the beginning of the day) and interact with one another to allow students a chance to reconnect, sets a positive tone for the day ahead, and allows students the opportunity to “ease into” the learning environment.</p> <p>>School Culture (SEL) (PBIS)- establishes a baseline for appropriate behavior, outlining interventions and supports for behavior that strays from this baseline. Unlike traditional punitive systems of discipline, PBIS focuses on recognizing positive behaviors.</p> <p>>Illuminate Training (student assessments)- A complete set of assessment tools to understand each students’ academic and social-emotional behavioral (SEB) learning and needs in terms of both standards and skills—whether in an onsite, remote, or hybrid environment.</p> <p>>Empowering Writers- effective ELA instruction for your students, we are offering a wide range of engaging student assignments for K-8 in narrative, informational, opinion, and argument writing, as well as literary analysis tasks that meet the latest state and national standards.</p> <p>>Paraprofessional Reading Intervention (continue in fall 2021)- working with students that are not reading at grade level and who are grouped together based on their skills to receive intense interventions.</p> <p>The administration makes time for teachers and administrators to:</p> <ul style="list-style-type: none"> *Collectively review student achievement data broken into subgroups *Develop curriculum and assessments *Discuss individual students often with whole child supports 		

Action #	Title	Description	Total Funds	Contributing
		<p>*Professional Learning Communities to examine student work, lesson or unit plans, give each other supportive and critical feedback, and facilitated discussions around best practice.</p> <p>*Grade Level teacher meetings</p> <p>Teachers and Staff are supported by experienced administrators, counselors, LVN, Behavioral Supports Coordinator to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed</p> <p>Administration has contracted with Fresno County to assist with counseling our students. Teachers are aware of the services either available at Aspen or one of our community partners. It allows teacher to make referrals for services to help student and their families giving students the chance to learn.</p> <p>Aspen provides an Employees Assistance Program, which includes counseling support and services, as part of our benefits to all of our full-time employees.</p>		
2	Curriculum to increase student engagement and achievement	<p>Teacher tools to increase student engagement and achievement :</p> <p>Student engagement at our schools has been defined by participation and connection with teachers and stakeholders during this crisis. We gathered information about engagement through daily attendance during distance learning, both on asynchronous platforms, and synchronous class time. The evidence of engagement emerged in several ways: participation in class discussions, completed work connected to classes, assessments and growth of students measured in unit and benchmark tests, and, most importantly, the ease of transition back to in-person learning this spring. We were pleasantly</p>	\$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>surprised at the swift, seamless shift to in-person learning, and attributed that to the high quality, consistent culture, routine and relationships teachers developed with their classes across the board during distance learning.</p> <p>The following is a sample of some of our curriculum and student software:</p> <ul style="list-style-type: none"> *: Second Step SEL, Health, Social Science *Each teacher is provided with a laptop, document camera, projector, large screen monitor *Fountas & Pinnell - local assessment given three times per year to measure growth in reading *illuminate: A student assessment and data analytics solutions *NWEA Maps: Local assessments for reading and math *ST Math: online Math supplement * Navigator Math: Adaptive math curriculum K-4 * Summit Learning Grades 5-up *CKLA: Reading and Language Arts <p>MobyMax (Gr. 5-6) : adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. It provides an excellent opportunity for differentiation in the classroom.</p> <ul style="list-style-type: none"> *Instructional Aides for each grade level 		

Action #	Title	Description	Total Funds	Contributing
3	Clean and Safe Sanitized Facilities	<p>Safe Facilities:</p> <ul style="list-style-type: none"> *Supervision of custodial and maintenance staff. *Regular safety reporting and revising of Safety Plan as appropriate. *One full-time Campus Security Director (Officer), one part-time campus officer *Regular walk-throughs and safety inspections (including fire) Site Inspections *Maintenance of school facility is a priority during COVID-19. *conduct regular inspections and safety checks. <p>Hired nighttime professional cleaning company for additional sanitization.</p> <ul style="list-style-type: none"> *Regular safety reporting and revising of Safety Plan as appropriate. *Campus safety officer on site 6:30 am to 6:00 pm <p>Improvements during 2020-21 include: Repaved parking lot New toilets in restrooms New countertops in restroom New paint outside of building New flooring in front office In progress--new K-1 play area</p>	\$997,606.00	No

Action #	Title	Description	Total Funds	Contributing
4	Technology Purchases for Students and Staff	<p>Before the pandemic, our school put the 1 to 1 technology program in place, making it very simple and smooth to transition within 3 days to all students accessing distance learning after closing schools last March. Additionally, prior to the pandemic, our school implemented Summit Learning in grades 5-6 As a result of the strength of the implementation, systems and support, students were able to carry on with their classes and maintain growth, while accessing all of the same materials and assessments. The excellent data system built into Summit Learning has allowed admin, teachers, students and families to continue to stay updated in real time on each student's progress toward established goals. The engagement in our lower grades was enhanced by our recent (Fall 2020) implementation of Navigator Math, in partnership with Achievement First. The math practices, criteria for success and coaching support has helped our team stay aligned in order to support strong student learning, even with our youngest scholars, in spite of distance learning.</p> <p>*Laptops are available in each classroom at a 1:1 ratio for assessments, adaptive curriculum, and use after school for extended-hours and tutoring</p> <p>*Provide IT support for technology in the classroom and software programs.</p>	\$82,734.00	Yes
5	Students Supports and Intervention (COVID-19 Emergency and Beyond)	<p>Students are referred for supplemental instruction by their Certificated Teacher, Certificated Special Education staff, or by the Site Director (Principal). English Learners and homeless, foster students are also identified by the registrar, teacher, or homeless liaison/family outreach staff.</p> <p>School Outreach Liaison conducts the following: Home visits due to attendance Translating for : Teachers and parents Attends homeless Speech and IEP Meetings Works with Prevention and Intervention Team: reach out to parents alongside school counselors and schedule home visits</p>	\$752,586.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Reaches out to families in need (food, clothing, housing, other resources)</p> <p>Students identified are; low-income, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, and other students identified by certificated staff.</p> <p>Assessments for interventions are as follows: Fountas Pinnell (TK-4), Summit Learning Assessments (5-8), Summit Learning Assignments (5-8), Power Focus Areas (5-8). Summer school, extended learning is open to all students listed above currently enrolled at the school. The school's special education team also refers students for extended learning. Currently all students with IEP's have received communication regarding special services, including summer school options. These identified students will be assigned priority to receive expanded learning program services during the regular school day, and for the opportunity to participate in Aspen's expanded learning programs during the summer and after school.</p> <p>To determine which of those students need academic, social-emotional, and other supports, including Aspen, used the following process: F&P, Summit Learning assessment data from Winter, 2020, were used as a baseline. F&P assessments are included as academic progress indicators. Students were assessed again in Winter, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were:</p> <p>Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.</p> <p>All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.</p> <p>Aspen Public Schools will support the mental health and social and emotional well-being of grades 5-8 students via our mentoring program. In places where our general mentoring program is not sufficient to meet the needs of students we will direct students to the appropriate outside support via our MTSS systems and resource bank for external community supports.</p> <p>Each of our students is assigned to a faculty member whom supports them and a mentor group of students throughout their time at Summit. Our mentors are provided beginning of the year and on-going professional development with regards to facilitating their mentor groups and coaching students in 1:1 meetings.</p> <p>EL Learner Supports:</p> <p>*All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.</p> <p>*After school, Spring, and Winter tutoring will be available. Summer tutoring will be made available pending facility construction</p> <p>The Site Leaders and teachers will oversee EL intervention, instructions and adheres to the applicable legal requirements for ELs. This includes: annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirements. AVPA implements policies to effectuate proper placement, evaluation and communication regarding ELs and the rights of parents/guardians and pupils. Students have access to the Common Core Standards in reading and ELA to prepare them for English Learning.</p> <p>*Continue to purchase research based materials and software for ELD instruction.. A detailed look of data and monitoring of personalized instruction.</p> <p>*Instructional Aides will be trained to assist in tutoring ELD and special needs students.</p> <p>*The school will apply benchmark tests like or equal to MAP testing to students a minimum of 2 times a year.</p> <p>*Quality instruction and intervention for ELD with EL Coordinator Monitoring. students who are Beginner, Early Intermediate and Intermediate level students.</p> <p>*Four weeks of summer school</p>		
6	Special Education at Aspen Valley	<p>SPED Student Supports:</p> <p>Aspen Public Schools (APS) made reasonable effort to continue to provide educational services to all students during this time. When in-person contact was not possible, APS offered distance learning services. IEP teams made offers by holding IEP meetings or an amendment was written to reflect the temporary educational setting and provision of services by teleconference, curriculum-based</p>	\$267,220.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>instructional activities and utilizing online platforms. The IEP team determined what necessary supplementary aids/supports/services the student required to access the curriculum throughout the distance learning period. Students were provided their accommodations or modifications as needed and described in the IEP or 504 plan in order to participate in the general education distance learning program. Students were provided technology to support their learning at home with computers, headsets and other hands-on materials to support their access and enrich their learning experiences. In some cases, families received a home visit from service providers in order to ensure that the student and their family had what they needed. Virtual IEP meetings for initials, annuals and triennials were held and parents received progress on IEP goals. Communication and support for families during this time was offered and provided through consultation and collaborative meetings. Families received phone calls, messages through parent square, snail mail and email.</p> <p>APS offered small group instruction and in person services beginning in January. Families who gave permission for their student to come to campus and to participate in small group cohorts were given in person services per their IEP. In March, more students returned to campus and students with IEP services had services delivered in person and virtually as determined by the IEP team and the latest offer of free appropriate public education (FAPE). The impact, if any, that COVID school closures and circumstances have had on students levels of performance, skills and current needs may need adjusting. IEP teams will determine any “recovery” or “loss of learning” services to close the gap caused by COVID will utilize data and convene IEP meetings to determine the need for any additional services due to the COVID pandemic. APS is offering extended learning opportunities (ELO) or summer school to all students. Students with IEPs have been recommended for ELO based on the general education criteria. IEP teams will determine if IEP services will be delivered during this time and amendments will be added to each student’s IEP to document the offer of loss of learning services.</p> <p>A review of our Dashboard and IEP goals from 20-21 indicate there is a need to increase the academic achievement of students with</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>disabilities. APS will continue to use supplemental funds for new programs to serve our special education students and in providing additional support will help accelerate learning for students with disabilities by providing them additional time for targeted, individualized instruction and additional curriculum resources to meet their needs. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum. Schoolwide small group intervention, targeting specific CCSS standards. Student groups were created based on curriculum based assessment data and small group intervention. Additionally, school-wide utilization of Lexia Core 5 and Lexia PowerUp for additional individualized skill development. More curriculum and instruction support for general education and special education teachers provided by administration through professional learning opportunities.</p> <p>Our partnership with El Dorado Charter SELPA provides opportunities for support with monitoring and professional learning opportunities. El Dorado Charter SELPA provides support with program and technical assistance through the assigned Program Specialist and other SELPA team members. The SELPA offers professional learning to our special education and general education staff.</p> <p>*Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the EL Coordinator, Special Ed specialist and administration.</p> <p>*Timely (RTI) process for monitoring students that do not make adequate progress.</p> <p>*Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>*Full-time special education specialist to serve IEP students and students who are in need of additional support (RTI). The specialist developed a team for RTI, including teacher consulting and interventions for EL students. The special education specialist works and consults with the EL Coordinator. Each student will be monitored with an intervention plan.</p> <p>*This year we are adding a special education intern in addition to our FTE SPED specialist</p> <p>*Performance Indicator Review (PIR) Process</p> <p>*Provide Disproportionality technical assistance</p> <p>*Program/technical support by the program specialist and other SELPA team members</p> <p>*Participation in SELPA Professional learning offerings (See SELPA PL Catalog https://charterselpa.org/professionallearning-catalog/)</p> <p>*After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p>		
7	Additional Support for Students, Summer	New filled Family Outreach and Homeless Liaison Position /Full-time 40 hours per week.	\$29,928.00	Yes

Action #	Title	Description	Total Funds	Contributing
	School, Tutoring, Homeless Liaison	<p>School Outreach Liaison Home visits due to attendance Translating for : Teachers and parents Speech and IEP Meetings Prevention and Intervention Team: reach out to parents alongside school counselors and schedule home visits Reach out to families in need (food, clothing, housing, other resources) Works with the community, including local churches to help support families identified for emergency clothing and food shortages.</p>		
8				No
9		<p>Standards Aligned Curriculum:</p> <ul style="list-style-type: none"> *Summit Learning (Math, ELA, Science, History) *Scholastic (Reading) *Core Knowledge (ELA, History, Geography, Music, Science, Arts) *Foss Kits (Science) *ST Math (Math Supplement) *Fountas & Pinnel (Reading) *Saxon Phonics (Phonics) 		No

Action #	Title	Description	Total Funds	Contributing
		*LexiCore 5 (Reading) *Navigator Math (Math) Cost captured in Goal 1/ Action 2		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Partner with students, educators, and family leaders to create customized pathways to success and positive school culture.

An explanation of why the LEA has developed this goal.

The school culture, while unique at each site within Aspen Public Schools, has been focused on outcomes for students above and beyond achievement. We have worked hard over time to integrate SEL practices through the implementation of an SEL Program, PBIS and restorative practices. While COVID radically altered our approach, and limited interaction, we were funded and took the opportunity to engage with Education Elements to weave together the SEL elements into one cohesive plan and have begun introducing it to and training our staff, intentionally anticipating the deep need for students that this collective trauma has produced.

Our parent surveys pre-COVID were overwhelmingly positive for campus culture and safety. Suspension and discipline data have improved over time, always far below the district levels, and we anticipate our more cohesive approach will provide a stabilization of SEL needs, and a strong, resilient culture that will propel growth for the whole student population.

While our most recent data on suspensions and parent engagement is positive, we know that maintaining a positive school culture requires consistent attention, and we believe there is still room for improvement. We have seen an improvement this year in the parent survey participation rate. A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover, a significant factor in providing students with increasingly effective initial instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parent attending Parent/Teacher conferences	New metric - this 2019-20 school year will be the baseline				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of parents completing surveys	20%				40%
average number of parents at parent meetings	New metric - this 2019-20 school year will be the baseline				10%
% of students taking electives or non-core courses	this is a new metric and the baseline will be gathered in 2019-20				100%
% of parents participating in IEP, SST, or 504 meetings.	100%				100%
% of parents who believe Aspen Valley's learning environment is meeting my child's needs.	65%				75%
# of parents attending adult education hosted by school counselor or homeless liaison	this is a new metric and the baseline will be gathered in 2019-20				10%
# of Parents serving on the school board	1				20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to Communicate with Parents/Guardians of all students, with emphasis on families	Tools to communicate with Parents/Guardians: (All communications are available in Spanish) *Parent Square (Emails)		No

Action #	Title	Description	Total Funds	Contributing
	with Expectational Needs	*Illuminate (SIS system) *School Messenger (Phone) *Family Newsletters Costs captured in Goal 1 / Action 2		
2	Community Supports for Parents and Guardians	Supports for Parents/Guardians: *Adult training hosted by our LVN: Potential topics include nutrition, reading instruction, community resources *Because Aspen Meadow is intentionally recruiting at-risk students, we will continue to provide teachers and staff with trauma training to provide them with tools to identify trauma, tools to work with our students and family and resources to provide assistance. *ALL4YOUTH partnership which provides mental health services to families with Medi-Cal. *Aspen Leadership Connection will host trainings on various topics *Our Family Ecosystem Map, found at our website, is an easy to use tools for families that need additional support. https://aspenps.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html *Friendly, welcoming, bilingual front office	\$117,498.00	Yes
3	Parent Engagement for Family	Engaging and Consulting Parents/Guardians:		No

Action #	Title	Description	Total Funds	Contributing
	Participation in the School	<ul style="list-style-type: none"> *Family Fun Night *Summer Programs (pending state of construction on campus) *Family Newsletters *Family Celebration Night *Aspen Family Connections: Meets twice a month. Topics include but are not limited to: curriculum, SBAC and other assessments, importance of attendance, school resources, a *Administer parent survey *Leadership Day *Back to School Night *Student Led-Parent/Guardian Conference *Summit Learning Information Meetings *Lunch on the lawn: picnic with families the same day as the scholastic book fair *IEP, SST, and 504 meetings <p>Costs captured in Goal 1</p>		
4	Student Re-engagement to In-Person Learning	<p>Procedures for tiered re-engagement strategies for students absent from distance learning. Attending every day is critical as a precursor to engaging, learning and growing. We will use tiered strategies designed to re-engage students to attend daily and prevent learning loss.</p> <p>Students who are absent will receive a personal phone call home every day they're absent. Any student who is absent more than one day per week will have a Zoom conference with the teacher and parent. In some cases the school counselor and family outreach, homeless liaison may visit the home. The purpose of the Zoom conference and home visit is to identify challenges to attendance, remove barriers, and create action plans to ensure daily engagement. Additional strategies may include letters/emails.</p> <p>Translations will be provided for calls, conferences and letters/emails as needed.</p> <p>Board approved Student Re-engagement Plan:</p> <p>Costs captured in Goal 1 / Actions 1 and 5</p>		No

Action #	Title	Description	Total Funds	Contributing
6				

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Create a supportive and safe environment for students and their families, staff, and community partners.

An explanation of why the LEA has developed this goal.

Safe schools promotes the protection of students from threats, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. School-wide behavior expectations will be taught, consistent with our PBIS framework, including rules, safety procedures, and all strategies to mitigate the spread of COVID-19 (handwashing, mask wearing, social distancing, etc.) Classroom teachers will teach general classroom expectations, using trauma-informed and mindfulness practices with SEL lessons in all TK-8 classrooms. For more about Valleys's safe school culture, see Goal #1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	93.68%				95%
Chronic Absenteeism Rate	8.6%				5%
Middle School drop out rate	0				NA
Suspension Rate	2.8%				1.5%
Student Survey Results (climate)	New metric				50% approval

Actions

Action #	Title	Description	Total Funds	Contributing
1	Create a school where students feel safe and can be themselves.	<p>Non-Academic Student Supports to create a safe environment:</p> <ul style="list-style-type: none"> *Playworks: helps kids to stay active and build valuable social and emotional life skills through the power of play. *Acknowledgements and awards for students with good attendance *Created a new balanced calendar with a shorter summer break and more breaks throughout the year *Full-time counselor *Full-time LVN *Implementing Safer, Smarter Kids curriculum: an abuse prevention education curriculum *Instructional Aides *Leader in Me curriculum providing SEL tools *A robust MTSS program to assist students that need extra academic or social emotional supports *All4Youth which provide mental health services to students and families *Student surveys to provide students with a voice. *The Fresno Police department will visit our school to provide age appropriate trainings for our students around a variety of topics: how to be safe, sexual harassment, safe touch (3/4 grades), 2nd graders (being kind, no bullying) *Implementing kindness/anti-bullying week challenge *Staff, teachers, and administrators will receive trauma training 		No

Action #	Title	Description	Total Funds	Contributing
		<p>*All adults need a safety check before they can volunteer on campus</p> <p>*WIGS or Wildly important goals - teachers encourage students to set goal and there is an award ceremony for those that accomplish their stated goals.</p> <p>*CALViva partnership for free eye glasses, dental services, free of charge (pending board authorization).</p> <p>*Partnerships with local non-profit that will provide students with Target cards to purchase uniforms.</p> <p>*Provide educational field trips at no cost, including 6th grade 2 1/2 day science camp, free of charge.</p> <p>Costs captured in Goal 1</p>		
2	Leadership Opportunities for Students.	<p>Leadership and extracurricular opportunities for students:</p> <p>*Student lighthouse team (2 students for every grade level that serves on team implements 7 habits of school, lead school assemblies, leadership roles)</p> <p>*Playworks</p> <p>*After school lego and robotics</p> <p>Costs captured in Goal 1</p>		No
3	Build Community Partnerships to Support our Families	<p>Community Partnerships:</p>		No

Action #	Title	Description	Total Funds	Contributing
		<p>*Rescue the Children (RTC): Provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or with with children.</p> <p>*CALViva: provides free eye and dental exams. Free glasses for those that qualify</p> <p>*A local non-profit provides gift cards for students to purchase school uniforms</p> <p>*All4Youth - Provides families and students with Medi-Cal mental health services</p>		
5	Aspen Security Team will Support Students with Exceptional Needs	<p>Security at Aspen Public Schools is important for stakeholders to feel safe on campus. Our security teams build relationships with students that have exceptional needs. Including the following:</p> <p>Security Staff is always outside to greet and say goodbye to students</p> <ul style="list-style-type: none"> • Build relationships with families • Have mentored troubled students • Gone on brain breaks/ outdoor walks with students • Have gone to classrooms to talk about safety • Have brought the police force to talk about stranger danger and saying no to drugs • Are always on campus and visible when students are present • Have supported with lockdowns when things are going down in the neighborhood • Attend all evening student events • They are CPI trained, even though they are the last resort call 		No
8				No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.52%	\$512,011

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Services to unduplicated students, as a priority, include summer school beginning June 8, 2021 to July 2, 2021. Summer school seats are open first to unduplicated and those students below grade level. If staffing permits, extra seats will be available to all students. Instructional aides, health aides, SPED aides assist in every classroom are trained in intervention strategies. All students benefit from the support of instructional aides; however, it should be noted that unduplicated students and students with IEPs are considered first. For example, students with IEPs and those with the lack of internet connection, or those habitually truant, were brought back for in-person learning after winter break. Free snacks were provided, as well as school supply packets and computers for every student. Our foster/homeless and low-income students were offered summer school and extra supports first. Aspen used funds to hire a Family Outreach, Homeless Liaison to track homeless students and to check in with them regularly. Often, the homeless liaison would accompany the school counselor for home visits, also providing other basic provisions, as information about the families in need became available. Students are referred for supplemental instruction, including summer school to July 2, 2021, by their Certificated Teacher, Certificated Special Education staff, or by the Site Director (Principal). English Learners and homeless, foster students are also identified by the registrar, teacher, or homeless liaison/family outreach staff.

With the goal of closing the achievement gap, students identified for services by the following assessments. Assessments are as follows: Fountas Pennell (TK-4), Summit Learning Assessments (5-8), Summit Learning Assignments (5-8), Power Focus Areas (5-8).

Summer school, extended learning is open to all EL students and foster, homeless students currently enrolled at the school. The school's special education team also refers students for extended learning.

These identified students will be assigned priority to receive expanded learning program services during the regular school day, and for the opportunity to participate in Aspen's expanded learning programs during the summer and after school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As mentioned above, Aspen used funds to hire a Family Outreach, Homeless Liaison to track homeless students and to monitor their needs at school and at home.

Often, the homeless liaison would accompany the school counselor for home visits, also providing other basic provisions, as information about the families in need became available.

Summer school, extended learning is open to all English Learner (EL) students and foster, homeless students currently enrolled at the school.

Those identified students will be assigned priority for increased services, including 4 week summer school.

Summer school will include special cultural events such as African Drummers, Mariachi Band, Aquarium Presentations and more. These "onsite" field trips are a welcome change after a long 2020 on emergency lockdown, due to COVID-19.

To determine which of those students need academic, social-emotional, and other supports, including Aspen, used the following process:

The student is an unduplicated student or;

F&P assessments that show one grade level or below (greatest need and seats available), Summit Learning assessment data from Winter, 2020, were used as a baseline. F&P assessments are included as academic progress indicators. Students were assessed again in Winter, 2021, to measure if there were continued learning loss as a result of opening schools with distance learning and using a hybrid model when students returned to school. The levels of performance that were measured by the assessment were:

Instructional Aides with bachelor degrees (hire additional to support each grade level. Lower grade classrooms will each have their own instructional aides.)

Special Education (ELO) at Aspen Public Schools

Aspen Public Schools (APS) makes a reasonable effort to continue to provide educational services to all students during this time of COVID-19. When in-person contact is not possible, APS offers distance learning services. IEP teams make offers by holding IEP meetings or an amendment is written to reflect the temporary educational setting and provision of services by teleconference, curriculum-based instructional activities, and utilizing online platforms. The IEP team determines what necessary supplementary aids/supports/services the student required to access the curriculum. Students are provided their accommodations or modifications as needed and described in the IEP or 504 plan in order to participate in the general education distance learning program. Students are provided technology to support their learning at home with computers, headsets, and other hands-on materials to support their access and enrich their learning experiences. In some cases, families receive a home visit from service providers in order to ensure that the student and their family had what they needed. Virtual IEP meetings for initials, annuals, and triennials were held and parents received progress on IEP goals. Communication and support for families during this time will continue to be offered and provided through consultation and collaborative meetings. Families receive phone calls, messages through parent square, US mail, and email.

APS offers small group instruction and in-person services to special education students beginning in January 2021. Families who gave permission for their students to come to campus and to participate in small group cohorts are given in-person services per their IEP. In March 2021, more students returned to campus, and students with IEP services have had services delivered in person and virtually as determined by the IEP team and the latest offer of free appropriate public education (FAPE). The impact, if any, that COVID school closures and circumstances have had on students' levels of performance, skills, and current needs may need adjusting. IEP teams will determine any "recovery" or "loss of learning" services to close the gap caused by COVID will utilize data and convene IEP meetings to determine the need for any additional services due to the COVID pandemic. APS is offering extended learning opportunities (ELO). Students with IEPs have been recommended for ELO based on the general education criteria. IEP teams will determine if IEP services will be delivered during this time and amendments will be added to each student's IEP to document the offer of loss of learning services.

Free Student Snacks in-person learning and summer school

Free Lunch for all Students COVID-19 2020-21 Summer Operations, Seamless Summer Option (SSO) Waiver Extradition granted March 2020, extended to September 30, 2021.

Also applied and received confirmation for the following programs: COVID-19 CN Response nationwide Waiver allows parents to pick up for the students, in addition, students may eat in non-congregate feeding areas.

All students enrolled in the school, or children in the community 18 years and younger receive a free breakfast and lunch, curbside pickup, or grab-n-go if they are in-person. Curbside is available to the community 2 days per week--5 days of breakfast and lunch are provided. All in-person students in hybrid learning, take a lunch home for each day of the week.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,635,081.00	\$687,612.00		\$811,381.00	\$4,134,074.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,065,090.00	\$1,068,984.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher and staff Development and Support:	\$1,248,532.00			\$525,970.00	\$1,774,502.00
1	2	All	Curriculum to increase student engagement and achievement	\$82,938.00	\$29,062.00			\$112,000.00
1	3	All	Clean and Safe Sanitized Facilities	\$661,593.00	\$336,013.00			\$997,606.00
1	4	English Learners	Technology Purchases for Students and Staff	\$82,734.00				\$82,734.00
1	5	Foster Youth	Students Supports and Intervention (COVID-19 Emergency and Beyond)	\$390,793.00	\$125,257.00		\$236,536.00	\$752,586.00
1	6	Students with Disabilities	Special Education at Aspen Valley	\$21,065.00	\$197,280.00		\$48,875.00	\$267,220.00
1	7	Foster Youth Low Income	Additional Support for Students, Summer School, Tutoring, Homeless Liaison	\$29,928.00				\$29,928.00
1	8	Students with Disabilities						
1	9	All						
2	1	All	Continue to Communicate with Parents/Guardians of all students, with emphasis on families with Expectational Needs					
2	2	English Learners Foster Youth Low Income	Community Supports for Parents and Guardians	\$117,498.00				\$117,498.00
2	3	All	Parent Engagement for Family Participation in the School					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Student Re-engagement to In-Person Learning					
3	1	All	Create a school where students feel safe and can be themselves.					
3	2	All	Leadership Opportunities for Students.					
3	3	All	Build Community Partnerships to Support our Families					
3	5	All	Aspen Security Team will Support Students with Exceptional Needs					
3	8	All						
4	3	All						
4	4	All						
4	5	All						
4	7	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$620,953.00	\$982,746.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$620,953.00	\$982,746.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Technology Purchases for Students and Staff	Schoolwide	English Learners		\$82,734.00	\$82,734.00
1	5	Students Supports and Intervention (COVID-19 Emergency and Beyond)	Schoolwide	Foster Youth		\$390,793.00	\$752,586.00
1	7	Additional Support for Students, Summer School, Tutoring, Homeless Liaison	Schoolwide	Foster Youth Low Income		\$29,928.00	\$29,928.00
2	2	Community Supports for Parents and Guardians	Schoolwide	English Learners Foster Youth Low Income		\$117,498.00	\$117,498.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.