

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aspen Ridge Public School

CDS Code: 10 62166 0140806

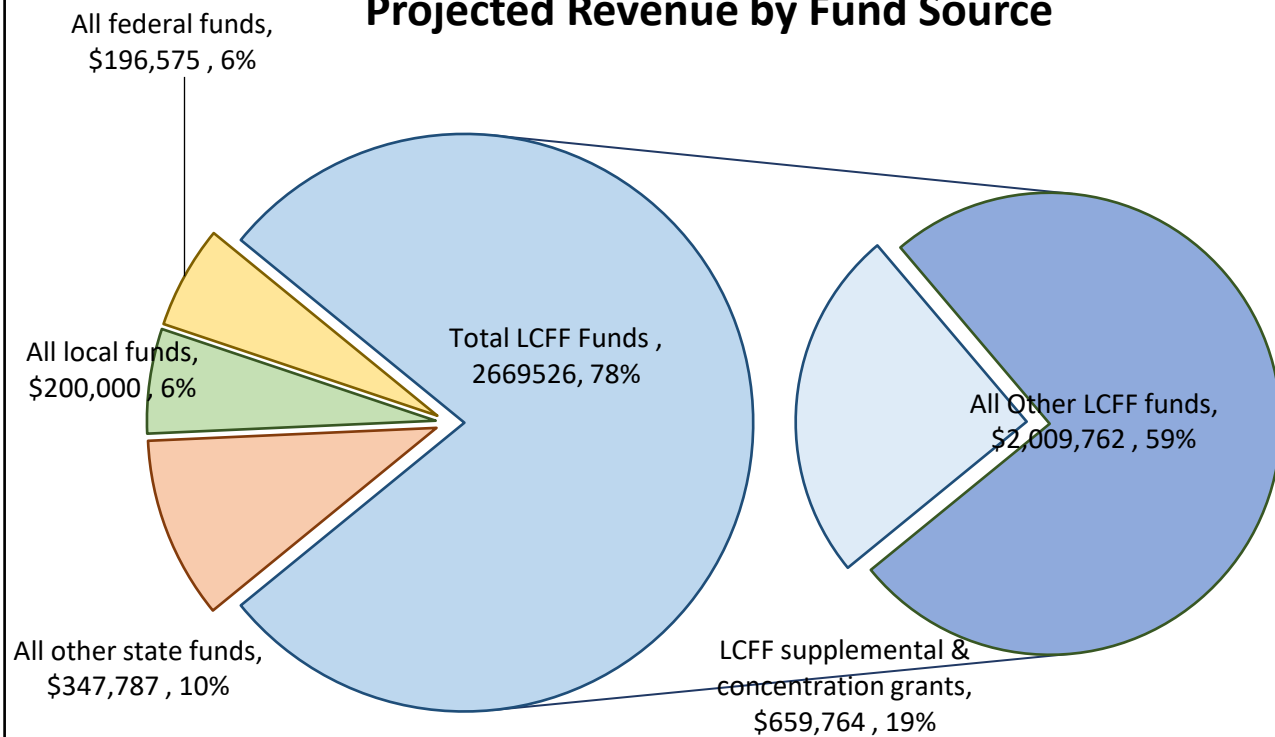
School Year: 2022 – 23

LEA contact information: Joshua Hodges, Site Director joshua.hodges@aspenps.org (559) 374-0080

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 2022 – 23 School Year

Projected Revenue by Fund Source

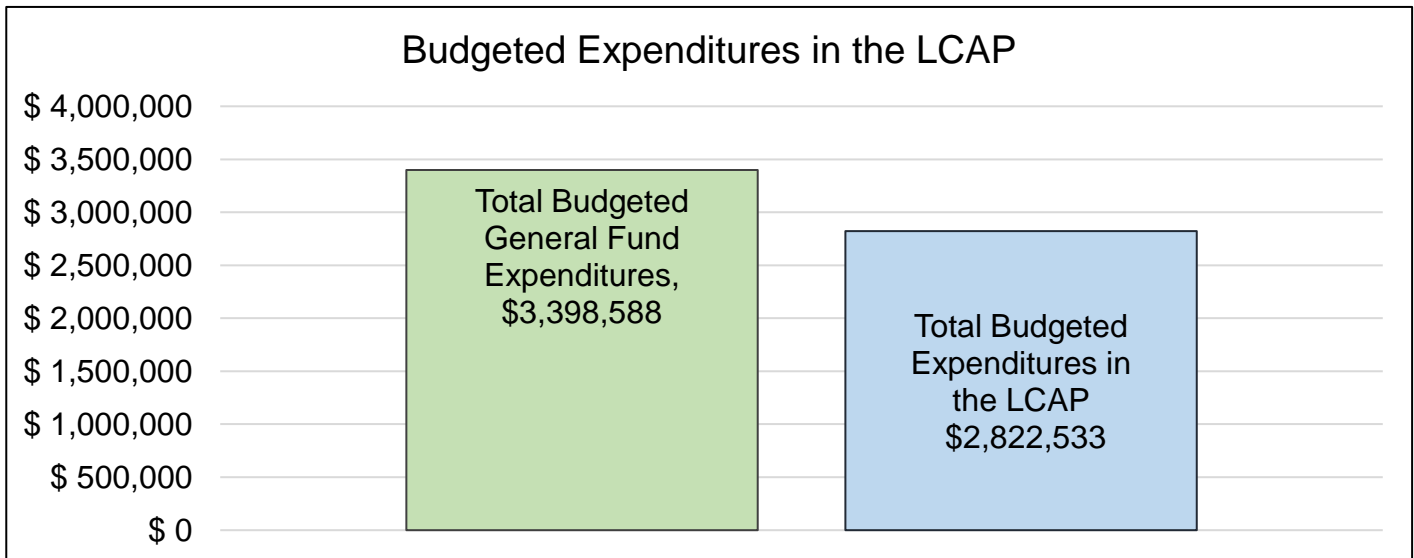


This chart shows the total general purpose revenue Aspen Ridge Public School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Ridge Public School is \$3,413,888.00, of which \$2,669,526.00 is Local Control Funding Formula (LCFF), \$347,787.00 is other state funds, \$200,000.00 is local funds, and \$196,575.00 is federal funds. Of the \$2,669,526.00 in LCFF Funds, \$659,764.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Ridge Public School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Ridge Public School plans to spend \$3,398,588.00 for the 2022 – 23 school year. Of that amount, \$2,822,533.00 is tied to actions/services in the LCAP and \$576,055.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

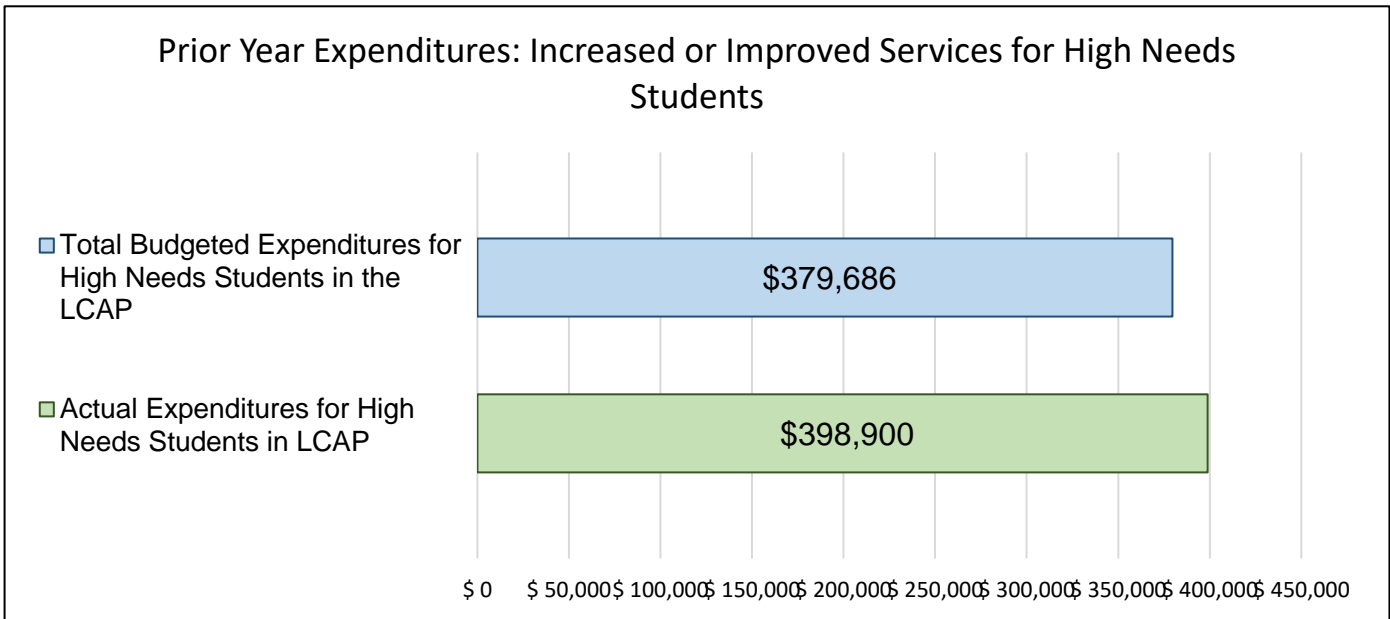
Budgeted General Fund Expenditures not included in the 2022-23 Plan include operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Aspen Ridge Public School is projecting it will receive \$659,764.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Ridge Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Ridge Public School plans to spend \$1,576,723.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Aspen Ridge Public School's LCAP budgeted \$379,686.00 for planned actions to increase or improve services for high needs students. Aspen Ridge Public School actually spent \$398,900.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Ridge Public School	Joshua Hodges, Site Director	joshua.hodges@aspenps.org 559-374-0080

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Aspen Ridge Public School is a newly established charter school currently serving grades 7-9, that has meaningfully consulted with its educational partners in the development of the school’s 2021-22 LCAP, Mega-COLA, and the additional 15% LCFF Concentration grant add-on, as part of the Budget Act of 2021. The Site Director has engaged with its educational partners during the mid-year updated of the 2021-22 LCAP and this process will continue as we develop the 2022-23 LCAP.

As a newly established school and/or the grades served, Aspen Ridge Public School is not eligible to receive the following one-time funds provided through the Budget Act of 2021:

- Expanded Learning Opportunities Grant (ELO-G)
- Educator Effectiveness Block Grant Funds
- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P)
- A-G Improvement Grant Funds

Aspen Ridge Public School has engaged its educational partners through various formats: virtual meetings with families and community members:

Students were meaningfully consulted during schoolwide rallies and were also surveyed (December 2021 & January 2022) to identify their concerns and priorities. Families/guardians, including families of Unduplicated Pupils (English Learners, Low-income, Foster Youth) and families representing Students with Disabilities (SWD) were consulted during a Town Hall meeting, surveyed, and informed using ParentSquare. To ensure all families had opportunities to provide public input, Aspen Ridge Public administered a parent survey that was also translated to Spanish, as identified in the Home Language Survey as the language group data that meets the '15% and above' translation needs, per the CDE. At parent/family/guardian meetings, interpreter services are provided and made available upon request.

School Administrators, including the Administrative Leadership Team (comprised of the Executive Director, Site Director, Assistant Site Director, Academic Director, Operations Director, IT Director, Summit Learning Director and Special Education Director) met during weekly Leadership meetings, and staff development meetings. These meetings included a review and analysis of multiple forms of schoolwide and student data to determine which prevention and mitigation strategies to implement to address the academic and social-emotional impact of lost instruction time.

The following plan was referenced in this prompt:

- 2021-22 LCAP: [https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021 Local Control and Accountability Plan Aspen Ridge Public School.pdf?rnd=1636757760865](https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021%20Local%20Control%20and%20Accountability%20Plan%20Aspen%20Ridge%20Public%20School.pdf?rnd=1636757760865) (pages 5-29)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Aspen Ridge Public School is a single direct funded charter school that has experienced a significant decline in student enrollment (64 students) in the 2021-22 school year. Aspen Ridge Public School will use the additional LCFF Concentration grant add-on funds to retain its teachers that provide direct services to students to ensure continuity of services without disruption.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As a newly established charter school, Aspen Ridge Public School, has engaged its educational partners on the use of one-time federal funds (ESSER III/ARP) received to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

ARPS was not eligible to receive CARES – LLMF, ESSER I/CARES, ESSER II/CRSSA, GEER I/II, and ELO-G funds) – as a newly established school this year.

Students were meaningfully consulted during schoolwide rallies and were also surveyed (December 2021 & January 2022) to identify their concerns and priorities. Families/guardians, including families of Unduplicated Pupils (English Learners, Low-income, Foster Youth) and families representing Students with Disabilities (SWD) were consulted during a Town Hall meeting, surveyed, and informed using ParentSquare. To ensure all families had opportunities to provide public input, Aspen Ridge Public administered a parent survey that was also translated to Spanish, as identified in the Home Language Survey as the language group data that meets the '15% and above' translation needs, per the CDE. At parent/family/guardian meetings, interpreter services are provided and made available upon request.

School Administrators, including the Administrative Leadership Team (comprised of the Executive Director, Site Director, Assistant Site Director, Academic Director, Operations Director, IT Director, Summit Learning Director and Special Education Director) met during weekly Leadership meetings, and staff development meetings. These meetings included a review and analysis of multiple forms of schoolwide and student data to determine which prevention and mitigation strategies to implement to address the academic and social-emotional impact of lost instruction time.

The following plans provide details on the engagement of our educational partners:

- 2021-22 LCAP: [https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021 Local Control and Accountability Plan Aspen Ridge Public School.pdf?rnd=1636757760865](https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021%20Local%20Control%20and%20Accountability%20Plan%20Aspen%20Ridge%20Public%20School.pdf?rnd=1636757760865) (pages 5-29)
- ESSER III Expenditure Plan: https://ridge.aspenps.org/ourpages/auto/2022/2/14/34732238/ARPS-%20ESSER%20III%20EP%20_1_.pdf?rnd=1644860395242 (pages 1-10)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Health & Safety: Aspen Ridge Public School's Safe Return to In-Person Instruction and Continuity of Services Plan is updated every six months. It is the priority of Aspen Ridge Public School to ensure the Health & Safety of its students, staff and educators and ensure continuity of serves as required by the American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan.

ESSER III funds are not being used this year for Health & Safety, therefore we cannot identify success and challenges.

Continuity of Services: ESSER III Funds are being allocated to fund Instructional Aides that provide evidence based high dosage tutoring for identified students who are struggling academically in English Language Arts, English Language Development (ELD), and Mathematics. All Instructional Aides have at a minimum a bachelor's Degree and receive instructional coaching on evidence-based pedagogical strategies led and

supervised by the Site Administrator. The Counselor that provides mental health services and supports is funded with ESSER III Funds. With the return to in-person instruction, students are experiencing anxiety, due to isolation and the impacts of COVID-19 pandemic.

In lieu of teacher layoffs, ESSER III Funds are being allocated to fund (1) English Language Arts and (1) Math teacher to maintain continuity of services and provide a lower student to teacher ratio in ELA & Math courses. With the current state-wide teacher shortages and the return to in-person instruction, maintaining appropriately credentialed teachers is essential in addressing lost instructional time experienced by our students and to accelerate student learning.

Successes: with the decline in student enrollment ESSER III funds are providing intervention support staff for our students impacted by lost instructional time.

Challenges: Currently, there are no challenges identified.

Implementation of ESSER III Expenditure Plan: Aspen Ridge Public School is successfully implementing its ESSER III Expenditure Plan and has hired staff as outlined in the plan. Currently, our school is administering assessments and collecting data to measure student progress and the impact of the use of these funds.

Successes: Aspen Ridge Public School is implementing each of the actions outlined in the ESSER III Expenditure Plan.

Challenges: Currently, there are no identified challenges.

The following plan was referenced in this prompt:

ESSER III Expenditure Plan: https://ridge.aspenps.org/ourpages/auto/2022/2/14/34732238/ARPS-%20ESSER%20III%20EP%20_1_.pdf?rnd=1644860395242 (pages 1-10)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Aspen Ridge Public School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Service Plan which are aligned to the 2021-22 LCAP and the school’s Multi-tiered System of Support (MTSS) to address the academic, social-emotional, behavioral, and mental health needs of its students impacted by distance learning and the COVID-19 pandemic.

With the significant decline in student enrollment, the actions funded with ESSER III Funds align with Aspen Ridge Public School’s LCAP and serve to supplement LCFF funds and align to MTSS. With the decline in student enrollment, ESSER III funds, and one-time funds provided through the Budget Act of 2021 have been critical to maintaining and ensuring continuity of services to improve and student outcomes.

Actions within the ESSER III Expenditure Plan are aligned to the Aspen Ridge Public School's LCAP to address student needs.

- 2021-22 LCAP: [https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021 Local Control and Accountability Plan Aspen Ridge Public School.pdf?rnd=1636757760865](https://ridge.aspenps.org/ourpages/auto/2021/11/12/43193821/2021%20Local%20Control%20and%20Accountability%20Plan%20Aspen%20Ridge%20Public%20School.pdf?rnd=1636757760865) (pages 5-29)
- ESSER III Expenditure Plan: [https://ridge.aspenps.org/ourpages/auto/2022/2/14/34732238/ARPS- ESSER III EP 1 .pdf?rnd=1644860395242](https://ridge.aspenps.org/ourpages/auto/2022/2/14/34732238/ARPS-ESSER%20III%20EP%201.pdf?rnd=1644860395242) (pages 1-10)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Ridge Public School	Joshua Hodges, Site Director	joshua.hodges@aspenps.org 559-374-0080

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aspen Ridge Public School is a newly established charter school that opened its doors to the community in Fall 2021 offering a rigorous college preparatory educational program that includes access to dual enrollment at Fresno City College, earning college credit while in high school.

Aspen Ridge Public School currently serves 136 students in grades 7-9 and will expand to serve grades 7-10 in the 2022-23 school year, grades 7-11 in 2023-24, and grades 7-12 in 2024-25, with the class of 2025 as its first set of graduates. Our student demographics reflect the community we serve with approximately 74% Hispanic, 11% African American, 10% White, 2% 2+ Races, 1% Asian, 1% Filipino, 18% Students with Disabilities (SWD), 18% English Learners, 1% Foster Youth, 9% Homeless Youth, and 79% Socioeconomically Disadvantaged.

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

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

Reflections: Successes

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

As a newly established charter school, Aspen Ridge does not have a CA School Dashboard; and local data has not yet been certified. However, a few successes this past year include:

- Partnered with Fresno City College establishing (2) Pathways for our students to participate in dual enrollment, to prepare students for college, earn college credit, meet IGETC requirements, and/or meet A-G requirements: Computer Information & Technology and Theater Arts.
- Initial cohort of 9th grade students participated in dual enrollment. Approximately 38% passed their college course
- Approximately 92% of student passed their Summit Learning Focus Area for Semester 2. Summer school is being offered for credit recovery for 9th grade students.
- Summer School is being offered for Middle School students – providing academic support and enrichment to address learning gaps, and standards for which they are not demonstrating proficiency in.
- 100% of Parent participation in IEP/504 meetings.
- Our staff maintained fidelity with the Summit Learning Platform.

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.

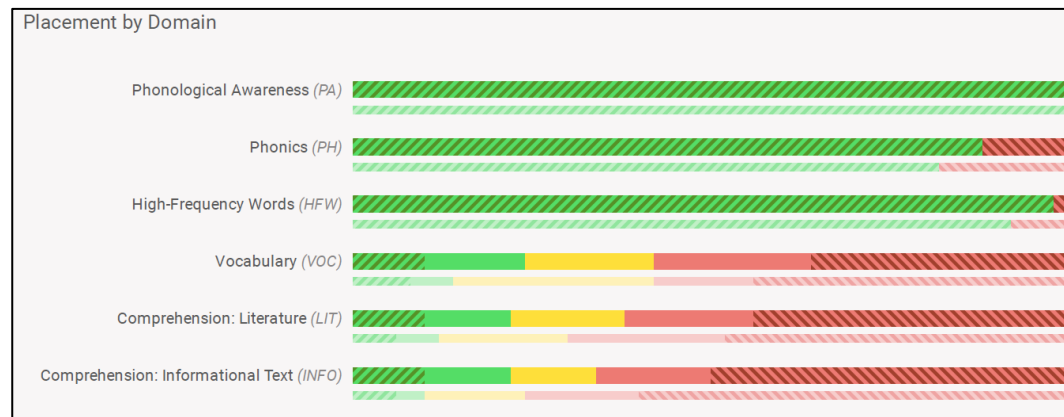
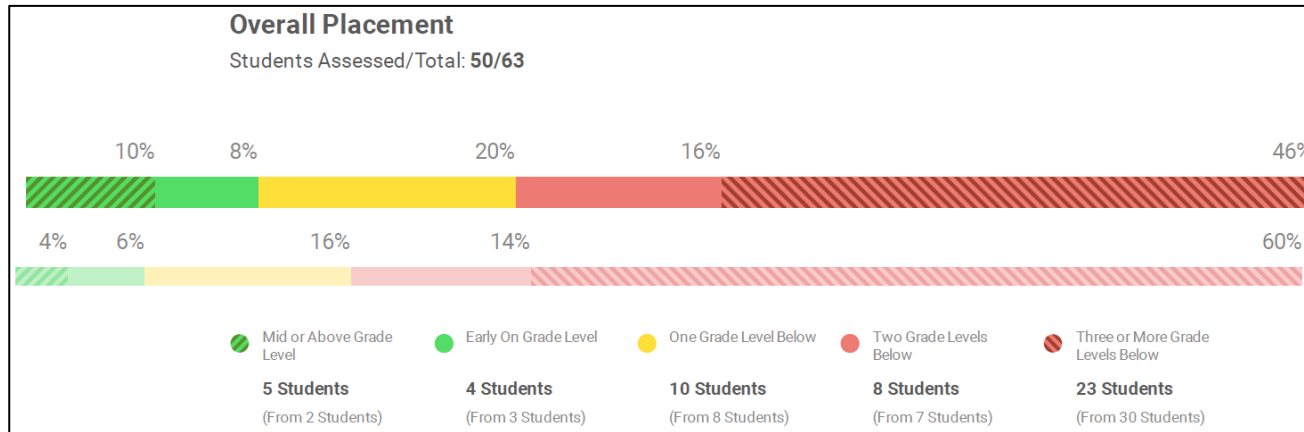
As a newly established charter school serving grades 7-9, for most students this was their first time in-person at a school site. For students in grades 7-8 their last experience was at the elementary school level and for our 9th grade students they experienced a year in middle school and now are in high school. Due to the lack of socialization especially during these critical years transitioning to adolescence, behavioral issues and the lack self-regulation have been clearly evident.

Aspen Ridge Public School does not have Dashboard data. The multiple types of data collected this past year serve as baseline data and drove the development of the 2022-23 LCAP in combination with the multiple discussions that took place with our educational partners.

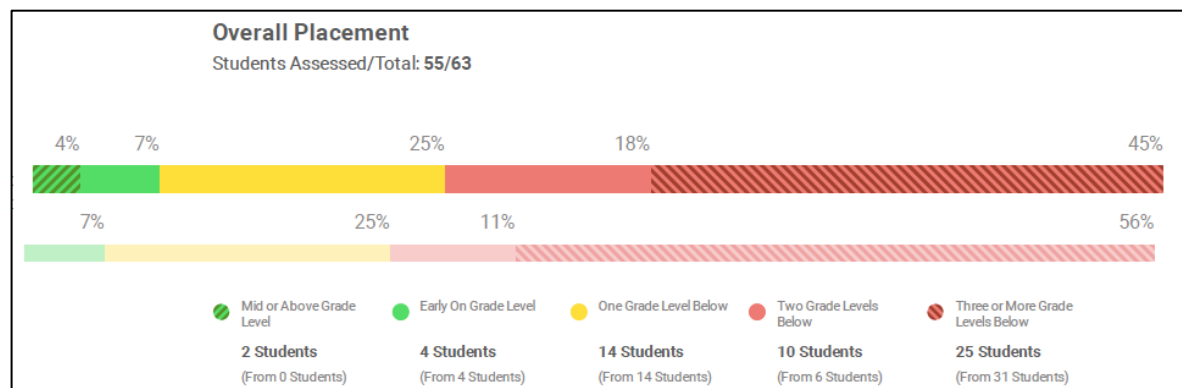
The following charts reflects grade level student performance as measured by i-Ready (Fall to Spring comparison). i-Ready provides visually appealing data that categorizes student performance in one of five performance levels that are color-coded:

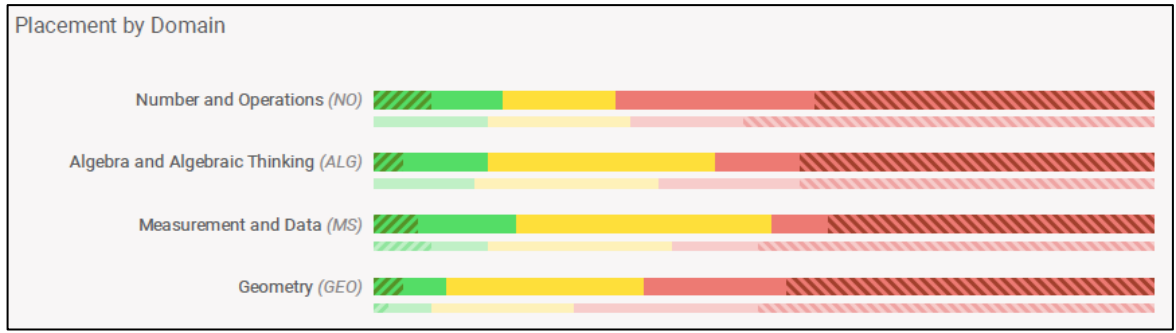


For 7th Grade Reading: Increase from 5 students at “mid or above grade level & early on grade level” in the fall, to 9 students Spring.

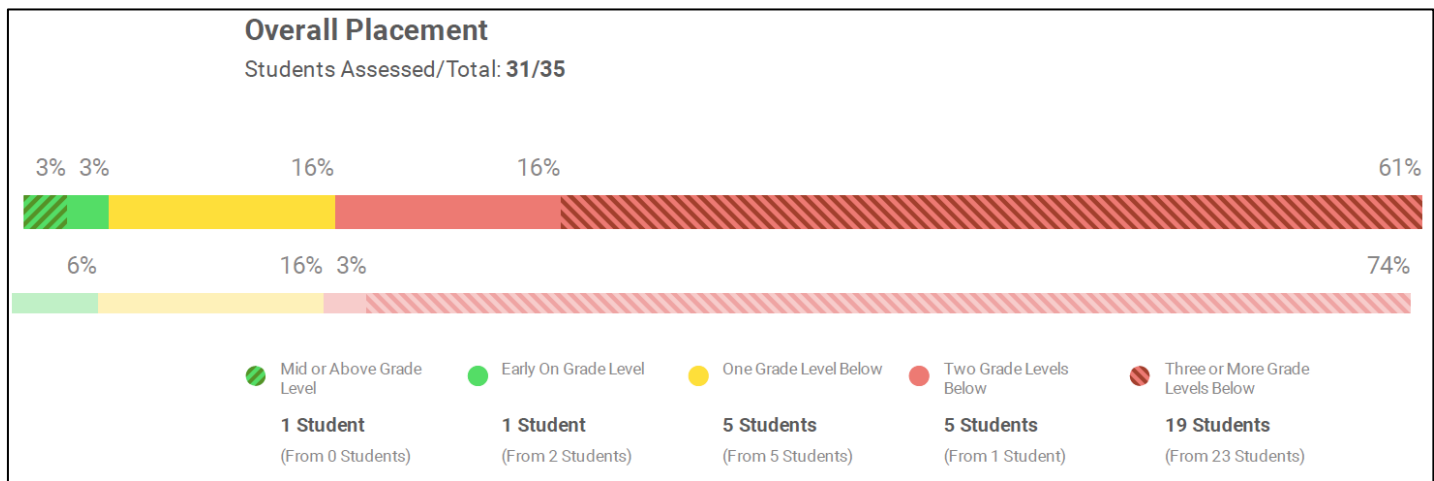


For 7th Grade Math: Increase from 5 students at “mid or above grade level & early on grade level” in the fall; to 9 students in Spring.

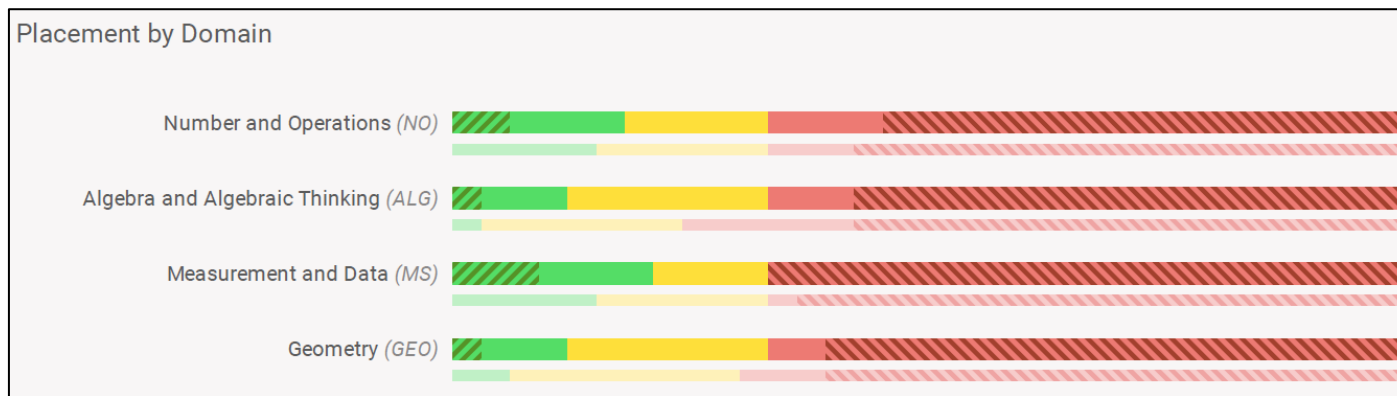
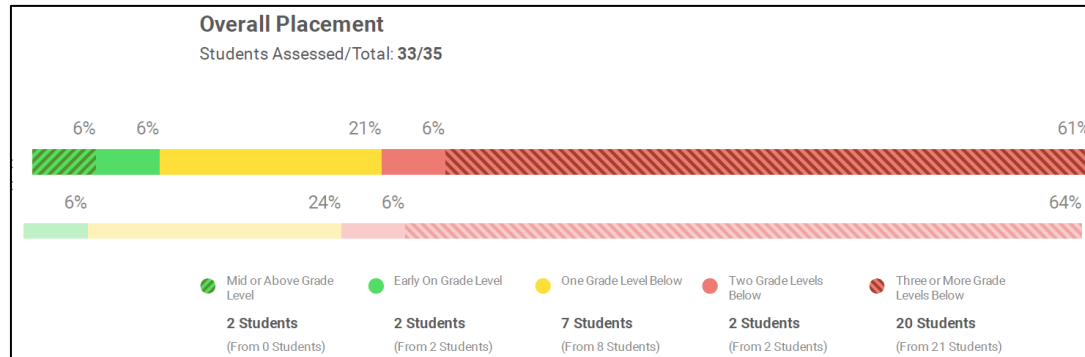




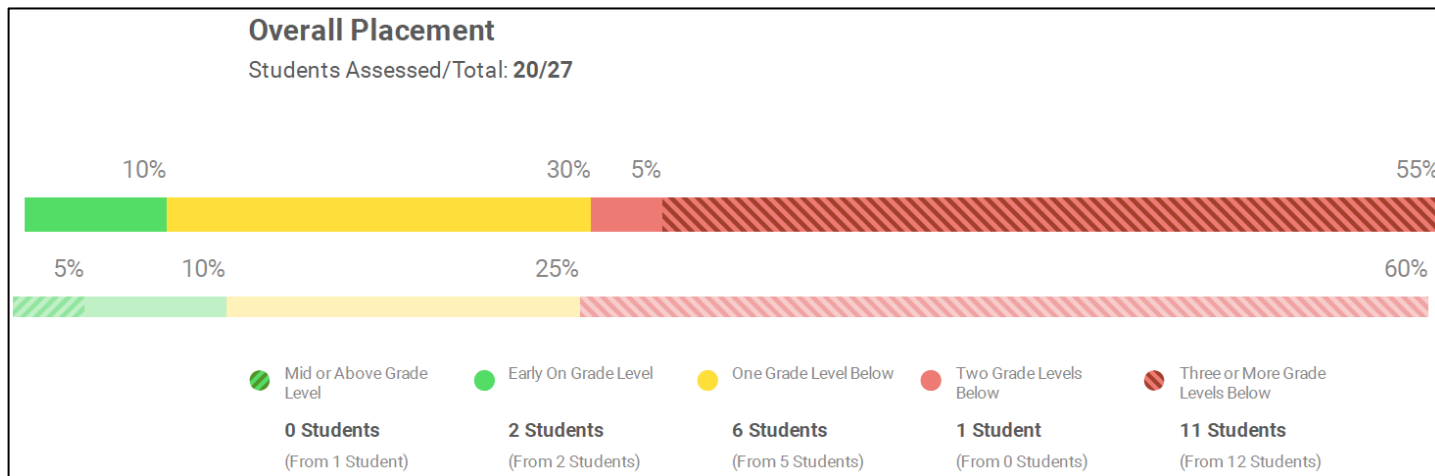
For 8th Grade Reading: Increase from 2 students at “early on grade level” in the fall, to 1 student at “mid-above grade level, and one at “early-on grade level” in Spring.

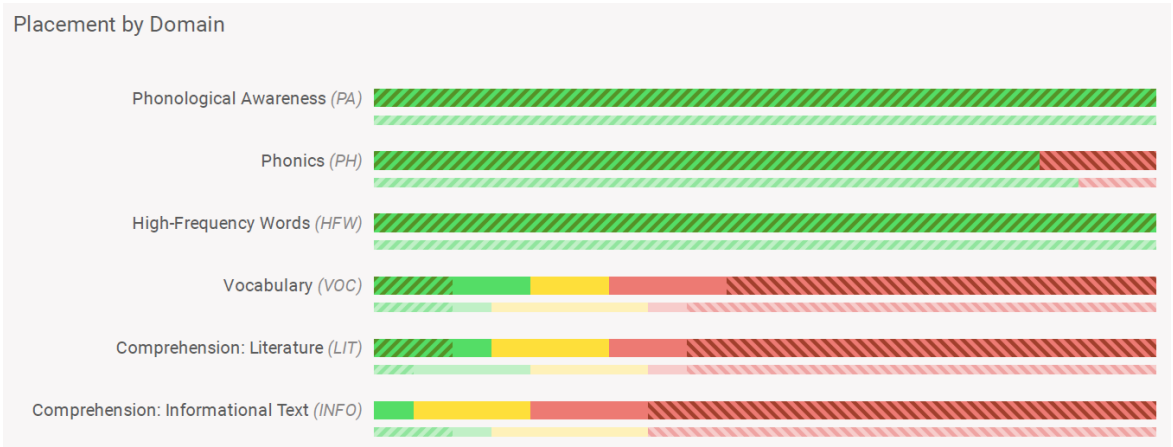


For 8th Grade Math: Increase from 2 students at “mid or above grade level & early on grade level” in the fall; to 4 students in Spring.

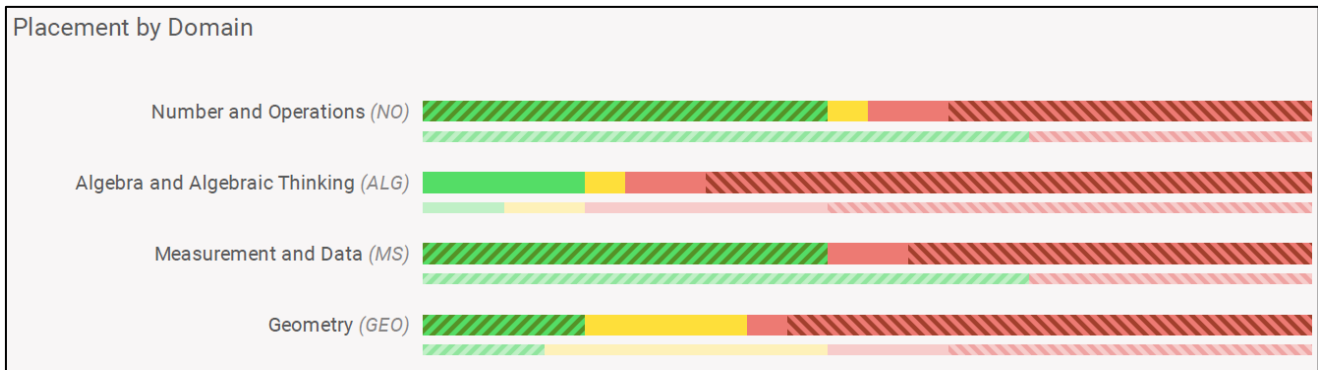
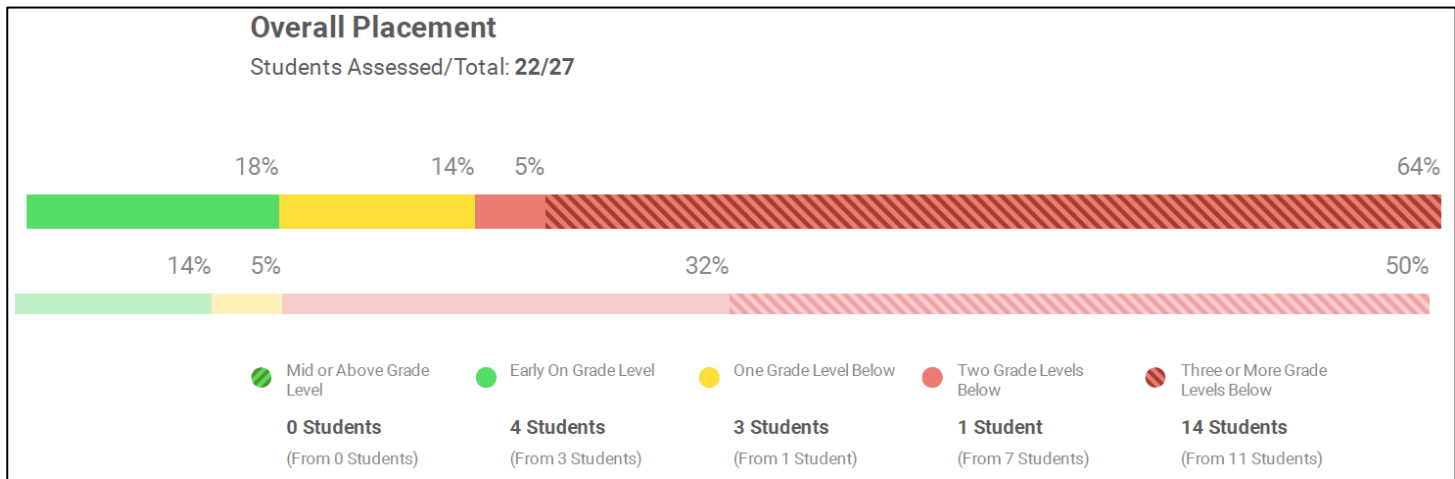


For 9th Grade Reading: Increase from 2 students at “mid or above grade level & early on grade level” in the fall, to 3 students Spring.





For 9th Grade Math: Increase from 3 students at “mid or above grade level & early on grade level” in the fall; to 4 students in Spring



- There was a lack of overall growth on i-Ready assessments which in part was due to our students lack ownership of their performance on i-Ready assessments and did not put their best effort. Therefore, improving the delivery of communication and fidelity to this assessment by all educational partners (admin, staff, teachers, students, parents) is an area of identified that we will address during orientation, at the start of the school year, and at each parent meeting.

- Another area of concern was the need to improve school climate. Our students came from numerous schools throughout Fresno, and most had not attended school in-person since March 2020. Therefore, we focused on structures, and organization while also attempting to focus on attendance, behavior, and academics with a small highly dedicated staff. Preliminary chronic absenteeism rate was 36%. However, an analysis of this data identified that most were due to Covid-19 protocols, covid surges, and some where parents did not play a role in their child's daily attendance. For the 2022-23 school year, we have identified workshops that will be offered using multiple modalities and home visits will take place for students/families which have been identified as "at-risk" to reduce chronic absenteeism rates and improve daily attendance, which is a key factor in learning.

LCAP Highlights

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

Aspen Ridge Public School is in the initial phase of implementing a Multi-tiered System of Supports (MTSS) as the school continues to expand by one grade level annually. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

LCAP Goals were revised to reflect a “whole child approach” through an equity lens, as we reassessed schoolwide priorities with the return to in-person instruction (post-pandemic) which include:

- Goal #1: Using a whole child approach continue to strengthen and expand schoolwide MTSS and PBIS to ensure the academic, social-emotional, behavioral, and mental health needs of all students are met. Continue to expand partnerships that support our shift to a Community School and ensure all students are College & Career Ready.
- Goal #2: Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.
- Goal #3: Continue to partner with parents to cultivate a consistent home-to-school relationship, providing multiple opportunities for engagement and input in decision-making in schoolwide program and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and school safety through ongoing communication.

Aspen Ridge Public School has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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.

Not applicable

Aspen Ridge Public School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not applicable

Aspen Ridge Public School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable

Aspen Ridge Public School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** – meetings took place weekly during professional development and staff meetings and discussed strategies to engage students and families--including music played during lunchtime, establishing a student-store, classroom competitions and learning incentives through the Summit Learning Platform, i-Ready data, behavioral issues, academic grades, ESSER III Plan and needs assessment for LCAP development. Teachers were also surveyed.
- **Principals/Administrators** communication took place daily and weekly in-person and virtually, discussing attendance, enrollment, behavioral issues, professional development needs, intervention, academic grades, Covid-19 protocols/surges/quarantine, communicating with families, and use of one-time ESSER III funds.
- **Other School Personnel** met on a bi-weekly basis in-person with administration to discuss intervention (and types of support); Covid protocols and student engagement, LCAP update & development (needs), and ESSER III Funding/Plan. Staff were also surveyed.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** meetings took place virtually including school safety, school culture/climate, budgeting, technology, dual enrollment, academic grades, and credit recovery. Parents were also surveyed.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** were consulted in-person and surveyed on school safety, engagement, connectedness, access to academic support, use of one-time funds (ESSER III), and LCAP (goals, actions, needs).
- **SELPA** consultation took place during monthly SELPA PLN (virtual) meetings, and via email to discuss SPED Program, student needs, LCAP action/data and services specific to SWD.
- **ELAC/DELAC and EL-PAC:** despite numerous efforts to hold ELAC elections, we were unsuccessful. As a result, we contacted families of EL to provide them with information on ELPAC assessment, reclassification criteria, and resources and interventions available to ELs. Families were also surveyed.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** meetings took place monthly in a virtual setting. Discussion took place on Covid-19 protocols, ESSER III Funding, LCAP annual update and development, behavior expectations, dual enrollment program, Types of Pathways, and Summit Learning Platform. Families were also surveyed.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** expressed the need for Instructional Aides to provide additional academic support/tutoring, continue with instructional coaching on Summit Platform; and training on SEL/trauma informed teaching and learning, differentiation, and structuring self-directed learning time.
- **Principals/Administrators** expressed the need to strengthen enrollment, attendance, school climate/culture, student engagement, and strengthen instruction (ELA and Math) as evidenced by student performance on i-Ready assessments. There is a need to provide instructional coaching on Summit Learning, professional development on Universal Design for Learning (UDL) for SWD, modifications and accommodations to ensure equitable delivery of instructional and curricular materials, use and role of Instructional Aides, and the need to provide professional learning opportunities on rigor, and higher order thinking skills.
- **Other School Personnel:** expressed the need to receive additional training on their roles (ex. Instructional Aides) professional development on use of evidence-based pedagogical strategies to provide intervention but also effective strategies to support ELs, and campus safety officer.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** would like the return to in-person schoolwide events and workshops on Summit Learning; and would like additional academic support for students that are struggling academically. Parents also expressed they would like the school to continue with Covid protocols/testing and to continue communicating those updates to families. They appreciated the ongoing communication especially for families that were severely impacted by Covid.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** would like clubs/organizations, sports program, field trips to colleges/universities, and continue with PBIS incentives/rewards.
- **SELPA** - no additional feedback was provided regarding LCAP & actions
- **ELAC/DELAC and EL-PAC:** Since formal ELAC meetings did not take place therefore, formal feedback was not provided. However, parents of EL participated in PAC meetings and were surveyed to gather input.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** would like to continue with the use of ParentSquare for communication between school staff and parents; in-person schoolwide events, and strategies to address SEL needs at home.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- i-Ready Assessments & Teacher Toolbox of intervention resources: Goal 1, Action 1

- Intervention Teacher and Instructional Aides: Goal 1, Action 2
- Summer School to provide academic intervention for MS; and credit recovery for HS: Goal 1, Action 2
- After-school tutoring: Goal 1, Action 2
- SEL Curriculum: Second Step & Imago, PBIS Incentives and implementation: Goal 1, Action 3
- Support for Students with Disabilities: Goal 1, Action 4
- Psychologist, & SPED Instructional Aides: Goal 1, Action 4
- Rosetta Stone – supplemental support for EL: Goal 1, Action 5
- Summit Learning Instructional Coach: Goal 2, Action 2
- PD: SEL Trauma Informed Practices: Goal 2, Action 2
- Visit College & Universities: Goal 2, Action 5
- Community Schools Coordinator/Parent Outreach: Goal 3, Action 3

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

With the shift to in-person instruction after a global pandemic resulting in almost 1.5 years of remote learning, our educational program has shifted using an MTSS Framework to address the “whole child.” To successfully accomplish this endeavor, it requires the implementation of universal screeners to take a proactive approach to address factors that impede student learning including academic, social-emotional, behavioral, and/or mental health needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
CAASPP Math	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
CA Science Test: Gr 5	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
% Of EL who made progress toward English Proficiency measured by ELPAC	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
% EL with access to CCSS & ELD Standards	*	2021-22: 100% Source: Textbook inventory			100%
Attendance Rate	*	2021-22: results pending			95%
Chronic absenteeism Rate	*	2021-22: results pending			Will develop desired outcome once baseline results are reported.
Middle School Dropout Rate	*	2021-22: results pending			0%

** Note: ARPS is a newly established charter school and the 2021-22 school year is the first year in operation. Therefore, does not have finalized/certified data to report, nor “baseline data.”*

***Note: In 2021-22 ARPS served grades 6-9; 2022-23 will serve grades 6-10, and 2023-24 will serve grades 6-11.*

Therefore, the following CDE metrics do not currently apply based on grades served:

- % Pupils who have successfully completed A-G requirements
- % Pupils who have successfully completed CTE courses – approved pathways
- % Pupils who have completed A-G & CTE Courses
- % Pupils who pass AP Exams
- % Pupils prepared by the EAP (Spring 2024 results will serve as a baseline)
- HS Graduation Rate
- HS dropout rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	To assess learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process:	\$65,000	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • i-Ready Reading & Math: Grades 7-10 (3 times/year) • Interim Assessment Blocks (IAB) <p>The CA State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student’s strengths and areas of need. i-Ready’s online lessons provide tailored instruction and practice for each student to accelerate growth.</p>		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern is student academic performance in ELA and Math as measured using i-Ready assessment; and the achievement gap among Unduplicated pupils (UP) and Students with Disabilities (SWD) compared with overall schoolwide performance. Teachers will utilize the i-Ready Teacher Toolbox Intervention, a resource of tools to support students struggling in reading and math.</p> <p>The Intervention Teacher will provide Tier 2 support focusing on students reading 2 or more years below grade level as identified using i-Ready assessments; and using the Pathway to reading curriculum; and will provide coaching/training for Instructional aides. The Instructional Aides will provide evidence-based high dosage tutoring to identified/assigned students struggling in ELA and Math.</p> <p>Students will also have access to and cycle through one of the following four intervention courses that meet twice pre week (90 minutes each).</p> <ol style="list-style-type: none"> 1. Reading/Writing intervention block (Gr 7-8): 2. Math Intervention Block (Gr 7-8) 	\$172,023	Y

Action #	Title	Description	Total Funds	Contributing
		<p>3. Digital Empowerment: focuses on 7 Habits of Highly effective Teens. For 8th grade: Students will be enrolled in Health.</p> <p>4. Art Instruction</p> <p>Students will also have access to the following program/services to address academic and/or achievement gaps:</p> <ul style="list-style-type: none"> • Algebra Success Course: a concurrent course for students that failed Math 8 – and are transitioning to grade 9 • After school tutoring – all teachers will have office hours (4 days per week: 45-min each) – all subject areas • Summer School Credit Recovery Program 		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Aspen Ridge Public School is committed to providing social-emotional and behavioral services to support the mental health need of our students. Counseling services will be provided for students including grief counseling and small group counseling. Through our partnership with All for Youth, students will also have access to a Therapist and Behavior Interventionist. Teachers will continue to implement Second Step SEL curriculum (Gr 7-8); and Imago SEL Curriculum (Gr 9+) in combination with PBIS, Eagle Bucks (PBIS rewards), and restorative practices schoolwide.</p> <p>The PBIS team led by the Assistant Site Director will participate in the Fresno COE PBIS Cohort, Community of Practices. The Assistant Site Director will facilitate and lead professional learning/trainings for teachers on behavior management, de-escalation techniques, meet with students that were issued referrals, and address student behavioral issues.</p> <p>Weekly mentor meetings that are integrated with Summit Learning will take place with the goal that every student will have an assigned mentor (via Homeroom teachers) and will meet weekly to review weekly goals, and setting plan on how to accomplish those goals.</p>	\$139,852	Y

Action #	Title	Description	Total Funds	Contributing
		The Homeless and Foster Youth Liaison will conduct home visit, meet with families regularly to ensure family and student needs are met so that students are in attendance daily.		
4	SERVICES TO SUPPORT SWD	Aspen Ridge's special education program design is an inclusion model. The percentage of students with disabilities is 15% at Aspen Ridge. Students with disabilities are mainstreamed to the greatest extent possible and IEP teams take into account the unique needs of the students served when determining the most appropriate method of instruction and placements. Students with disabilities are provided services in the Learning Lab, speech room or counseling office to receive targeted, individualized instruction or additional curriculum resources to make progress on their IEP goals. Special education staff provide small group instruction targeting specific California content state standards. Our special education staff works collaboratively with general education staff to provide support and training for implementation of accommodations or modifications in the general education classroom. Our fully credentialed Education Specialist collaborates with general education teachers to implement best practices in order for students with disabilities to access the curriculum. Special education staff participate in trainings provided by our SELPA. Aspen Ridge has strong parent and guardian participation in IEP meetings.	\$247,347	N
5	STRENGTHENING EL PROGRAM & SERVICES	Aspen Ridge Public School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. Instructional Aides (costs identified in Goal 1, Action 3) will provide additional increased academic support for ELs during designated ELD, long-term ELs, and newcomers. ELs will also have access to Rosetta Stone Foundations, supplemental intervention. Our staff will be researching ELD curriculum that would meet the needs of our EL students for implementation, and will provide training for our educators.	\$3,495	Y

Goal Analysis for 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.

Action 2: ELD professional development did not take place, however teachers did receive coaching from the Summit Director, Navigator Math and CKLA Coach.

Action 5: An onsite substitute teacher was hired to maintain continuity of instruction and further reduce gaps in instruction and learning. A counselor was hired to provide direct services to students for SEL counseling.

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

Material differences occurred for Action 1 since ELD professional development did not take place; and with Action 5 because of the additional staff hired (substitute teachers and counselor) that were not previously included in the LCAP.

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

The actions were effective in making progress toward the goal.

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.

The planned goal, desired outcome, actions, and metrics were revised to align to the school's MTSS Framework, whole child approach, PBIS implementation, schoolwide initiatives, alignment with the CDE's 8 State priorities, CDE required metrics, identified needs from a collection and review of multiple forms of data and assessments, in addition to feedback from our educational partners. The changes were also made to avoid duplicative actions throughout the plan; and rather develop plan in alignment to the MTSS Framework of addressing schoolwide/student needs. Alignment of these multiple schoolwide initiatives into 1 document – the LCAP, is essential to ensure fidelity and transparency of our school's program, allocation of physical, human, and fiscal resources to improve student achievement.

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

Goal

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

An explanation of why the LEA has developed this goal.

With the shift to in-person instruction, our educators, paraprofessionals, support staff, and administrators have identified critical areas for professional learning to address the diverse learning needs of our students which extend beyond academics and encompasses the integration social-emotional learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers	*	2021-22: 100% Source: CalSAAS			100%
% Of students with access to Standards-aligned materials	*	2021-22: 100% Source: Textbook Inventory			100%
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator self-reflection tool for Priority 2	*	2021-22: Implementation		2023-24: Implementation	
		Academic Standards		Academic Standards	
		ELA	5	ELA	5
		ELD	3	ELD	4
		Math	5	Math	5
		NGSS	5	NGSS	5
		History	5	History	5
		Health	3	Health	4
		PE	5	PE	5
		VAPA	3	VAPA	4
World Language	5	World Language	5		
% Of students including Unduplicated Pupils, and Students with Disabilities	*	2021-22: 100% Source: Master Schedule			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SWD) who have access to Broad Course of Study:					

** Note: ARPS is a newly established charter school and the 2021-22 school year is the first year in operation. Therefore, does not have finalized/certified data to report, nor “baseline data.”*

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Aspen Ridge Public School will employ a Site Director and 10 credentialed teachers to serve grades 7-10 and provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, Art, and Physical Education. In addition, onsite substitute teachers will be employed to maintain continuity of instruction for all students and avoid disruptions in learning.</p> <p>Aspen Ridge Public School will provide all students with 175 instructional days. All educators will participate in in 7 days of Summer Professional Learning: 5 non-instructional days (deep data dives) and weekly professional development during the school year. Summer professional learning will focus on Tier 1/Tier 2 Intervention, designated/integrated ELD, EL strategies, and an analysis of student assessment data (CAASPP, CAST, i-Ready, ELPAC), Summit Learning, and Accommodations/Modifications.</p>	\$1,139,199	Y
2	PROFESSIONAL LEARNING	<p>Aspen Ridge Public School will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes 7 days of Summer Professional Learning: 5 non-instructional days and weekly professional development during the school year.</p> <p>All teachers will receive instructional coaching from the Summit Director, to improve delivery of instruction and the use of</p>	\$44,487	N

Action #	Title	Description	Total Funds	Contributing
		<p>multiple types of evidence-based pedagogical strategies to address the diverse learning needs of our students.</p> <p>The following are the 2022-23 schoolwide areas of focus:</p> <ul style="list-style-type: none"> • Academic Curriculum Training: i-Ready (Gr 7-8) • Second Step SEL Curriculum (Gr 7-8) • Imago SEL Curriculum (Gr 9-10) • Trauma & Brain-based Practices: SEL • Summit Learning Training (1 week summer, 2 days Fall, 2 days Spring) • Summit Learning data informed practices • Summit Learning instructional practices • Supporting EL (Summit tools) • Accommodations & Modifications – Understanding the IEP • Top 10 tips for supporting student behavior/Functions of behavior • De-escalation techniques – Behavior • Referral processes for Intervention: Academic & behavioral • Trauma training & review: Student mental health & impacts within the classroom; Foster Youth/Homeless • Diversity, Equity & Inclusion (DEI): LGBTQ+ Awareness & Inclusion • Health & Puberty Education <p>Additional planned conferences include:</p> <ul style="list-style-type: none"> • National Association for the Education of Homeless Children • CCSA • CSDC: Leadership Training 		

Action #	Title	Description	Total Funds	Contributing
		To support teacher effectiveness and credential clearance, Aspen Ridge Public School will partially fund induction expenses.		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Summit Learning instructional and curricular materials • Sex Education: CYM Comprehensive Sex Ed 	\$46,505	N
4	CLOSING THE DIGITAL DIVIDE	Aspen Ridge Public School will ensure all students have a technology device to access instructional & curricular materials. The IT Team will provide technical support, ensure schoolwide internet connectivity, accessibility, and availability of technology devices for staff and students, and access to Microsoft Teams for virtual meetings.	\$51,527	N
5	PROMOTING A COLLEGE-GOING CULTURE	<p>As a newly established school entering its second year of operation, Aspen Ridge Public School's student data is still pending, however we offer a rigorous college preparatory educational program.</p> <p>The Academic Counselor will lead numerous efforts to ensure students are meeting CCI requirements as the school expands by one grade level annually, and will provide resources to ensure the school's mission is adhered to. In order to prepare all students for college and career, Aspen Ridge Public School will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following:</p> <ul style="list-style-type: none"> • Dual Enrollment - Counseling course (Gr 9-10) • Dual Enrollment: Theater Arts course (Gr 9-10) • Dual Enrollment: Spanish 1 course: Gr 10 • Partnership with Fresno City College to provide students with access to dual enrollment/college courses. 	\$274,702	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Gr 9-10: Leadership Course, includes yearbook • UC Scout Course elective • College visits & tours 		

Goal Analysis for 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.

There were no substantive changes.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in making progress toward s the goal.

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.

The planned goal, desired outcome, actions, and metrics were revised to align to the school's MTSS Framework, whole child approach, PBIS implementation, schoolwide initiatives, alignment with the CDE's 8 State priorities, CDE required metrics, identified needs from a collection and review of multiple forms of data and assessments, in addition to feedback from our educational partners. The changes were also made to avoid duplicative actions throughout the plan; and rather develop plan in alignment to the MTSS Framework of addressing schoolwide/student needs. Alignment of these multiple schoolwide initiatives into 1 document – the LCAP, is essential to ensure fidelity and transparency of our school's program, allocation of physical, human, and fiscal resources to improve student achievement.

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

Goal

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

An explanation of why the LEA has developed this goal.

Families/caregivers have been an essential partner during remote learning and with the return to in-person instruction focusing on a whole-child approach, there's a need to further cultivate the home-to-school relationship to improve student outcomes; and solicit their input in decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	*	2021-22: Good Source: FIT report			Good
Suspension Rate	*	2021-22: Results pending			<2%
Expulsion Rate	*	2021-22: Results pending			0%
Student Survey: Student Perception of School Safety & Connectedness Source: Internal Survey	*	2021-22: 98% Sense of safety 78% School connectedness Source: Internal Survey			>80%
Parent Survey: Sense of safety & school connectedness Source: Internal Survey	*	2021-22: 94% Sense of safety 79% School connectedness Source: Internal Survey			>80%
Teacher/staff Survey: Sense of safety & school connectedness	*	2021-22: 95% Sense of safety			>90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Internal Survey		100% School connectedness Source: Internal Survey			
Parent Input in Decision-making including UP & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool	*	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3			Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by Source: CDE's Priority 3: Self-reflection Tool	*	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 3			Rating of 4+

** Note: ARPS is a newly established charter school and the 2021-22 school year is the school's first year in operation. Therefore, does not have finalized/certified data to report, nor "baseline data."*

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Aspen Ridge Public School will provide all students with opportunities to engage in outdoor learning opportunities through field trips to enhance learning, deepen student engagement and motivation. Aspen Ridge Public School will continue surveillance testing program in adherence to State and County Health & Safety protocols; and provide a School Nurse and Health Aides, as requested by our	\$274,702	Y

Action #	Title	Description	Total Funds	Contributing
		<p>educational partners. Our partnership with Big Smiles will provide onsite dental care for students; and See2Succeed will provide vision services for students.</p> <p>The School Safety Plan will be reviewed and revised to adhere with State and County guidance. The Campus Resource Safety will lead schoolwide safety trainings, drills, security, supervision in alignment with our schoolwide PBIS practices. All visitors will be required to check-in and register on the visitor check-in software system as part of our safety protocols.</p> <p>There is a strong relationship between school environment and student's well-being. Moreover, the quality of the school climate perceived by the students has been found to influence engagement in school activities. To promote a positive school climate and support our student's well-being, the following will take place:</p> <ul style="list-style-type: none"> • Assemblies: recognizing student growth • Multi-cultural events, celebrations of diversity • School Ambassadors: provide school tours, meet/greet guest speakers and assist with student recruitment • Student, staff & parent survey 		
2	PARENT INPUT IN DECISION-MAKING	<p>At Aspen Ridge Public School parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Aspen Ridge Public School will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through Coffee with the Administrators, parent workshops, assemblies open</p>	\$7,500	N

Action #	Title	Description	Total Funds	Contributing
		<p>to families, weekly newsletters, messaging through ParentSquare, and surveys. Parents will also have access to Infinite Campus Parent portal where they can view their child's academic grades, progress, attendance, and communicate with teachers.</p> <p>The Community School Coordinator (new position) will facilitate parent meetings, workshops, communicate with families (outreach), seek partnerships with community-based organizations to provide resources for families/students.</p> <p>The Leadership team will host Parent workshops on:</p> <ul style="list-style-type: none"> • Understanding i-Ready assessment result • Summit Learning Platform • ELPAC Summative assessment • Attendance/chronic absenteeism 		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	Aspen Ridge Public School strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local county health department guidelines in the prevention of COVID. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	\$512,068	N

Goal Analysis for 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.

There were no substantive changes.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in making progress toward s the goal.

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.

The planned goal, desired outcome, actions, and metrics were revised to align to the school's MTSS Framework, whole child approach, PBIS implementation, schoolwide initiatives, alignment with the CDE's 8 State priorities, CDE required metrics, identified needs from a collection and review of multiple forms of data and assessments, in addition to feedback from our educational partners. The changes were also made to avoid duplicative actions throughout the plan; and rather develop plan in alignment to the MTSS Framework of addressing schoolwide/student needs. Alignment of these multiple schoolwide initiatives into 1 document – the LCAP, is essential to ensure fidelity and transparency of our school's program, allocation of physical, human, and fiscal resources to improve student achievement.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$659,764	\$77,417

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.83%	0%	\$0	32.83%

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

As a newly established school providing in-person instruction for students who have been highly disengaged primarily due to remote learning since March 2020, as identified during the development of the school's comprehensive needs assessment through the analysis of i-Ready assessment data, schoolwide/student group data, surveys and feedback from our educational partners we identified significant academic achievement gaps among Unduplicated Pupils; in combination with high rates of chronic absenteeism, behavioral issues and disengagement.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils (UP); and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils (UP) and are provided on a schoolwide basis which include:

- Goal 1, Action 1: To assess learning gaps, monitor student progress and develop annual growth targets, inform instruction, the following assessments will be administered and utilized as part of the MTSS process: i-Ready Reading & Math assessment (Goal 1, Action 1). Through the use of this universal screener, we will be able to measure, and monitor student group performance, identify growths, and needs to provide evidence-based interventions; and develop annual growth targets.
- Goal 1, Action 2: An area of concern is student academic performance in ELA and Math as measured using i-Ready assessment; and the achievement gap among Unduplicated pupils (UP) and Students with Disabilities (SWD) compared with overall schoolwide

performance. Teachers will utilize the i-Ready Teacher Toolbox Intervention, a resource of tools to support students struggling in reading and math. The Intervention Teacher will provide Tier 2 support focusing on students reading 2 or more years below grade level as identified using i-Ready assessments; and using the Pathway to reading curriculum; and will provide coaching/training for Instructional aides. The Instructional Aides will provide evidence-based high dosage tutoring to identified/assigned students struggling in ELA and Math.

- Goal 1, Action 3: Aspen Ridge Public School is committed to providing social-emotional and behavioral services to support the mental health need of our students. Counseling services will be provided for students including grief counseling and small group counseling. Through our partnership with All for Youth, students will also have access to a Therapist and Behavior Interventionist. Teachers will continue to implement Second Step SEL curriculum (Gr 7-8); and Imago SEL Curriculum (Gr 9+) (Goal 1, Action 3) in combination with PBIS, Eagle Bucks (PBIS rewards), and restorative practices schoolwide. The PBIS team led by the Assistant Site Director will participate in the Fresno COE PBIS Cohort, Community of Practices. The Assistant Site Director will facilitate and lead professional learning/trainings for teachers on behavior management, de-escalation techniques, meet with students that were issued referrals, and address student behavioral issues. Weekly mentor meetings that are integrated with Summit Learning will take place with the goal that every student will have an assigned mentor (via Homeroom teachers) and will meet weekly to review weekly goals and setting plan on how to accomplish those goals. The Homeless and Foster Youth Liaison will conduct home visit, meet with families regularly to ensure family and student needs are met so that students are in attendance daily.

- Goal 2, Action 1: Aspen Ridge Public School will employ onsite substitute teachers will be employed to maintain continuity of instruction for all students and avoid disruptions in learning. All educators will participate in in 7 days of Summer Professional Learning: 5 non-instructional days (deep data dives) and weekly professional development during the school year. Summer professional learning will focus on Tier 1/Tier 2 Intervention, designated/integrated ELD, EL strategies, and an analysis of student assessment data (CAASPP, CAST, i-Ready, ELPAC), Summit Learning, and Accommodations/Modifications.

- Goal 3, Action 1: Aspen Ridge Public School will continue surveillance testing program in adherence to State and County Health & Safety protocols; and provide a School Nurse and Health Aides, as requested by our educational partners. The School Safety Plan will be reviewed and revised to adhere with State and County guidance. The Campus Resource Safety will lead schoolwide safety trainings, drills, security, supervision in alignment with our schoolwide PBIS practices.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 1, Action 5: Aspen Ridge Public School will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. ELs will be provided with access to Rosetta Stone Foundations, supplemental EL intervention to support with vocabulary development, grammar, and interactive language support.

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

Aspen Ridge Public School will utilize the additional concentration grant add-on funding to fund an Intervention Teacher (Goal 1, Action 2) that will provide direct services to Unduplicated Pupils.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,325,595.00	\$ 1,276,877.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Common Core aligned course materials Summit Learning	No	\$ 180,000	\$ 104,764
1	2	English Language Development	Yes	\$ 148,185	\$ 127,418
1	3	Progress Monitoring	No	\$ -	\$ -
1	4	Intervention	No	\$ 139,686	\$ 141,255
1	5	Intervention and Instruction	Yes	\$ 199,663	\$ 264,512
1	6	Professional Development and Coaching	No	\$ -	\$ -
2	1	Attendance Monitoring by our school	Yes	\$ 38,787	\$ 44,340
2	2	Enrichment for our students	No	\$ 15,000	\$ 16,546
2	3	Emergency Support for our families	Yes	\$ -	\$ 4,556
2	4	Communication with Stakeholders	No	\$ 8,000	\$ 6,292
2	5	Parent Engagement, with priority to families with exceptional needs.	No	\$ -	\$ -
2	6	Our Security Teams Support Students	No	\$ -	\$ -
3	1	Facilities	No	\$ 596,274	\$ 548,002
3	2	School Culture	No	\$ -	\$ -
3	3	Social Emotional Learning	No	\$ -	\$ -
3	4	Mental & Physical Health of Our Students	No	\$ -	\$ -
3	5	School Security Staff/Positive Supports for Students	No	\$ -	\$ 19,192

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 335,858	\$ 379,686	\$ 398,900	\$ (19,214)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Common Core aligned course materials Summit Learning	No	\$ -	\$ -	0.00%	0.00%
1	2	English Language Development	Yes	\$ 141,236	\$ 127,418.00	0.00%	0.00%
1	3	Progress Monitoring	No	\$ -	\$ -	0.00%	0.00%
1	4	Intervention	No	\$ -	\$ -	0.00%	0.00%
1	5	Intervention and Instruction	Yes	\$ 199,663	\$ 222,586.00	0.00%	0.00%
1	6	Professional Development and Coaching	No	\$ -	\$ -	0.00%	0.00%
2	1	Attendance Monitoring by our school	Yes	\$ 38,787	\$ 44,340.00	0.00%	0.00%
2	2	Enrichment for our students	No	\$ -	\$ -	0.00%	0.00%
2	3	Emergency Support for our families	Yes	\$ -	\$ 4,556.00	0.00%	0.00%
2	4	Communication with Stakeholders	No	\$ -	\$ -	0.00%	0.00%
2	5	Parent Engagement, with priority to families with exceptional needs.	No	\$ -	\$ -	0.00%	0.00%
2	6	Our Security Teams Support Students	No	\$ -	\$ -	0.00%	0.00%
3	1	Facilities	No	\$ -	\$ -	0.00%	0.00%
3	2	School Culture	No	\$ -	\$ -	0.00%	0.00%
3	3	Social Emotional Learning	No	\$ -	\$ -	0.00%	0.00%
3	4	Mental & Physical Health of Our Students	No	\$ -	\$ -	0.00%	0.00%
3	5	School Security Staff/Positive Supports for Students	No	\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 995,508	\$ 335,858	0.00%	33.74%	\$ 398,900	0.00%	40.07%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,278,171	\$ 347,787	\$ -	\$ 196,575	2,822,533	\$ 2,041,383	\$ 781,150

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ASSESSMENTS OF LEARNING	All	\$ 65,000	\$ -	\$ -	\$ -	\$ 65,000
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 98,693	\$ -	\$ -	\$ 73,330	\$ 172,023
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 139,852	\$ -	\$ -	\$ -	\$ 139,852
1	4	SERVICES TO SUPPORT SWD	SPED	\$ 70,955	\$ 160,267	\$ -	\$ 16,125	\$ 247,347
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 3,495	\$ -	\$ -	\$ -	\$ 3,495
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 1,106,257	\$ 32,942	\$ -	\$ -	\$ 1,139,199
2	2	PROFESSIONAL LEARNING	All	\$ 39,021	\$ -	\$ -	\$ 5,466	\$ 44,487
2	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 33,368	\$ 13,137	\$ -	\$ -	\$ 46,505
2	4	CLOSING THE DIGITAL DIVIDE	All	\$ 51,527	\$ -	\$ -	\$ -	\$ 51,527
2	5	PROMOTING A COLLEGE GOING CULTURE	All	\$ 118,828	\$ -	\$ -	\$ -	\$ 118,828
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	\$ 163,426	\$ 9,622	\$ -	\$ 101,654	\$ 274,702
3	2	PARENT INPUT IN DECISION-MAKING	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	\$ 380,249	\$ 131,819	\$ -	\$ -	\$ 512,068

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,009,762	\$ 659,764	32.83%	0.00%	32.83%	\$ 1,576,723	0.00%	78.45%	Total:	\$ 1,576,723
								LEA-wide Total:	\$ -
								Limited Total:	\$ 3,495
								Schoolwide Total:	\$ 1,573,228

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ASSESSMENTS OF LEARNING	Yes	Schoolwide	All	ARPS	\$ 65,000	0.00%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	Schoolwide	All	ARPS	\$ 98,693	0.00%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORALSTUDENT NEEDS	Yes	Schoolwide	All	ARPS	\$ 139,852	0.00%
1	4	SERVICES TO SUPPORT SWD	No				\$ -	0.00%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	Limited	English Learners	ARPS	\$ 3,495	0.00%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	Schoolwide	All	ARPS	\$ 1,106,257	0.00%
2	2	PROFESSIONAL LEARNING	No				\$ -	0.00%
2	3	CORE CURRICULAR PROGRAM NEEDS	No				\$ -	0.00%
2	4	CLOSING THE DIGITAL DIVIDE	No				\$ -	0.00%
2	5	PROMOTING A COLLEGE GOING CULTURE	No				\$ -	0.00%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	Yes	Schoolwide	All	ARPS	\$ 163,426	0.00%
3	2	PARENT INPUT IN DECISION-MAKING	No				\$ -	0.00%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No				\$ -	0.00%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No				\$ -	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).