

LCFF Budget Overview for Parents

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

CDS Code: 10 62166 0106740

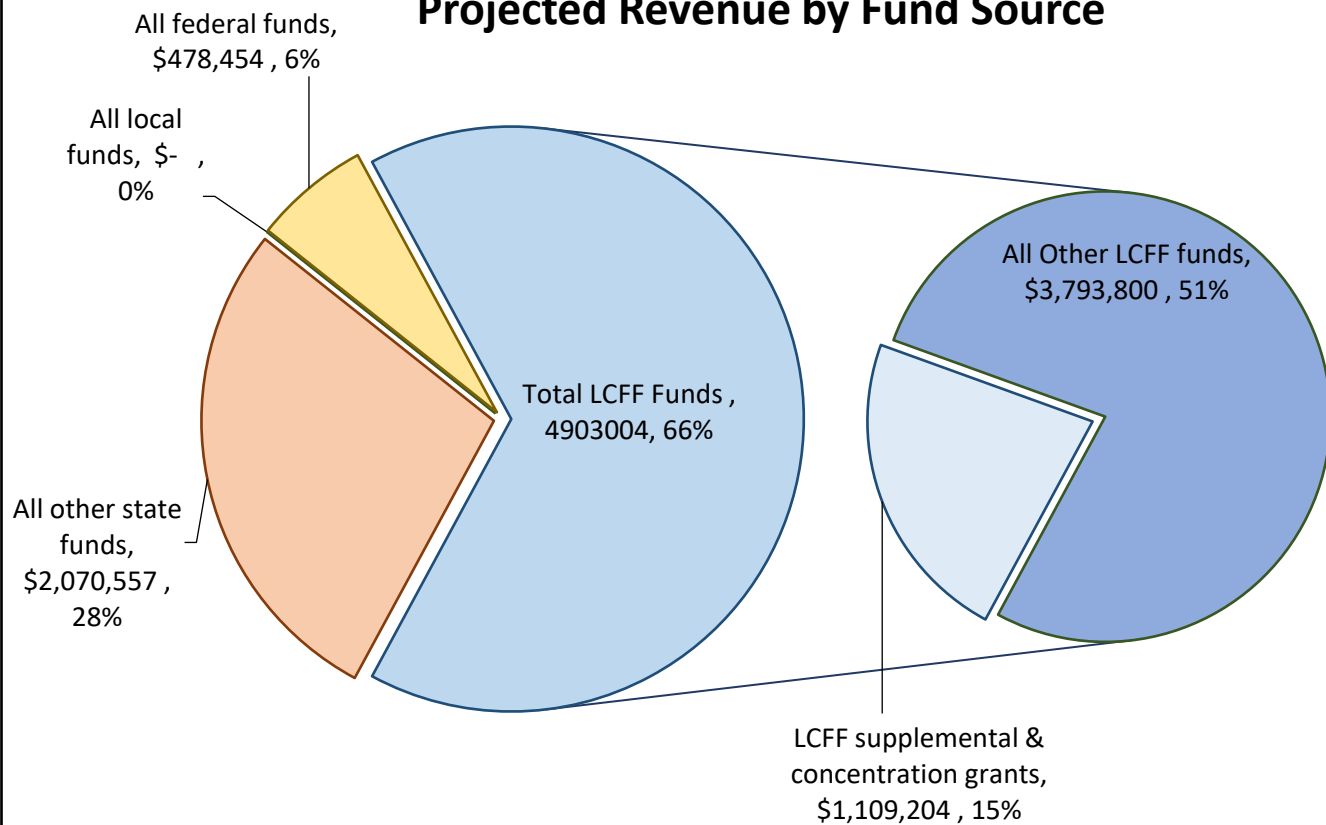
School Year: 2026 - 27

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

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

Budget Overview for the 2026 - 27 School Year

Projected Revenue by Fund Source

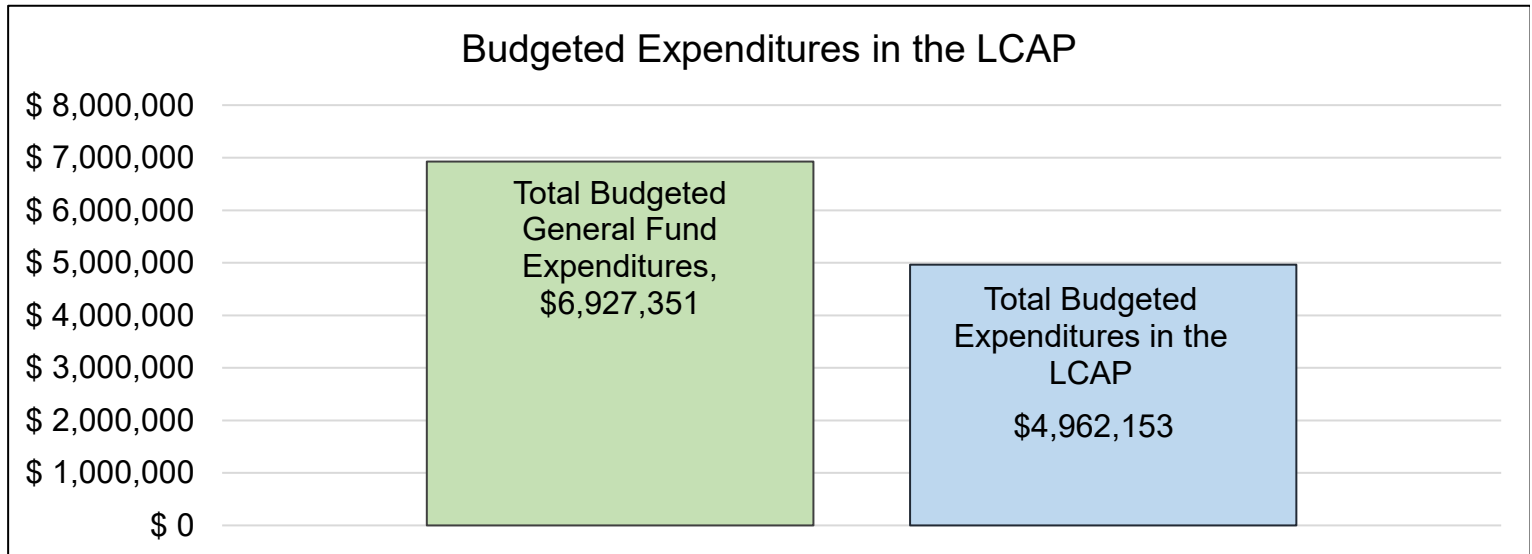


This chart shows the total general purpose revenue Aspen Valley Prep Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aspen Valley Prep Academy is \$7,452,015.00, of which \$4,903,004.00 is Local Control Funding Formula (LCFF), \$2,070,557.00 is other state funds, \$0.00 is local funds, and \$478,454.00 is federal funds. Of the \$4,903,004.00 in LCFF Funds, \$1,109,204.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Valley Prep Academy plans to spend for 2026 - 27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aspen Valley Prep Academy plans to spend \$6,927,350.69 for the 2026 - 27 school year. Of that amount, \$4,962,153.00 is tied to actions/services in the LCAP and \$1,965,197.69 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

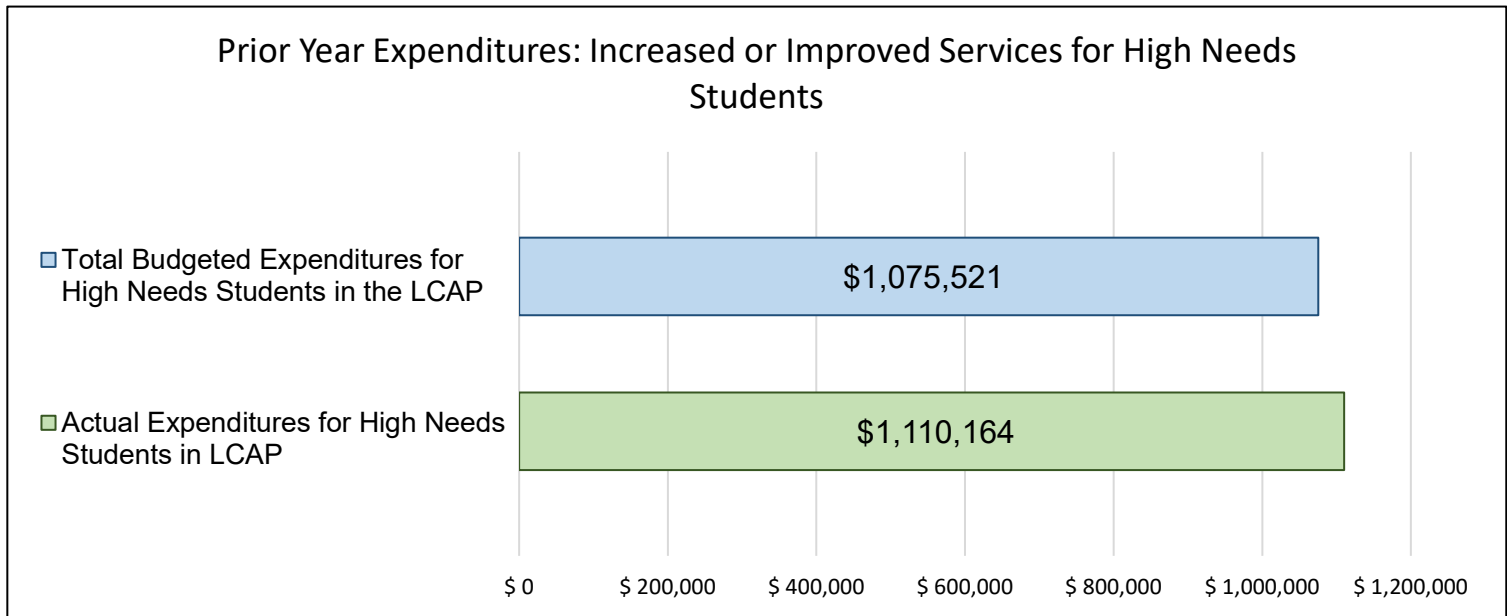
Budgeted General Fund Expenditures not included in the 2026-27 plan include meals program, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026 - 27 School Year

In 2026 - 27, Aspen Valley Prep Academy is projecting it will receive \$1,109,204.00 based on the enrollment of foster youth, English learner, and low-income students. Aspen Valley Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aspen Valley Prep Academy plans to spend \$1,109,204.00 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 2025 - 26



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

The text description of the above chart is as follows: In 2025 - 26, Aspen Valley Prep Academy's LCAP budgeted \$1,075,521.00 for planned actions to increase or improve services for high needs students. Aspen Valley Prep Academy actually spent \$1,110,164.00 for actions to increase or improve services for high needs students in 2025 - 26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aspen Valley Preparatory Academy	Christine Montanez, Site Director	Christine.montanez@aspenps.org (559) 225-7737

Plan Summary 2026-27

General Information

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

Aspen Valley Preparatory Academy (AVPA) was established in 2004 to serve the Fresno community. The school currently serves 350 students in grades TK-6 with demographics that reflect the community: 75% Hispanic, 11% White, 6% African American, 3% Asian, 4% Two or More Races, 1% Pacific Islander, 12% English Learners (EL), 1% Foster Youth (FY), 10% Homeless Youth, 14% Students with Disabilities (SWD), and 74% Socioeconomically Disadvantaged.

Mission, Vision, and Educational Approach

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

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

Curriculum and Programs

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

The school has aligned its Local Control and Accountability Plan (LCAP) with the California Community Schools Framework and Multi-Tiered System of Support (MTSS) Framework. AVPA continues to strengthen its MTSS, Community Schools initiative, and Positive Behavioral

Interventions and Supports (PBIS) alongside its Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program.

Community Context

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

Achievements and Recognitions

AVPA has achieved significant milestones. The school was granted a 5-year charter renewal term and launched a Parent Leadership Team, hosting over 70 family/parent engagement events. We successfully implemented the Go Public Schools Fresno parent workshop series and implemented the Leader In Me Scholarship for curriculum and materials a second year. Campus improvements include a completed gym remodel and auditorium lobby. Enrollment targets for 2025-2026 school year were met with 339 students enrolled (target: 325) and 29 students on the waitlist. Our enrollment target of 341 students for the 2026-27 school year, has been met, with 37 students currently waitlisted.

Athletic achievements include the Girls soccer team winning the PAL League Championships and Girls basketball placing 3rd. AVPA achieved a 4% decline in suspensions and a 15% English Learner reclassification rate. Community strength is evident with 98% of students and 88% of teachers returning for the 2026-27 school year.

Grants and Eligibility

AVPA is the recipient of the multi-year California Community Schools Partnership Program Implementation Grant; and the Mental Health ADA Allocation Grant.

Aspen Valley Preparatory Academy is not eligible to receive Equity Multiplier Funds.

Additional Targeted Support and Improvement

Aspen Valley Preparatory Academy has not met the exit criteria for ATSI and remains eligible based on the school's performance on the CA School Dashboard for the White student group. AVPA's 2026-27 LCAP aligns to the California Department of Education (CDE) [TSI/ATSI Plan Summary](#) guidance for charter schools that utilize the LCAP to meet ATSI Planning requirements.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Aspen Valley Preparatory Academy has \$35,312 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be used, including a comprehensive needs assessment, is provided in the Reflections: Annual Performance section of this LCAP.

LCAP Development and Compliance

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

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

The 2026-27 LCAP was developed in consultation with educational partners and adheres to the California Department of Education's ATSI Planning Summary as applicable to charter schools.

Reflections: Annual Performance

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

The following table presents Aspen Valley Preparatory Academy's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

ATSI Eligibility Summary

Current Designation: Aspen Valley Prep Academy is currently designated for Additional Targeted Support and Improvement (ATSI) in the 2025-26 reporting year (2025 CA School Dashboard). The most recent designation is based on the performance of a single student group, the White student group, and the school has not met the criteria to exit ATSI.

Multi-Year ATSI History: AVPA has been eligible for ATSI on the 2023, 2024, and 2025 CA School Dashboards. The following chart provides the qualifying student group by academic school year.

Basis for Eligibility: ATSI eligibility is determined at the student group level. A school that is not eligible for Comprehensive Support and Improvement (CSI) becomes eligible for ATSI when one or more of its student groups, on its own, meets the criteria California uses to identify the lowest-performing 5% of

Title I schools under CSI-Low Performing. A student group meets this standard when its California School Dashboard results show all Red indicators, all Red indicators except for one indicator of another performance color, or five or more indicators where the majority are Red. For Aspen Valley Prep Academy in the current cycle, the White student group met this standard across the school's applicable state indicators, which for a transitional kindergarten through grade six school are English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, and, where applicable, the English Learner Progress Indicator.

Exit Path: Because eligibility rests on the White student group, the exit determination is specific to that student group. To exit ATSI, Aspen Valley Prep Academy must demonstrate that the White student group no longer meets the ATSI entry criteria and that the school improved in Change on at least one state indicator that was Red for that group on the prior Dashboard. The actions in this LCAP specifically Goal 1, Action ; Goal 2, Action 2; and Goal 3 Action 3 are targeted at reducing both suspension rates and chronic absenteeism rates which are high for all student groups in addition to the White student group. Also, see the “Chronic Absenteeism Needs Assessment,” and “Suspension Rate Needs Assessment” in the following pages of this document that provides AVPA's commitment to addressing these issues, including a detailed analysis, metrics (#8 chronic absenteeism; #9 suspension rates – under Measuring and Reporting Results section), and root causes, of the school's continued eligibility for ATSI.

Reporting Year	Status	Qualifying Student Groups	Exit Met
2022-23	ATSI	Black/African American, English Learner, Students with Disabilities, White	No
2023-24	ATSI	White	No
2024-25	ATSI	White	No
2025-26	ATSI	White	No

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Aspen Valley Preparatory Academy conducted a comprehensive needs assessment to evaluate schoolwide and student performance, address RED performance levels on the 2025 CA School Dashboard, measure program effectiveness, and review state and local data, including performance on the California School Dashboard; and continued eligibility for ATSI. The findings from the needs assessment guides the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Expanded Learning Opportunities Program (ELOP), and California Community Schools Partnership Program (CCSPP) Grant funding; while also measuring program effectiveness to improve student outcomes.

Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified the school for Additional Targeted Support and Improvement (ATSI) for the White student group, since the school has not met the exit criteria from prior Dashboard identification.

Per California Department of Education (CDE) guidance, Aspen Valley Preparatory Academy has embedded the [Additional Targeted Support and Improvement \(ATSI\) planning requirements](#) into the 2026-27 LCAP meeting the following requirements:

- Engagement of educational partners in the development of the ATSI Plan: Under “Engaging Educational Partners” section.
- Informed by all State Indicators: Under Measuring and Reporting Results section: See Metrics #8: Chronic Absenteeism; and #9 Suspension Rates)
- Inclusion of evidence-based interventions: under description of Actions (Goal 1, Action 3)

- Identification of resource inequities (in the Reflections: Annual Performance section – (See Suspension Rate; and Chronic Absenteeism Needs Assessment)

ELA & Math Academic Indicator Needs Assessment (2025 Dashboard)

This needs assessment examines English Language Arts and Mathematics performance at Aspen Valley Preparatory Academy (AVPA) across grades transitional kindergarten through six. It integrates 2025 California School Dashboard results, i-Ready Spring 2026 benchmark data, IEP progress reporting, attendance and behavioral data, and qualitative input from administration, teachers, families, and students. Both ELA and Mathematics are declining indicators on the 2025 Dashboard. The assessment is organized to align with LCFF Priority 4 (Pupil Achievement) under Education Code section 52060(d) and the renewal performance criteria under Education Code section 47607.2.

Identified Gaps: Performance gaps were identified using 2025 California School Dashboard Distance from Standard (DFS) scores derived from Smarter Balanced Summative Assessment results administered under Education Code section 60640.

ELA: AVPA students performed in the Orange performance level for All Students at -38.5 DFS. Subgroup performance is significantly below standard: English Learners at -63.4 DFS, students experiencing homelessness at -63.1 DFS, socioeconomically disadvantaged students at -43.3 DFS (Orange), Hispanic students at -49.7 DFS (Orange), and Students with Disabilities at -115.8 DFS.

Mathematics: AVPA students performed in the Orange performance level for All Students at -55.9 DFS. Subgroup performance is significantly below standard: English Learners at -73.5 DFS, students experiencing homelessness at -98.6 DFS, socioeconomically disadvantaged students at -63.6 DFS (Orange), Hispanic students at -59.2 DFS (Orange), and Students with Disabilities at -144.7 DFS. Mathematics gaps exceed ELA gaps for every reported subgroup, signaling a system-level concern in core mathematics access and instruction.

Data Analyzed: AVPA reviewed both quantitative and qualitative data sources to triangulate findings. Quantitative analysis included 2025 California School Dashboard ELA and Math indicators, i-Ready Spring 2026 Reading and Math diagnostic results for grades 3 through 6 (TK through grade 2 administer their diagnostic window beginning in early May), IEP goal attainment across the K through 3 and 4 through 6 reporting cycles, chronic absenteeism and suspension data from Infinite Campus and the Dashboard, and intervention progress monitoring data.

The i-Ready Spring 2026 ELA results for grades 3 through 6 show 17.4% of students performing mid or above grade level, 16.9% early on grade level, 29.7% one grade level below, 15.7% two grade levels below, and 20.3% three or more grade levels below. Subgroup performance shows English Learners at 11.5% on grade level, students experiencing homelessness at 28.5%, socioeconomically disadvantaged students at 33.1%, and Students with Disabilities at 6 percent.

The i-Ready Spring 2026 Mathematics results for grades 3 through 6 show 12.2 percent mid or above grade level, 25% early on grade level, 33.1% one grade level below, 16.3% two grade levels below, and 13.4% three or more grade levels below. Subgroup performance shows English Learners at 11.5% on grade level, students experiencing homelessness at 35.7%, socioeconomically disadvantaged students at 30.7%, and Students with Disabilities at 9.1%. Approximately 50% of students schoolwide read at least two years below grade level. Enrollment increased by 87 students in 2024-25 and 111 students in 2025-26, with many incoming students lacking foundational literacy and numeracy skills.

Qualitative analysis included classroom observations and walkthrough data, student work samples, teacher input gathered through professional development and the Teacher Leadership Team, student voice gathered through the Student Leadership Team and the Community Schools Advisory Council, parent feedback gathered through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal, and program implementation reviews focused on Tier 1

instruction, intervention delivery, and IEP accommodation fidelity.

Educational Partners Engaged: Engagement was conducted in alignment with the LCAP development requirements under Education Code section 52060(g) and section 52062. Partners contributed to data analysis, root cause identification, and LCAP, LREBG, & ATSI action plan design through the following structures: administration leadership review; teacher engagement through professional development, staff meetings, the Teacher Leadership Team, and grade-level teacher leads for ELA and Math; parent engagement through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal; and student voice through the Student Leadership Team and the Community Schools Advisory Council.

Strengths Identified

Despite declining academic indicators, AVPA documented meaningful gains in conditions of learning. IEP goal attainment improved for Students with Disabilities in both the K through 3 and 4 through 6 reporting cycles. Chronic absenteeism among Students with Disabilities declined to 13% (Yellow), the only student group not in Red on that indicator. Suspension rates for Students with Disabilities declined as part of the schoolwide suspension reduction trend.

In ELA, targeted English Language Development and reading intervention groups produced measurable winter-to-spring i-Ready growth, with grade 4 English Learners increasing from 14% to 29% on grade level. In Mathematics, grade 5 English Learners showed a 14-point increase in the percentage of students performing on grade level, demonstrating that targeted intervention can accelerate growth when consistently delivered.

Identified Needs: Students with Disabilities are the most underperforming student group in both subject areas, with only 6% on grade level in ELA and 9.1% on grade level in Mathematics on the i-Ready Spring 2026 diagnostic. Additional priority groups include English Learners, students experiencing homelessness, and socioeconomically disadvantaged students.

- **ELA:** AVPA needs to rebuild reading comprehension stamina and writing fluency across grades TK through 6, with particular focus on grades 4 and 5 where writing and research inquiry domains have declined. The elimination of the Reading Interventionist position two years ago has shifted Tier 2 reading intervention onto classroom teachers, limiting their capacity to deliver differentiated Tier 1 instruction. Specific needs include explicit, systematic foundational skills instruction in grades K through 2 (phonemic awareness, phonics, decoding, fluency), explicit comprehension and vocabulary instruction in grades 3 through 6, structured writing instruction with daily sentence-to-paragraph routines, and consistent access for Students with Disabilities to grade-level complex texts with appropriate scaffolds rather than reduced-rigor replacements.
- **Mathematics:** AVPA needs to increase differentiated supports and consistency for foundational math skills across grades TK through 6, with particular attention to building conceptual understanding alongside procedural fluency. Insufficient conceptual understanding limits students' ability to reason through multi-step and word problems, contributing to the 9.1 percent on-grade-level rate for Students with Disabilities. Specific needs include explicit and systematic mathematics instruction, consistent use of math discourse routines and visual models (bar models, number lines, arrays), access for Students with Disabilities to grade-level mathematical tasks with appropriate scaffolds, and aligned Tier 2 intervention targeting i-Ready diagnostic skill deficits.

Cross-Cutting: Across both subject areas, AVPA needs consistent implementation of IEP accommodations in general education classrooms, protected daily intervention blocks with progress monitoring every two to three weeks, reduced over-scaffolding to preserve productive struggle and access to grade-level complexity, and improved attendance and behavioral stability to protect core instructional time.

Resource Inequities: AVPA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). Despite enrollment growth of 87 students in 2024-25, and 111 students in 2025-26, per-pupil funding has not kept pace with the level of

intervention staffing required to address foundational skill gaps. The elimination of the Reading Interventionist position has placed Tier 1 and Tier 2 instructional responsibility on classroom teachers, and Tier 2 reading intervention has been absent for two years.

AVPA's suspension rate declined from 7.8% in 2023-24, to 4.7% in 2024-25 and continues to improve, but remains elevated for an elementary setting, with the highest rates among socioeconomically disadvantaged, Hispanic, and Students with Disabilities. Student climate survey results (administered January 2026: 91% participation rate) show 71% of students reporting inclusion, 65% feel connected, 64% feel safety, 50% feel engaged, and 50% sense of belonging. Behavioral incidents that escalate during instructional day, draw teacher attention away from teaching and learning.

Incoming TK and kindergarten students arrive without consistent access to high-quality preschool, presenting with limited speaking, listening, and pre-academic readiness skills. The absence of this experience compounds the foundational skill gaps observed in early grades.

Root Cause Analysis: Declining performance on both ELA and Math indicators reflects multiple interconnected system-level conditions rather than a single cause.

- **Inconsistent Tier 1 Access to Grade-Level Standards:** Tier 1 access to rigorous grade-level instruction is uneven across classrooms, particularly for Students with Disabilities. Over-scaffolding can limit productive struggle, which is essential for developing students' independent thinking and problem-solving skills. Reduced exposure to grade-level complex texts in ELA and to multi-step reasoning tasks in Mathematics has limited acceleration toward grade-level proficiency.
 - **Variable IEP Implementation in General Education Settings:** Accommodations and supports specified in IEPs are not always consistently implemented in general education classrooms. Core instructional time is further reduced by behavioral needs, transitions, and service delivery schedules that pull students away from Tier 1 instruction.
 - **Intervention Fidelity and Alignment:** Intervention supports, while present, do not consistently align to specific skill deficits identified through diagnostic data and are not always delivered with full fidelity. The two-year absence of a dedicated Reading Interventionist has placed Tier 2 reading intervention responsibility on classroom teachers. In Mathematics, contracted tutoring services provided by Eugabarian during the school day in 2023-24 and during and after the school day in 2024-25 were determined to be ineffective as measured by AVPA's internal assessments, which showed insufficient student growth attributable to the intervention. AVPA will not continue contracting with Eugabarian and will redirect those resources toward aligned, evidence-based mathematics intervention delivered with fidelity.
 - **Teacher Capacity for Differentiation:** With approximately half of enrolled students reading at least two years below grade level and a comparable distribution in mathematics, the range of need within a single classroom is substantial. Teacher capacity to differentiate effectively across this range, combined with variability in data-driven instructional adjustments, slows acceleration. Special education teachers may be stretched across multiple grade levels and content areas, further limiting co-planning and co-teaching depth.
 - **Behavioral Escalation and Trauma Exposure:** Behavioral challenges have escalated significantly, particularly among Students with Disabilities, creating a learning environment that at times feels unsafe for other students and remains difficult to manage despite teachers' consistent use of evidence-based de-escalation strategies. Despite ongoing conversations with families and educational partners, the school continues to struggle with significant behavioral concerns among a subset of students. Students have also experienced significant trauma within their school and surrounding community, including school lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues. Together, these factors have limited student growth and consistent access to grade-level content over time.
 - **Foundational Skill Gaps at Entry:** Incoming TK and kindergarten students arrive without consistent prior preschool experience, and incoming transfer students in upper grades enter with significant foundational skill gaps. The combination of high mobility, foundational gaps at entry, and the absence of a dedicated Tier 2 reading intervention structure has produced cumulative decline in measured performance over time.
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2026-27 Action Plan: The following coordinated action plan responds to the declining trend on both ELA and Math indicators. Priority student groups include Students with Disabilities, English Learners, students experiencing homelessness, and socioeconomically disadvantaged students.

- 1. Strengthen Tier 1 Core Instruction:** AVPA will implement explicit, systematic instruction daily in both subject areas across grades TK through 6. ELA instruction in grades K through 2 will focus on phonemic awareness, phonics, decoding, and fluency aligned to the California Common Core State Standards for English Language Arts; grades 3 through 6 will focus on comprehension, vocabulary, text-based analysis, and structured writing. Mathematics instruction will balance conceptual understanding, procedural fluency, and application aligned to the California Common Core State Standards for Mathematics, with consistent use of math discourse routines and visual models. Students with Disabilities will access grade-level complex texts and grade-level mathematical tasks with appropriate scaffolds, not replacements. Staff will be trained on the distinction between supporting access and removing rigor, and on gradual release of responsibility. For grades K through 2, half-day TK teachers and aides will provide pull-out support consistent with AVPA's half-day TK schedule.
- 2. Improve Intervention Fidelity (Tier 2 and Tier 3):** Interventions in both subject areas will be aligned directly to diagnostic skill deficits identified through i-Ready and internal formative data. AVPA will establish protected daily intervention blocks of 30 to 45 minutes, conduct intervention fidelity checks twice monthly, and implement progress monitoring every two to three weeks. Interventions will be explicit and skill-specific rather than worksheet-based review.
- 3. Strengthen IEP Implementation Across Settings;** AVPA will conduct quarterly IEP implementation audits in general education classrooms in both ELA and Math settings. Audits will verify that accommodations are clearly documented, visibly implemented during instruction and assessment, and used to support access to grade-level reasoning rather than reduction of rigor. Co-teaching and push-in support will focus on access to grade-level instruction.
- 4. Build Teacher Capacity:** Professional development will address structured literacy with emphasis on grades 3 through 6 comprehension, explicit writing instruction with daily sentence-to-paragraph routines, explicit instruction in foundational math skills, problem-solving routines for word problems and multi-step reasoning, and structured differentiation that maintains cognitive demand. Coaching cycles will focus on increasing rigor for Students with Disabilities and using formative assessment to adjust instruction in real time.
- 5. Increase Engagement and Reduce Learned Disengagement:** Classrooms will implement structured routines for task initiation and completion, active participation tracking for Students with Disabilities, and high-response engagement strategies including turn-and-talk, whiteboard responses, and frequent checks for understanding. Productive struggle norms will be reinforced consistently across classrooms in both subject areas.
- 6. Address Attendance and Instructional Loss:** AVPA will continue reducing chronic absenteeism through weekly early warning system monitoring, family outreach within 48 hours of any absence, and structured make-up learning protocols aligned to specific missed skills rather than generic completion tasks.
- 7. Monitoring and Accountability:** AVPA will conduct monthly performance review for Students with Disabilities using i-Ready growth data, intervention progress monitoring data, and IEP goal attainment rates. Quarterly instructional walkthroughs will focus on rigor and access balance, intervention alignment, accommodation fidelity, and quality of academic discourse.

Monitoring Tools and Metrics: Progress will be measured through the 2026 California School Dashboard ELA and Math indicators, i-Ready Reading and Math benchmark data administered three times annually for grades K through 6, IEP progress reports against measurable annual goals, intervention progress monitoring data collected every two to three weeks, instructional walkthrough data, and Infinite Campus attendance and behavior data.

Science Academic Indicator Needs Assessment (2025 Dashboard)

This needs assessment examines science performance using results from the California Science Test (CAST) and reported on the 2025 CA School Dashboard. CAST is administered to all grade 5 students. AVPA received an Orange performance level for 'All Students' with a declining trajectory, requiring a coordinated response.

Identified Gaps: The 2025 California School Dashboard Science Indicator places AVPA in the Orange performance level for ‘All Students’ at 44.5 points with a 3.8-point decline from the prior year. Socioeconomically Disadvantaged students performed at 42.8 points, also Orange, with a 4.3-point decline. Student group gaps between All Students and Socioeconomically Disadvantaged students remain narrow, indicating that the decline is schoolwide rather than concentrated in a specific student group.

CA Science Test (CAST) Mean scale score data confirm the declining trajectory. The 2024-25 CAST mean scale score was 194.9, down from 198.3 in 2023-24. In 2024-25, four students scored at Level 3 (Standard Met) and one student scored at Level 4 (Standard Exceeded). In 2023-24, nine students scored at Level 3 and zero students scored at Level 4. The number of students reaching the Standard Met threshold therefore decreased year over year, while the volume of students performing at the Nearly Met level remains the largest performance band.

Data Analyzed: AVPA reviewed both quantitative and qualitative data sources to triangulate findings on science performance and identify the conditions driving decline.

- **Quantitative Data:** Quantitative analysis included the 2025 California School Dashboard Science Indicator, CAST mean scale scores and performance level distributions for 2023-24 and 2024-25, course performance and grade data, review of formative assessment data including exit ticket scores, implementation data from Claim-Evidence-Reasoning (CER) performance tasks, CAST practice test data, and overall percentage correct on practice CAST items.
- **Qualitative Data:** Qualitative analysis included classroom observations, student work samples, teacher input, student voice gathered through empathy interviews, written and verbal CER responses, and teacher notes on student misconceptions. Reviewers examined student thinking over time, including use of diagrams, labels, and models; accuracy and clarity of written scientific explanations; how students interpret data presented in charts, graphs, and tables; how students build models and diagrams; and patterns in scientific reasoning rather than only correctness of final answers.

Educational Partners Engaged: Engagement was conducted in alignment with the LCAP development requirements under Education Code section 52060(g) and section 52062. Educational partners contributed to data analysis, root cause identification, and LCAP, LREBG, & ATSI action plan design through the following structures: administration leadership review; teacher engagement through professional development, staff meetings, and the Teacher Leadership Team; parent engagement through the Parent Advisory Committee (PAC) and the Parent Leadership Team; and student voice through the Community Schools Advisory Council.

Strengths Identified: Although performance declined year over year, AVPA documented strengths that establish a foundation for science recovery. Student group gaps between All Students and Socioeconomically Disadvantaged students remain narrow (1.7 points), indicating that science instruction is delivered with relative equity across student groups. A meaningful portion of grade 5 students perform near the Standard Met threshold in the Nearly Met band, demonstrating foundational understanding of NGSS-aligned content and providing a clear acceleration target for the 2026-27 cycle.

Identified Needs: AVPA's primary need is to move grade 5 students from the Nearly Met performance level to the Standard Met level by strengthening scientific reasoning, evidence-based explanation, and multi-step problem analysis. Students require increased exposure to NGSS-aligned, phenomenon-based instruction and complex performance tasks to build deeper conceptual understanding across science domains. Academic language and vocabulary development are also needed to improve comprehension of test items and the accuracy and clarity of written responses.

AVPA also needs to expand instructional time and continuity for science. Fifth-grade Science instruction is currently delivered three days per week for one hour, which limits the depth of phenomenon-based investigation and the volume of student practice with CER writing and data interpretation. AVPA needs to administer interim science assessments to monitor progress against NGSS-aligned standards between annual CAST administrations.

Resource Inequities: AVPA conducted a resource equity analysis using [the Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#). Resource inequities affecting science performance overlap substantially with those documented in the ELA and Math needs assessment, including school funding relative to high student need, intervention staffing capacity, and the elimination of the Reading Interventionist position which limited Tier 1 and Tier 2 instructional support across content areas.

A science-specific resource inequity is the loss of instructional continuity in grade 5 during 2024-25. The grade 5 classroom was staffed by substitute teachers for most of the school year. When the Reading Interventionist position was eliminated mid-year, that credentialed teacher was transitioned into the grade 5 teacher role beginning in late Spring 2025. The combined effect was reduced instructional consistency, limited science content delivery, and constrained access to the full NGSS scope and sequence during the school year in which CAST was administered.

Root Cause Analysis: The 3.8-point decline in the 'All Students' Science Indicator and the corresponding 4.3-point decline for Socioeconomically Disadvantaged students reflect multiple interconnected conditions rather than a single cause.

- **Instructional Continuity Loss in Grade 5:** Grade 5 students received instruction from substitute teachers for the majority of the 2024-25 school year, with a permanent credentialed teacher placed in the role only in late Spring 2025. CAST is administered to grade 5 students only and reflects cumulative science learning across grades 3 through 5. Loss of instructional continuity in the testing year, combined with limited NGSS-aligned content delivery during that period, is a primary contributor to the year-over-year score decline.
- **Limited Instructional Time for Science:** Science is currently delivered three days per week for 45 minutes to one hour. This schedule constrains the depth of phenomenon-based investigation, the frequency of CER writing practice, and the cumulative exposure to NGSS performance expectations across physical, life, and earth science domains. Students therefore have fewer opportunities to develop the scientific reasoning and explanation skills CAST measures.
- **Insufficient Exposure to NGSS Practices and Performance Tasks:** Students require more frequent engagement with the science and engineering practices embedded in the NGSS, including developing and using models, planning and carrying out investigations, analyzing and interpreting data, and constructing evidence-based explanations. Inconsistent access to performance tasks aligned to CAST item types limits students' familiarity with multi-step scientific reasoning and data interpretation under assessment conditions.
- **Academic Language and Vocabulary Development:** Comprehension and accurate written response on CAST require academic language and discipline-specific vocabulary. Inconsistent integration of explicit science vocabulary instruction and structured academic discourse across grades 3 through 5 has limited students' ability to interpret CAST items and produce clear, evidence-based written explanations. This condition disproportionately affects Socioeconomically Disadvantaged students, whose 4.3-point decline exceeded the All Students decline.
- **Absence of Interim Science Assessment:** AVPA does not currently administer interim science assessments aligned to NGSS and CAST item types. Without interim data points between annual CAST administrations, teachers cannot identify and respond to misconceptions and skill gaps in real time, and instructional adjustments cannot be data-driven during the year of instruction.

2026-27 Action Plan: AVPA's 2026-27 science action plan responds to the declining trajectory with a coordinated set of evidence-based actions. The plan goal is to increase the grade 5 CAST Science score from 44.5 points toward at least 50 points (approaching the Yellow performance level) by June 2027, with proportional growth for Socioeconomically Disadvantaged students to maintain equitable outcomes.

1. **Restore Grade 5 Instructional Continuity:** AVPA will ensure consistent staffing of the grade 5 classroom by a credentialed teacher with science instructional capacity. Substitute coverage, when necessary, will be supported by structured lesson plans aligned to the NGSS scope and sequence so that science instruction continues without interruption.
2. **Strengthen NGSS-Aligned Tier 1 Science Instruction:** AVPA will deliver phenomenon-based, inquiry-driven science instruction grounded in the Open Science Education curriculum, which uses a four-part cycle of concept introduction, deep study and think time, collaborative small-group learning, and

teacher-facilitated synthesis. This problem-based teaching and learning model engages students in NGSS science and engineering practices including modeling, investigation, data analysis, and evidence-based explanation. Instruction will incorporate weekly NGSS-aligned performance tasks requiring multi-step reasoning, data analysis, and real-world application.

- 3. **Implement the Claim-Evidence-Reasoning Framework:** AVPA will integrate the Claim-Evidence-Reasoning framework into daily science instruction across grades 3 through 5 through structured writing and discussion routines. Teachers will use schoolwide CER rubrics to assess student responses and track growth in scientific explanation each trimester.
- 4. **Build Academic Language and Science Vocabulary:** AVPA will incorporate daily academic discourse and explicit science vocabulary instruction across science lessons, with particular attention to supporting Socioeconomically Disadvantaged students. Vocabulary development will be paired with structured opportunities for students to interpret data displays, build models, and produce written and verbal scientific explanations.
- 5. **Expand Instructional Time and Targeted Small-Group Support:** AVPA will expand the science instructional schedule where feasible to provide greater frequency and depth of NGSS instruction. Teachers will implement data-driven small-group instruction targeted at students performing in the Nearly Met range, focusing on identified skill gaps and persistent misconceptions surfaced through formative assessment.
- 6. **Implement Interim Science Assessments and Data Cycles:** AVPA will administer NGSS-aligned interim science assessments quarterly to monitor student progress between annual CAST administrations. Teachers will participate in regular data cycles to analyze interim results, adjust instruction, identify students requiring small-group support, and align classroom assessments with CAST rigor and item types.
- 7. **Provide Professional Development and Coaching:** Teachers will participate in ongoing NGSS-focused professional development and coaching cycles addressing phenomenon-based instruction, the CER framework, science discourse routines, and data analysis from interim assessments. Lesson plans will demonstrate alignment to NGSS performance expectations and CAST rigor, and PLC teams will engage in regular analysis of formative and interim assessment results.

Monitoring Tools and Metrics: Progress will be measured through the 2026 California School Dashboard Science Indicator, grade 5 CAST mean scale scores and performance level distributions, quarterly NGSS-aligned interim science assessment results, schoolwide CER rubric scores tracked each trimester, classroom walkthrough data documenting NGSS practices and academic discourse, and PLC data cycle records demonstrating instructional adjustments based on student performance.

English Learner Progress Indicator Needs Assessment (2025 Dashboard)

The ELPI measures the percentage of English Learners who advance toward English language proficiency on the Summative ELPAC. AVPA's 2025 ELPI is 37.1%, placing the school in the Red performance level and reflecting a significant decline from 48.6% as reported on the 2024 Dashboard.

Identified Gaps: AVPA's 2025 ELPI is 37.1%, an 11.5% decline from the 2024 Dashboard ELPI of 48.6 percent. The Red performance level indicates that fewer than four out of ten English Learners are making expected progress toward English proficiency from one Summative ELPAC administration to the next. The decline is consistent with broader academic gaps for English Learners in core content areas. On the 2025 California School Dashboard, English Learners performed at -63.4 Distance from Standard in ELA and -73.5 Distance from Standard in Mathematics. On the i-Ready Spring 2026 diagnostic, only 11.5% of English Learners are performing on grade level in either ELA or Mathematics.

ELPI (Dashboard)	
2023 Dashboard	33.3%
2024 Dashboard	48.6%
2025 Dashboard	37.1%

Data Analyzed: AVPA reviewed both quantitative and qualitative data sources to triangulate findings on English Learner progress and identify the conditions driving decline.

- **Quantitative Data:** Quantitative analysis included the 2025 California School Dashboard English Learner Progress Indicator and corresponding Summative ELPAC results, i-Ready Reading and Mathematics benchmark data for English Learners, chronic absenteeism rates among English Learners, years in program data identifying Newcomer English Learners and Long-Term English Learners, course performance and grade data, and intervention progress monitoring data from designated English Language Development and reading intervention groups.
 - **Qualitative Data:** Qualitative analysis included classroom observations focused on the integration of designated and integrated ELD, student work samples in ELA, Mathematics, and Science with attention to academic language and writing development, teacher input gathered through professional development sessions and the Teacher Leadership Team, student voice gathered through the Community Schools Advisory Council, and program implementation reviews focused on consistency of ELD scaffolding, structured oral language opportunities, and ELPAC-aligned instructional practices.
-

Educational Partners Engaged: Engagement was conducted in alignment with the LCAP development requirements under Education Code section 52060(g) and section 52062, and with the requirement to consult the English Learner Advisory Committee (ELAC) on programs and services for English Learners under Education Code section 52176. Educational partners contributed to data analysis, root cause identification, and LCAP, LREBG action plan design through the following structures: administration leadership review; teacher engagement through professional development, staff meetings, and the Teacher Leadership Team; parent engagement through ELAC and the Parent Advisory Committee (PAC); and student voice through the Community Schools Advisory Council.

Strengths Identified: Despite the overall ELPI decline, AVPA documented meaningful strengths in the implementation of designated ELD and reading intervention services that establish a foundation for English Learner recovery. Through targeted ELD services and small-group reading intervention, AVPA observed measurable winter-to-spring growth on the i-Ready Reading diagnostic for English Learners. Grade 4 English Learners increased from 14% on grade level to 29% on grade level during the 2025-26 cycle, demonstrating that targeted intervention produces accelerated growth when consistently delivered.

In Mathematics, grade 5 English Learners showed a 14-point increase in the percentage of students performing on grade level on the i-Ready diagnostic, underscoring the positive impact of targeted intervention in reducing achievement gaps for English Learners. These gains in grades 4 and 5 indicate that the instructional model can produce strong progress when implementation is consistent across designated ELD, integrated ELD, and aligned intervention. The challenge now is to expand that consistency across all grades and across both designated and integrated ELD.

Identified Needs: AVPA's primary need is to build coherence and consistency in English Language Development across all grades and across designated and integrated ELD, with early intervention prioritized in grade 3 to prevent long-term language gaps. Although grades 4 through 6 show promising gains, the schoolwide ELPI decline indicates that the gains are not yet system-wide.

Specific instructional needs include consistent daily practice with speaking, writing, and academic discourse across grade levels; consistent use of sentence frames, visuals, and structured talk routines, which were applied unevenly in grade 4 at the beginning of the 2025-26 school year; and explicit, systematic instruction in academic vocabulary and structured writing aligned to the California English Language Development Standards. Attendance and engagement barriers also limit English Learners' access to both designated and integrated ELD instruction and must be addressed alongside instructional improvements.

Priority English Learner Groups: AVPA identified three priority groups within the English Learner population.

- Newcomer English Learners at emerging proficiency levels require accelerated language development and foundational literacy support due to lower entry points and higher growth expectations.
 - Long-Term English Learners (LTEs), who have not met reclassification criteria under Education Code section 313(f) and 5 California Code of Regulations section 11304, require targeted academic language development with particular emphasis on reading comprehension and writing.
 - English Learners with chronic absenteeism require coordinated attendance support, as irregular attendance compounds language acquisition challenges and limits access to both designated and integrated ELD.
-

Resource Inequities: AVPA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the Alliance for Resource Equity. Resource inequities affecting English Learner progress overlap substantially with those documented in the ELA and Math needs assessment, including school funding relative to high student need, intervention staffing capacity, and the elimination of the Reading Interventionist position which limited Tier 1 and Tier 2 instructional support across content areas including support for English Learners.

English Learner-specific resource inequities include limited dedicated coaching and professional learning capacity to support consistent integrated ELD across all grades and content areas, inconsistent access to ELPAC-aligned interim assessments to monitor language progress between annual Summative ELPAC administrations, and constraints on family engagement capacity to address the attendance and engagement barriers that disproportionately affect English Learners with chronic absenteeism.

Root Cause Analysis: The 11.5% decline in ELPI is driven by multiple interconnected conditions rather than a single cause.

- **Lack of Coherence Between Designated and Integrated ELD:** Although designated ELD time has been established, inconsistent implementation of integrated ELD has limited students' ability to transfer language skills into core ELA, Mathematics, and Science instruction. When integrated ELD is uneven across content areas, English Learners do not receive the volume of structured language practice required to advance on the Summative ELPAC, which directly drives the ELPI decline.
- **Variable Teacher Capacity in ELD Standards and ELPAC-Aligned Practice:** Although professional development has been provided, it has not yet resulted in consistent, high-quality implementation of the California English Language Development Standards across all classrooms. Teacher capacity to plan and deliver language objectives, structured oral language routines, and ELPAC-aligned task types remains uneven, contributing to inconsistent student outcomes.
- **Inconsistent Use of Structured Language Routines and Scaffolds:** Sentence frames, visuals, and structured talk routines, which are core scaffolds for English Learners, were applied unevenly across classrooms and grade levels. Grade 4 implementation was inconsistent at the beginning of the 2025-26 school year. Without consistent scaffolds, English Learners do not receive the daily practice with academic language required for growth on ELPAC listening, speaking, reading, and writing domains.
- **Attendance and Instructional Continuity Barriers:** Irregular attendance compounds language acquisition challenges. English Learners with chronic absenteeism miss both designated ELD time and the integrated ELD opportunities that occur during core content instruction. Attendance and engagement barriers disproportionately affect English Learners and contribute directly to the ELPI decline.
- **Limited Differentiation by Proficiency Level and Years in Program:** Designated ELD instruction has not been consistently differentiated by ELPAC proficiency level and years in program. Newcomer English Learners and Long-Term English Learners require distinct instructional approaches, and the absence of consistent proficiency-level grouping has limited the precision and effectiveness of designated ELD.

2026-27 Action Plan: AVPA's 2026-27 action plan responds to the ELPI decline with a coordinated set of evidence-based actions. The plan goal is to increase ELPI from 37.1% to at least 50% by strengthening aligned ELD instruction, improving language acquisition, and accelerating progress for priority English Learner groups.

1. **Strengthen Designated and Integrated ELD Alignment:** AVPA will implement daily integrated ELD with clearly defined language objectives in all core ELA, Mathematics, and Science lessons. Standardized instructional routines will include think-pair-share, structured oral language, sentence frames, and collaborative conversations aligned to the California English Language Development Standards. Monthly walkthroughs will focus on ELD alignment and the transfer from designated to integrated ELD across content areas. Progress will be measured by the percentage of observed lessons including explicit language objectives and consistent use of language strategies, and by increases in student oral language production measured through schoolwide rubrics.
2. **Target Priority English Learner Groups Through Differentiation:** AVPA will group English Learners by ELPAC proficiency level for differentiated designated ELD instruction. Targeted small-group instruction will address Newcomer English Learners through accelerated foundational literacy and

language development, and Long-Term English Learners through academic vocabulary, writing, and comprehension development. Tier 2 reading intervention will be aligned with ELD goals and will integrate language and literacy. Progress will be monitored every six to eight weeks using formative language assessments aligned to ELPAC task types.

3. **Build Teacher Capacity in ELD and ELPAC Practices:** AVPA will provide quarterly professional development cycles addressing California ELD Standards implementation, scaffolding strategies for multilingual learners, and ELPAC task types and expectations across the listening, speaking, reading, and writing domains. Instructional coaching cycles will accompany the professional development, and teacher collaboration through PLCs will focus on analyzing English Learner data and planning targeted instruction.
4. **Improve Attendance and Instructional Access for English Learners:** AVPA will identify English Learners with chronic absenteeism and monitor attendance biweekly, conduct family outreach within 48 hours of any absence, and coordinate with support staff to address transportation, health, and basic needs barriers. Teachers will provide structured make-up instructional support for missed designated and integrated ELD, focused on specific missed language skills rather than generic completion tasks.
5. **Strengthen Progress Monitoring and Data Use:** AVPA will administer ELPAC-aligned interim assessments two to three times per year and use data cycles every six to eight weeks to adjust instruction and groupings. Teachers will be trained to analyze ELPAC domain data across listening, speaking, reading, and writing, and classroom assessments will be aligned to ELPAC rigor and task types.

Monitoring Tools and Metrics: Progress will be measured through the 2026 California School Dashboard English Learner Progress Indicator, Summative ELPAC results disaggregated by domain (listening, speaking, reading, writing) and by years in program, ELPAC-aligned interim assessment results administered two to three times per year, i-Ready Reading and Mathematics performance for the English Learner subgroup, reclassification rates against the criteria established under Education Code section 313(f) and 5 California Code of Regulations section 11304, walkthrough data documenting language objectives and integrated ELD strategies, and chronic absenteeism rates for English Learners.

Chronic Absenteeism Needs Assessment (2025 Dashboard)

A student is considered chronically absent if absent for 10% or more of the school days enrolled, in alignment with Education Code section 60901. AVPA's 2025 Dashboard Chronic Absenteeism Indicator places the school in the Red performance level for All Students at 18.4%, with continued elevated rates for several student groups.

Identified Gaps: AVPA's 2025 California School Dashboard Chronic Absenteeism rate is 18.4% for All Students (Red), reflecting 60 students out of total enrollment who were chronically absent. Student group performance reflects Red performance level for English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic and White. Students with Disabilities received a Yellow performance level with a chronic absenteeism rate of 13%.

Additional Targeted Support and Improvement Identification

AVPA remains eligible for Additional Targeted Support and Improvement (ATSI) because it has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified the school for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator.

It is important to contextualize the White student group identification within AVPA's enrollment composition. Although the White student group received a Red performance level with a 22.9% chronic absenteeism rate, the actual count is eight White students, compared to 60 chronically absent students schoolwide who make up the 18.4% rate. Because the White student group is a small student group at AVPA, the Chronic

2023-24: Chronic Absenteeism		
	Total	Rate
All Students	47	13.4%
EL	6	12.5%
Homeless	12	25.5%
SED	43	15.6%
SWD	7	17.1%
Hispanic	31	12.7%
White	8	19.5%

2024-25: Chronic Absenteeism		
	Total #	Rate
All Students	60	18.4%
EL	11	26.2%
Homeless	13	33.3%
SED	54	20.5%
SWD	6	13.0%
Hispanic	42	17.1%
White	8	22.9%

Absenteeism and Suspension Rate indicators for this student group are over-identified and over-reported as a function of small n-size, in which a single student's attendance pattern produces large percentage shifts. AVPA will respond with the same intensity and tiered supports applied to all chronically absent students.

Data Analyzed: AVPA reviewed both quantitative and qualitative data sources to triangulate findings on chronic absenteeism and identify the conditions driving elevated rates.

Quantitative Data: Quantitative analysis included the 2025 California School Dashboard Chronic Absenteeism Indicator with disaggregated subgroup performance, daily attendance and tardy data from Infinite Campus, individual student absence pattern data identifying students at the 5% and 10% absence thresholds, multi-year chronic absenteeism trend data, suspension data given the documented relationship between exclusionary discipline and attendance, and intervention engagement data for students participating in attendance-related supports.

Qualitative Data: Qualitative analysis included reasons for absence collected through family communication and attendance team outreach, classroom observation data on student engagement and belonging, parent feedback gathered through ELAC, the Parent Advisory Committee (PAC), the Parent Leadership Team, and Pastries with the Principal, student voice gathered through the Student Leadership Team and the Community Schools Advisory Council, and climate survey results addressing student inclusion, connectedness, safety, engagement, and belonging.

Educational Partners Engaged: Engagement was conducted in alignment with the LCAP development requirements under Education Code section 52060(g) and section 52062. Educational partners contributed to data analysis, root cause identification, and LCAP, LREBG, & ATSI action plan design through the following structures: administration leadership review; teacher engagement through professional development, staff meetings, and the Teacher Leadership Team; parent engagement through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal community sessions; and student voice through the Student Leadership Team and the Community Schools Advisory Council.

Strengths Identified: AVPA documented meaningful gains in attendance for the most historically underserved subgroup. Chronic absenteeism among Students with Disabilities declined to 13% on the 2025 Dashboard (Yellow), the only AVPA subgroup not in Red on this indicator. This result demonstrates that coordinated outreach, IEP team engagement, and family communication can produce measurable attendance improvement when applied with consistency. Schoolwide suspension rates have also declined from 7.8% in 2023-24 to 4.7% in 2024-25 and continue to improve, contributing to greater instructional time and reduced exclusionary loss for students at risk of chronic absenteeism.

Established communication structures through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal provide direct channels for family engagement and have supported attendance recovery efforts. The Student Leadership Team and the Community Schools Advisory Council surface student voice on engagement and belonging, providing qualitative data that informs targeted attendance interventions.

Identified Needs

AVPA's primary need is to reduce chronic absenteeism for All Students from 18.4% toward 12% or below by June 2027, with priority focus on subgroups currently in the Red performance level. Specific needs include earlier identification and response when students reach the 5% absence threshold to prevent progression to chronic absenteeism, structured family outreach within 48 hours of any absence, and coordinated case management for students approaching or at the chronic threshold.

AVPA also needs to strengthen the link between attendance and academic recovery by ensuring that students returning from absence receive structured make-up learning aligned to specific missed skills rather than generic completion tasks. School climate work must continue, with focused attention on students reporting lower engagement and belonging on the climate survey. Climate data shows 71% of students reporting inclusion, 65% connectedness, 64% safety,

50% engagement, and 50% belonging at a 91% participation rate, indicating that engagement and belonging are leverage points for sustained attendance improvement.

Priority Student Groups: AVPA identified four priority groups for the 2026-27 cycle: African American students at 32.4% chronic absenteeism (Red), socioeconomically disadvantaged students at 21% (Red), White students at 22.9% (Red), Hispanic students at 18.5% (Red), and students experiencing homelessness given documented mobility and housing instability impacts. The White student group is included in tiered attendance supports applied to all chronically absent students, while AVPA continues to note the small n size context that drives the elevated reported rate for this student group.

Resource Inequities: AVPA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the Alliance for Resource Equity. Resource inequities affecting chronic absenteeism overlap with those documented in the academic needs assessments and include school funding relative to high student need and limited dedicated staffing for tiered attendance case management.

Specific resource inequities affecting attendance include limited capacity for daily attendance team triage, family outreach, and home visits given the volume of students requiring outreach; constraints on transportation support for families with children experiencing housing instability or living outside the immediate school neighborhood; and limited capacity to coordinate with community-based health, mental health, and basic-needs services that address root causes of absence. Students experiencing homelessness face compounding barriers including unstable housing, transportation challenges, and exposure to community trauma that directly affects school attendance.

Students at AVPA have also experienced significant trauma within their school and surrounding community, including school lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues. These trauma exposures contribute to attendance disruption and require trauma-informed attendance recovery approaches.

Root Cause Analysis: Elevated chronic absenteeism reflects multiple interconnected conditions rather than a single cause. The following root causes apply to the 'All Students' group and, with greater intensity, to subgroups currently in the Red performance level.

- **Late Identification of At-Risk Attendance Patterns:** Students reaching the 5% absence threshold are not consistently identified and supported before they progress to chronic absenteeism at the 10% threshold. Without early warning protocols and weekly review cycles, attendance interventions begin too late, after a student has already met the chronic threshold and after academic loss has accumulated.
- **Limited Family Engagement Capacity for Outreach and Case Management:** Daily attendance team capacity is limited relative to the volume of students requiring outreach, home visits, and case management. When staff capacity does not match need, outreach is reactive rather than proactive, and barrier identification (transportation, health, mental health, housing) lags behind the absence pattern.
- **Community Trauma and Safety Concerns:** School lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues have created cumulative trauma exposure that directly affects student attendance. Students and families experiencing trauma may avoid school as a protective response, requiring trauma-informed attendance and re-engagement approaches.
- **Engagement and Belonging Conditions:** Climate survey results show 50% of students reporting engagement and 50% reporting belonging, indicating that half of AVPA students do not consistently experience the conditions that protect attendance. Lower engagement and belonging are associated with higher absence rates, particularly for students who already face external barriers such as housing instability or family health challenges.
- **Inconsistent Make-Up Learning After Absences:** When students return from absence, structured make-up learning aligned to specific missed skills is not consistently implemented. Without targeted re-entry support, students fall further behind academically with each absence, which compounds disengagement and increases the likelihood of additional absences.
- **Small n-Size Effects on student group Reporting:** For small student groups at AVPA, including the White student group, the Chronic Absenteeism and Suspension Rate Indicators are sensitive to small numbers of students. A single student's attendance pattern can produce large percentage shifts at the

subgroup level, which results in over-identification and over-reporting that may not reflect a systemic concern proportionate to the schoolwide pattern. AVPA addresses chronic absenteeism for all students with the same intensity, while transparently noting this small n context for authorizer review.

2026-27 Action Plan: AVPA's 2026-27 action plan responds to the elevated chronic absenteeism rate with a coordinated set of evidence-based actions. The plan goal is to reduce All Students chronic absenteeism from 18.4% toward 12% or below by June 2027, with proportional reductions across subgroups currently in the Red performance level.

- 1. Implement an Early Warning System and Weekly Attendance Review:** AVPA will implement an early warning system that flags students at the 5% absence threshold to enable proactive outreach before students reach the 10% chronic threshold. The attendance team will conduct weekly review cycles using Infinite Campus data, identify students with emerging patterns, and assign tiered supports. Weekly review cycles will also flag students with patterns of single-day absences that signal underlying barriers.
- 2. Strengthen 48-Hour Family Outreach and Case Management:** Family outreach will occur within 48 hours of any absence, with content tailored to the cumulative absence pattern. Students at or near the chronic threshold will be assigned a case manager who coordinates outreach, identifies barriers (transportation, health, mental health, housing), and connects families to school and community resources. Home visits will be conducted for students whose pattern continues despite phone and written outreach.
- 3. Expand Trauma-Informed Attendance and Re-Engagement Practices:** Recognizing the cumulative trauma exposure documented in the community, AVPA will train staff in trauma-informed attendance practices that support re-engagement after extended absences. Re-entry conferences for students returning from extended absence will include both attendance recovery planning and emotional support. School counseling, social work, and community partner referrals will be integrated into case management for students whose attendance reflects trauma exposure.
- 4. Strengthen Make-Up Learning and Academic Re-Entry:** Teachers will provide structured make-up learning aligned to specific missed priority skills in ELA, Mathematics, and Science, rather than generic completion tasks. Students returning from absence will receive targeted small-group re-entry support and progress monitoring on the missed skills. This approach links attendance recovery directly to academic recovery and reduces the cumulative learning loss that drives further disengagement.
- 5. Improve School Climate, Engagement, and Belonging:** AVPA will continue climate work focused on increasing engagement and belonging, currently reported at 50% each on the climate survey. Strategies include daily classroom community-building routines, structured opportunities for student voice through the Student Leadership Team, expanded family engagement through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal, and recognition systems that affirm consistent attendance and re-engagement.
- 6. Coordinate Tiered Supports for Priority Student Groups:** AVPA will apply intensified attendance supports for African American students, socioeconomically disadvantaged students, Hispanic students, and students experiencing homelessness, given Red performance levels and documented mobility and housing instability. The White student group will receive the same tiered attendance supports applied to all chronically absent students. Coordination with community-based organizations serving families experiencing housing instability will expand the school's capacity to address root-cause barriers.

Monitor and Report Progress Quarterly: Attendance data will be reviewed monthly by the leadership team and quarterly with the Teacher Leadership Team, ELAC, PAC, and the Community Schools Advisory Council. Dashboard chronic absenteeism rates and internal early-warning data will be tracked together to ensure that early identification translates into reduced chronic absenteeism by year-end.

Monitoring Tools and Metrics: Progress will be measured through the 2026 California School Dashboard Chronic Absenteeism Indicator (metric #9 – under Measuring and Reporting Results), internal Infinite Campus attendance data reviewed weekly by the attendance team and monthly by the leadership team, the count and rate of students at the 5% and 10% absence thresholds, family outreach completion rates within 48 hours of absence, case management caseload and resolution rates, climate survey results addressing engagement and belonging, and academic re-entry data documenting make-up learning aligned to missed priority skills.

Suspension Rate Indicator Needs Assessment (2025 Dashboard)

This needs assessment examines suspension performance at Aspen Valley Preparatory Academy (AVPA) using the Suspension Rate Indicator reported on the California School Dashboard. The indicator measures the percentage of students suspended at least once during the school year for behaviors enumerated under Education Code section 48900. AVPA's schoolwide suspension rate has declined from 7.8% in 2023-24 to 4.7% in 2024-25, a positive trajectory that nonetheless remains elevated for an elementary setting and reflects continuing disparities across student groups. This assessment is organized to align with LCFF Priority 6 (School Climate) under Education Code section 52060(d) and identifies gaps, data analyzed, educational partners engaged, strengths, needs, resource inequities, root causes, and a 2026-27 action plan.

Identified Gaps: AVPA's suspension rate declined from 7.8% in 2023-24 to 4.7% in 2024-25, demonstrating measurable progress at the schoolwide level. Despite this improvement, suspension rates remain disproportionately elevated for several student groups. The highest rates apply to socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities. The White student group received the Red performance level on the 2025 California School Dashboard Suspension Rate Indicator, triggering Additional Targeted Support and Improvement (ATSI) identification.

2023-24: Suspension			2024-25: Suspension		
	Total	Rate		Total #	Rate
All Students	28	7.8%	All Students	16	4.7%
EL	4	8.2%	EL	3	7.0%
Homeless	5	10.2%	Homeless	2	4.5%
SED	24	8.5%	SED	13	4.7%
SWD	6	14.3%	SWD	5	10.9%
Hispanic	17	6.7%	Hispanic	10	4.0%
White	3	7.3%	White	4	11.4%

Additional Targeted Support and Improvement (ATSI) Identification: AVPA remains eligible for ATSI because it has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified the school for ATSI for the White student group, which received the Red performance level on both the Suspension Rate Indicator and the Chronic Absenteeism Indicator.

It is important to contextualize the White student group identification within AVPA's enrollment composition. Because the White student group is a small student group at AVPA, the Suspension Rate Indicator for this subgroup is sensitive to small n size effects, in which a single student's discipline incident produces large percentage shifts at the subgroup level. The same small n size context noted on the Chronic Absenteeism Indicator applies here. AVPA will respond with the same intensity and tiered behavioral supports applied to all students at risk of suspension, while transparently noting this statistical context for authorizer review.

Aspen Valley Preparatory Academy has developed its 2026-27 LCAP to meet Additional Targeted Support and Improvement (ATSI) Planning requirements, with guidance provided by the California Department of Education (CDE). Source: [ATSI Planning Summary](#)

Data Analyzed: AVPA reviewed both quantitative and qualitative data sources to triangulate findings on student behavior and suspension and to identify the conditions driving disparities.

- **Quantitative Data:** Quantitative analysis included the 2025 California School Dashboard Suspension Rate Indicator with disaggregated subgroup performance, multi-year suspension rate trend data from 2023-24 through 2024-25, behavior incident data from Infinite Campus including incident type, location, time of day, and grade level, office discipline referral data tracked by classroom and grade, suspension data disaggregated by infraction category under Education Code section 48900, and behavior intervention engagement data for students participating in tiered behavioral supports.
- **Qualitative Data:** Qualitative analysis included classroom observations focused on Tier 1 behavioral routines and de-escalation practice, teacher input gathered through professional development sessions and the Teacher Leadership Team on the conditions producing behavioral escalation, parent feedback gathered through ELAC, the Parent Advisory Committee (PAC), the Parent Leadership Team, and Pastries with the Principal, student voice

gathered through the Student Leadership Team and the Community Schools Advisory Council, and climate survey results addressing student inclusion, connectedness, safety, engagement, and belonging.

Educational Partners Engaged: Engagement was conducted in alignment with the LCAP development requirements under Education Code section 52060(g) and section 52062 and ATSI Planning requirements. Educational partners contributed to data analysis, root cause identification, and action plan design through the following structures: administration leadership review; teacher engagement through professional development, staff meetings, and the Teacher Leadership Team; parent engagement through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal community sessions; and student voice through the Student Leadership Team and the Community Schools Advisory Council.

Strengths Identified: AVPA documented a clear positive trajectory on the schoolwide suspension rate, which declined from 7.8% in 2023-24 to 4.7% in 2024-25. This 3.1 percentage point reduction reflects coordinated work to strengthen Tier 1 behavioral expectations, expand de-escalation practice, and engage families in behavioral intervention. Suspension rates for Students with Disabilities also declined as part of this schoolwide trend, indicating that intentional focus on tiered supports for the most historically affected subgroup is producing measurable improvement.

Teachers consistently apply evidence-based behavioral de-escalation strategies in response to escalating student behavior. Established communication structures through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal provide direct channels for family engagement and have supported behavioral intervention efforts. The Student Leadership Team and the Community Schools Advisory Council surface student voice on safety, belonging, and engagement, providing qualitative data that informs targeted behavioral interventions.

Identified Needs: AVPA's primary need is to continue reducing the schoolwide suspension rate from 4.7% toward 3% or below by June 2027, with priority focus on socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities. Specific instructional and operational needs include strengthened Tier 1 schoolwide behavioral expectations across all classrooms and common areas, structured social-emotional learning instruction integrated into the daily schedule, expanded restorative practices to repair harm and rebuild relationships rather than rely on exclusionary discipline, and consistent implementation of trauma-informed practices in response to documented community trauma exposure.

AVPA also needs to address the documented behavioral escalation among Students with Disabilities. Behavioral challenges have escalated significantly, particularly among Students with Disabilities, creating a learning environment that at times feels unsafe for other students and remains difficult to manage despite teachers' consistent use of evidence-based de-escalation strategies. Despite ongoing conversations with families and educational partners, the school continues to struggle with significant behavioral concerns among a subset of students. Targeted Tier 2 and Tier 3 behavior intervention plans aligned to IEP Behavior Intervention Plans (BIPs), expanded mental health and counseling capacity, and consistent functional behavior assessment (FBA) processes are needed to address these escalations.

Priority Student Groups: AVPA identified four priority groups for the 2026-27 school year: socioeconomically disadvantaged students given documented elevated suspension rates, Hispanic students given documented elevated rates, Students with Disabilities given documented behavioral escalation patterns, and students experiencing community trauma exposure (school lockdowns, housing instability, law enforcement presence). The White student group is included in tiered behavioral supports applied to all students at risk of suspension, while AVPA continues to note the small n-size context that drives the Red performance level for this student group.

Resource Inequities: AVPA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the Alliance for Resource Equity. Resource inequities affecting student behavior and suspension overlap with those documented in the academic and chronic absenteeism needs assessments and include school funding relative to high student need, limited dedicated mental health and counseling staffing, and constrained capacity to coordinate with community-based behavioral health services.

Specific resource inequities affecting suspension include limited capacity for daily behavior intervention case management, including Tier 2 and Tier 3 supports and consistent implementation of FBAs and BIPs; insufficient mental health and counseling capacity to address the volume of students experiencing trauma exposure and behavioral escalation; and limited capacity to provide intensive behavioral coaching and consultation for teachers managing classrooms with multiple students requiring Tier 2 or Tier 3 behavioral support.

Students at AVPA have also experienced significant trauma within their school and surrounding community, including school lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues. These trauma exposures contribute to behavioral escalation and require trauma-informed responses that extend beyond Tier 1 classroom management.

Root Cause Analysis: Continuing suspension disparities reflect multiple interconnected conditions rather than a single cause. The following root causes apply to the 'All Students' group and, with greater intensity, to subgroups with documented elevated rates.

- **Behavioral Escalation Among Students with Disabilities:** Behavioral challenges have escalated significantly among Students with Disabilities, creating a learning environment that at times feels unsafe for other students and remains difficult to manage despite teachers' consistent use of evidence-based de-escalation strategies. Despite ongoing conversations with families and educational partners, the school continues to struggle with significant behavioral concerns among a subset of students. The current capacity for Tier 2 and Tier 3 behavioral support, including FBA and BIP processes, has not kept pace with the volume and intensity of behavioral need.
- **Community Trauma Exposure:** School lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues have created cumulative trauma exposure that directly affects student behavior. Students experiencing trauma may exhibit behavioral responses including hypervigilance, dysregulation, and avoidance, which can present as discipline incidents in the classroom and require trauma-informed rather than exclusionary responses.
- **Inconsistent Tier 1 Behavioral Expectations and Implementation:** Schoolwide behavioral expectations are not always consistently taught, modeled, and reinforced across classrooms and common areas. When Tier 1 expectations are uneven, students experience inconsistent behavioral conditions across settings, which contributes to confusion about expectations and increases the likelihood of escalation that results in office discipline referrals and suspensions.
- **Limited Mental Health and Counseling Capacity:** The volume of students experiencing trauma exposure, behavioral escalation, and social-emotional needs exceeds the current capacity of mental health and counseling staffing. Without sufficient capacity for individual and small-group counseling, students at risk of suspension do not consistently receive the early behavioral support that prevents escalation to a suspendable offense.
- **Limited Restorative Practice Implementation:** Restorative practice routines, including community circles, restorative conversations, and harm-repair protocols, are not yet consistently implemented across all classrooms and grade levels. Reliance on traditional exclusionary discipline rather than restorative practice reduces opportunities for students to rebuild relationships and learn from behavioral incidents, contributing to repeat referrals and suspensions for the same student.
- **Small n-Size Effects on Subgroup Reporting:** For small subgroups at AVPA, including the White student group, the Suspension Rate Indicator is sensitive to small numbers of students. A single student's discipline incident can produce large percentage shifts at the subgroup level, which results in over-identification and over-reporting that may not reflect a systemic concern proportionate to the schoolwide pattern. AVPA addresses suspension risk for all students with the same intensity, while transparently noting this small n context for authorizer review.

2026-27 Action Plan: AVPA's 2026-27 action plan responds to continuing suspension disparities and behavioral escalation with a coordinated set of evidence-based actions. The plan goal is to reduce the schoolwide suspension rate from 4.7% toward 3% or below by June 2027, with proportional reductions across subgroups with documented elevated rates and the White student group identified for ATSI.

1. **Strengthen Tier 1 Schoolwide Behavioral Expectations and Implementation:** AVPA will implement a refreshed Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined schoolwide behavioral expectations taught, modeled, and reinforced consistently across all classrooms and common areas. Teachers will use shared language, common visuals, and consistent acknowledgment systems. Daily classroom community-building routines will reinforce expectations and build positive relationships that prevent escalation.
2. **Expand Restorative Practices:** AVPA will expand restorative practice implementation across all grades, including community-building circles, restorative conversations after behavioral incidents, and harm-repair protocols. Staff will be trained in restorative facilitation, and re-entry conferences will be conducted for students returning from any suspension to support repair and successful reintegration. Restorative practice will replace exclusionary discipline as the default response wherever feasible under Education Code section 48900.
3. **Build Tier 2 and Tier 3 Behavior Intervention Capacity:** AVPA will strengthen Tier 2 and Tier 3 behavior intervention through structured Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students with persistent behavioral concerns, with particular attention to alignment with IEP behavior goals and BIPs for Students with Disabilities. Behavior contracts, check-in/check-out routines, and small-group social skills instruction will be available for students requiring Tier 2 support. A multidisciplinary behavior team will meet weekly to triage referrals, assign interventions, and monitor progress.
4. **Implement Trauma-Informed Practices Schoolwide:** Recognizing the cumulative community trauma exposure documented at AVPA, all staff will receive training in trauma-informed practices including recognition of trauma responses, regulation strategies, and relationship-based interventions. Classroom routines will include calming corners, regulation breaks, and predictable transitions. Staff will be trained to differentiate between willful misconduct and trauma response, applying suspension consistent with Education Code section 48900 only when warranted and exhausting trauma-informed alternatives first.
5. **Expand Mental Health and Counseling Capacity:** AVPA will expand school counseling and mental health capacity through staffing, partnership with community-based mental health providers, and referral protocols for students with elevated behavioral and emotional needs. Counseling services will include individual and small-group counseling, crisis intervention, and family support. Community partner referrals will address needs that extend beyond school capacity.
6. **Provide Professional Development and Coaching for Behavior Management:** Teachers will participate in ongoing professional development addressing classroom management, de-escalation, restorative practice facilitation, trauma-informed instruction, and tiered behavioral support. Coaching cycles will provide individualized support for teachers managing classrooms with multiple students requiring Tier 2 or Tier 3 behavioral support. PLC teams will engage in regular analysis of behavior data and planning targeted interventions.
7. **Strengthen Family Partnership and Communication:** AVPA will continue ongoing conversations with families and educational partners regarding behavioral concerns and intervention strategies. Behavioral intervention plans will be developed in partnership with families and shared transparently. Communication will occur proactively rather than only at the point of disciplinary incident, and family engagement structures including ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal will be used to inform and refine the behavioral support framework.

Monitor and Report Progress Quarterly: Suspension rate (metric #9: Measuring and Reporting Results) and behavior data will be reviewed monthly by the leadership team and the multidisciplinary behavior team, and quarterly with the Teacher Leadership Team, ELAC, PAC, and the Community Schools Advisory Council. Dashboard suspension rates and internal behavior incident data will be tracked together to ensure that tiered intervention translates into reduced suspensions by year-end.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Aspen Valley Preparatory Academy (AVPA) will expend its remaining LREBG allocation of \$35,312 during the 2026-27 school year, fully expending all LREBG funds available to the school. The full allocation will fund summer programming to supplement the school's Expanded Learning Opportunities Program (ELOP) and provide intensive academic intervention support and tutoring for AVPA's most academically underserved students.

Needs Assessment: AVPA's comprehensive needs assessment, conducted in accordance with EC section 32526(d)(2), (3), (5), and (6), identified persistent academic achievement gaps as the school's most significant learning recovery priority. The 2025 California School Dashboard documents declining performance across multiple Academic Indicators with disproportionate impact on AVPA's unduplicated students and Students with Disabilities. On the ELA Indicator, the All Students group performed at -38.5 Distance from Standard (Orange), with English Learners at -63.4 DFS, students experiencing homelessness at -63.1 DFS, socioeconomically disadvantaged students at -43.3 DFS (Orange), and Students with Disabilities at -115.8 DFS. On the Mathematics Indicator, the All Students group performed at -55.9 DFS (Orange), with English Learners at -73.5 DFS, students experiencing homelessness at -98.6 DFS, socioeconomically disadvantaged students at -63.6 DFS (Orange), and Students with Disabilities at -144.7 DFS.

The i-Ready Spring 2026 diagnostic confirms the magnitude of unmet need. Only 6% of Students with Disabilities are performing on grade level in ELA, 9.1% in Mathematics; only 11.5% of English Learners are performing on grade level in either subject; only 33.1% of socioeconomically disadvantaged students are performing on grade level in ELA and 30.7% in Mathematics; and only 28.5% of students experiencing homelessness are performing on grade level in ELA, 35.7% in Mathematics. Approximately 50% of currently enrolled students schoolwide read at least two years below grade level, with disproportionate representation of unduplicated students in this group. The English Learner Progress Indicator (ELPI) declined to 37.1% (Red) on the 2025 Dashboard, an 11.5% decline from the prior year.

AVPA also remains eligible for Additional Targeted Support and Improvement (ATSI) for the White student group, which received the Red performance level on both the Chronic Absenteeism and Suspension Rate Indicators. The needs assessment identified the absence of sustained Tier 2 intervention during summer months, when many of AVPA's most academically underserved students lose instructional ground due to limited access to enrichment and tutoring outside of school, as a recurring barrier to learning recovery. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, the Parent Leadership Team, and the Community Schools Advisory Council consistently identified extended learning time through summer programming as a high-leverage investment for unduplicated students whose families face barriers to private tutoring and enrichment.

Expenditure 1: Summer Programming Supplementing ELOP

Position (LCAP Goal and Action): Summer Programming Supplementing ELOP (Goal 1, Action 2: MTSS - Addressing Academic Needs to Accelerate Learning)

Amount of LREBG Funds: \$35,312

Rationale: AVPA will fully expend its remaining LREBG allocation to fund summer programming that supplements the Expanded Learning Opportunities Program (ELOP) and provides intensive academic intervention support and tutoring for students requiring Tier 2 and Tier 3 academic intervention in reading and mathematics. Summer programming extends learning time beyond the regular school year, mitigates summer learning loss for unduplicated students and Students with Disabilities, and provides structured academic recovery for students entering 2026-27 who performed below grade level on the i-Ready Spring 2026 diagnostic.

Summer programming will be delivered by AVPA's credentialed teachers and trained instructional staff and will include structured small-group tutoring aligned to individual student diagnostic skill deficits identified through i-Ready, Amplify mCLASS (the K through 2 reading difficulties screener under Education Code section 53008), and Innovamat Thinking Math (K through 5 formative assessment); explicit, systematic instruction in foundational reading skills (phonemic awareness, phonics, decoding, fluency, comprehension, vocabulary) and foundational mathematics skills (number sense, place value, operations, problem-solving, conceptual understanding); language acquisition support for English Learners aligned to the California English Language Development Standards; and access to grade-level texts and mathematical tasks with appropriate scaffolds for Students with Disabilities, including dually identified Students with Disabilities and English Learners.

Unduplicated students, particularly English Learners, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, will receive prioritized access to summer programming based on family need and academic data. Students reading three or more grade levels below as identified by i-Ready will receive intensive summer intervention to accelerate growth before the start of the 2026-27 school year. This expenditure is aligned with EC section 32526(c)(2) allowable uses for providing summer school or intersessional instructional programs, additional academic services and tutoring using evidence-based approaches and supporting expanded learning opportunity program services pursuant to Education Code section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Extended learning time through summer programs, when delivered by credentialed educators using structured curricula aligned to school-year instruction, produces measurable academic gains and mitigates summer learning loss, particularly for students from low-income households, English Learners, and Students with Disabilities. Studies meeting ESSA Tier 2 evidence standards demonstrate that high-dosage tutoring programs are among the most effective interventions for accelerating learning recovery, with the strongest effects observed when tutoring is aligned to individual student diagnostic data, delivered by trained educators, and integrated with school-year intervention systems.

Metric(s): Effectiveness will be measured through i-Ready Reading and Mathematics, and CAASPP ELA & math performance (metrics #1 & 2).

LCAP Alignment: This expenditure is included in the 2026-27 LCAP in compliance with EC section 52064.4. Summer Programming Supplementing ELOP is included under Goal 1, Action 2 (MTSS: Addressing Academic Needs to Accelerate Learning), which also includes Tier 1, Tier 2, and Tier 3 academic interventions delivered during the regular school year, the credentialed Intervention Coordinator role, protected daily intervention blocks, the i-Ready Teacher Toolbox, AIMS Reading Intervention, Reflex, Frax, and Innovamat Thinking Math. The LREBG-funded summer programming component represents a portion of the total Action 2 expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds, Title I, and other applicable funding sources including the Expanded Learning Opportunities Program (ELOP) under Education Code section 46120.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The Administrators and Principal engagement structure identified continued investment in academic intervention and extended learning opportunities as priorities aligned to ATSI response. Teachers, through monthly grade-level team meetings between January and May 2026, emphasized the need for sustained Tier 2 reading and mathematics intervention and continued summer programming for unduplicated students performing below grade level. Classified staff affirmed continued use of LREBG funds for targeted academic recovery serving English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. The Parent Advisory Committee (PAC) and the Parent Leadership Team affirmed expanded learning opportunities through ELOP and summer programming as essential investments for the 2026-27 LCAP. The English Learner Advisory Committee (ELAC) affirmed continued use of LREBG funds for English Learner academic recovery, particularly through summer programming that extends language acquisition support beyond the regular school year. Students, through the Student Leadership Team and the Community Schools Advisory Council, expressed strong interest in personalized tutoring and goal-setting partnerships with educators that summer programming will support.

The needs assessment and expenditure plan were reviewed through the PAC, ELAC, and Community Schools Advisory Council advisory processes and for final review prior to LCAP submission to the Aspen Public Schools Governing Board.

2024 CA SCHOOL DASHBOARD

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

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

Aspen Valley Preparatory Academy used the LCAP to meet [ATSI planning requirement](#), that includes the following needs assessment.

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

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

I. Current Data Analysis – use of State & Local Data: The 2023-2024 school year data revealed concerning suspension rates across all student groups. All students collectively received a RED performance level designation with a 7.8% suspension rate, representing a 3.9% increase from the previous academic year. When disaggregated by student groups, the data showed particularly high suspension rates for Students with Disabilities (14.3%), African American

students (12.2%), Homeless students (10.2%), English Learners (8.2%), Socioeconomically Disadvantaged students (8.5%), White students (7.3%), and Hispanic students (6.7%).

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

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

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

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

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

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

IV. Areas of Need by Student Group: While overall suspension rates have decreased, the data reveals specific areas of need for each student group:

- **White Students (11.4%):** This group now has the highest suspension rate at 11.4%, representing a concerning increase from 7.3% in the previous year. White students require targeted social-emotional counseling, consistent implementation of behavior intervention strategies, and improved home-school communication.
- **Students with Disabilities (8.8%):** Though reduced from 14.3%, this group continues to have the second-highest suspension rate. They need more consistent implementation of IEP accommodations and modifications, properly executed Behavior Intervention Plans, and coordinated support between special education and general education staff.
- **English Learners (7.0%):** The suspension rate for English Learners has decreased but remains concerning. This group requires culturally responsive disciplinary approaches, language-appropriate behavioral supports, and targeted interventions that address potential communication barriers contributing to behavioral issues.
- **African American Students (6.4%):** While showing improvement from 12.2%, African American students continue to experience disproportionate suspension rates. They need culturally responsive discipline strategies, equitable application of the school's discipline matrix, and mentoring opportunities.

- **Socioeconomically Disadvantaged Students (3.8%):** Though significantly improved from 8.5%, this large student group (263 students) accounts for the majority of suspensions (10) and requires continued attention. These students benefit from access to basic needs support, mental health services, and family engagement strategies that acknowledge potential home stressors.
- **Hispanic Students (2.8%):** This group has shown substantial improvement from 6.7% and now has a rate below the schoolwide average. Continued culturally responsive practices and family engagement will help maintain this positive trend.
- **Homeless Students (2.3%):** Showing the most dramatic improvement from 10.2% to 2.3%, homeless students have benefited from targeted support services but still require consistent monitoring and wraparound services to maintain this progress.

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

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

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

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

VII. Comprehensive Plan of Action for 2025-26

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

- **Phase 1: Assessment and Planning (Summer 2025):** The school will conduct thorough suspension data analysis, disaggregating information by grade level, student demographics, time of year, and type of infraction to identify specific patterns. This analysis will inform the creation of a real-time suspension tracker for ongoing monitoring. A schoolwide suspension task force will be established, bringing together administrators, teachers, support staff, parents, and students to develop clear protocols for implementing the Discipline and Behavior Matrix consistently. The task force will define specific thresholds for student support interventions and create standardized response protocols.
- **Phase 2: Implementation of Multi-Tiered System of Supports (2025-26 School Year)**
- *Tier 1: Universal Supports for All Students* The school will implement a positive behavior campaign promoting schoolwide expectations through the Leader in Me curriculum. Consistent behavior routines will be established for both classroom and non-classroom settings, with particular attention to

structured activities during recess and lunch periods. The current incentive systems will be enhanced, celebrating improvements in behavior through the "Eagles Bucks" token economy for classroom behavior and "Caught Being Good" tickets for positive behavior outside of class.

- *Tier 2: Targeted Interventions for At-Risk Students* Students showing early signs of behavioral challenges will receive family outreach and support through Parenting Partners workshops, 7 Habits Pastries with Principals, and Student Success Team meetings. A key strategy will involve connecting these students with engaging after-school program options aligned with their interests, including boxing, hip-hop dance, clay club, Minecraft, sports, cheerleading, and music. These programs will provide structured environments for developing positive peer relationships and self-regulation skills.
- *Tier 3: Intensive Interventions for High-Need Students* Students requiring intensive support will undergo comprehensive behavior assessments leading to individualized behavior plans with specific goals and strategies. Individualized counseling sessions will address underlying social-emotional needs, while families will be connected to support services including counseling, mental health behavioral counseling, and family/community resources. Crisis intervention protocols, safety planning, and follow-up procedures will be implemented for students experiencing severe behavioral challenges. Personalized re-engagement strategies using afterschool enrichment activities will help rebuild positive school connections.
- **Phase 3: Monitoring and Adjustment (Ongoing Throughout 2025-26):** The implementation will be continuously monitored through key performance indicators including monthly suspension rates by grade level, MTSS implementation fidelity observations with debriefing sessions, and feedback from students, staff, and families. Semester reviews will analyze progress toward goals and identify successful and unsuccessful strategies, allowing for timely adjustments to the intervention approach.

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

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

- Provide mandatory, ongoing professional development and coaching for all staff on restorative practices, PBIS, and trauma-informed care. (evidence-based interventions)
- Establish fidelity checks and regular review of discipline data to ensure consistent, equitable application across all classrooms and student groups.
- Expand alternatives to suspension, such as restorative circles, mediation, and in-school interventions. (evidence-based interventions)

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

- Increase staffing for school counselors, social workers, and behavioral interventionists, prioritizing support for SWD, SED, and Homeless youth.
- Implement universal behavioral screeners to proactively identify students needing Tier 2/3 supports.
- Strengthen partnerships with community mental health providers for wraparound services.

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

- Prioritize recruitment and retention of diverse, highly qualified teachers and support staff, including incentives for hard-to-fill positions.
- Develop a comprehensive onboarding and ongoing PD program focused on cultural responsiveness, disability awareness, and alternatives to suspension.
- Assign instructional coaches to support new and substitute teachers in classroom management and MTSS implementation.

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

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

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

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

5. Monitor Progress and Adjust Interventions

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

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

- Publicly report progress and seek feedback from educational partners.

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

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

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

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

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

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

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

Specific student groups requiring targeted support include Socioeconomically Disadvantaged (SED) students, Hispanic students, English Learners, and Students with Disabilities. There is a need for improved coaching and professional development, including more structured coaching for instructional aides implementing interventions, training on addressing student behavior challenges that interfere with learning, and consistent implementation of evidence-based pedagogical strategies.

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

Resource Inequities

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

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

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

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

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

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

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

- **Academic Assessment and Data Analysis:** AVPA should continue implementing i-Ready Reading and Math assessments three times per year while strengthening data analysis protocols following each assessment period and developing targeted intervention plans based on specific skill gaps identified. Implementation of structured data meetings after each assessment cycle will be crucial, along with training teachers on using assessment data to inform instruction and creating visual data tracking systems to monitor student progress.
- **Academic Instruction and Intervention:** Strengthening Tier 1 core instruction requires intensive professional development on effective first instruction, focus on foundational skills in both ELA and Math, and implementation of consistent instructional routines across grade levels. Enhancement of the Tier 2 intervention program should include structuring intervention blocks with clear protocols and expectations, providing dedicated time for targeted small group instruction, and implementing specific intervention programs with fidelity (including AIMS reading intervention, Reflex and Frax math intervention, and specialized instruction for students performing below grade level).
- Expanded learning opportunities should prioritize struggling students for high-dose tutoring, continue offering after-school, intersession, and summer programming, and develop targeted curriculum for extended learning that aligns with classroom instruction.
- **Professional Development and Coaching:** Targeted professional learning should provide training on evidence-based instructional strategies for both ELA and Mathematics, focus on differentiated instruction to meet diverse student needs, and offer specialized training for supporting SED and Hispanic student

groups. An instructional coaching model should implement regular coaching cycles with feedback, provide demonstration lessons and co-teaching opportunities, and create professional learning communities focused on academic improvement.

- Instructional aide training should develop a comprehensive program focused on evidence-based intervention strategies with ongoing coaching and support.

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

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

2023 CA School Dashboard

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

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

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

Excerpt from 2024-25 LCAP:

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

2022 CA School Dashboard:

- White Student Group: "Very High" Chronic Absenteeism

2023 CA School Dashboard:

- White Student Group: RED Performance Level Chronic absenteeism indicator

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

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

Aspen Valley Preparatory Academy is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Aspen Valley Preparatory Academy is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Between October 2025 and May 2026, Aspen Public Schools Central Office and Site Administration engaged in a systematic, ongoing review of LCAP goals, actions, and metrics through quarterly meetings and through the Aspen Public Schools Policy Lunch with Principals meetings. Dates: Quarterly meetings were held in October 2025, January 2026, March 2026, and May 2026. The Aspen Public Schools Policy Lunch with Principals meetings were convened during this same period and included the Chief Executive Officer, the Charter Management Organization (CMO) team, and school leaders. Topics Discussed: Meetings covered continuous review of local performance and California School Dashboard data, evaluation of program effectiveness including Title-funded programs, and monitoring of key instructional and operational priorities. Specific topics included i-Ready diagnostic data following each assessment cycle, grade-level academic performance, Aspen Public Schools' discipline matrix for consistency and equity, professional development effectiveness, student support services, the impact of Math and ELA intervention blocks, and English Learner Master Plan implementation and progress. A significant focus was the strategic alignment of funding sources with student need. Administrators reviewed the use and effectiveness of Title I funds supporting Tier 1 and Tier 2 academic interventions, instructional aide staffing, and family engagement; Title II funds supporting professional learning for educators and administrators; Title III funds supporting English Learner-specific programs and services; and Title IV-A funds supporting student support and academic enrichment programs including school climate work. Administrators also reviewed the use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code section 32526, ensuring that LREBG investments target the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI). AVPA remains eligible for ATSI because the school has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified AVPA for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator. Administrators reviewed the conditions driving ATSI

	identification and the evidence-based interventions, resources, and monitoring structures that will be implemented through the 2026-27 LCAP to support exit from identification. The Aspen Public Schools Policy Lunch with Principals meetings reviewed existing policies and discussed upcoming changes, including policy and practice updates to strengthen systems for addressing chronic absenteeism and early intervention, planned budget adjustments aligned to 2026-27 priorities including Title funding allocations and LREBG investments, documentation practices particularly for ATSI-related interventions, and anticipated staffing changes to better align with schoolwide goals. Feedback Provided: Administrators identified continued commitment to data-driven continuous improvement as the foundational outcome of the engagement cycle. Specific feedback and identified needs included continued monitoring of 2025-26 LCAP goals, actions, and metrics; analysis of the 2025 California School Dashboard results with particular focus on the ATSI identification for the White student group on the Chronic Absenteeism and Suspension Rate indicators; review of local performance data including i-Ready Spring 2026 diagnostic results, ELPAC results, and IEP goal attainment; completion of the 2025-26 LCAP midyear update; analysis of LCAP survey results; review of Title funding and LREBG fund effectiveness in supporting priority student groups; and professional development planning with Aspen Public Schools Central Office administration, the Site Director, and school leadership in preparation for the 2026-27 implementation cycle. Feedback also affirmed the need for refined documentation practices supporting ATSI compliance, improved family engagement related to attendance and behavior, and continued alignment between school-level priorities and Aspen Public Schools Central Office initiatives.
Teachers	Teacher input was collected through monthly Tier 1 grade-level team meetings held between January 2026 and May 2026 to inform LCAP goal development, action planning, response to ATSI identification, and evaluation of program effectiveness including Title-funded programs. Dates: Monthly grade-level team meetings were held in January, February, March, April, and May 2026. Topics Discussed: Staff reviewed internal data including i-Ready diagnostic results, Mathematics progress data, CKLA progress data, and behavioral incident data. Ongoing review topics included i-Ready diagnostic data, behavior and academic referrals, grade-level academic performance, parent engagement, professional development planning and feedback, and identification of mental health and special education assessment needs. Teachers reviewed the use and effectiveness of Title-funded programs supporting their classrooms, including Title I funds supporting Tier 1 and Tier 2 academic interventions, instructional aide staffing, family engagement, and the i-Ready Teacher Toolbox; Title II funds supporting professional learning; Title III funds supporting English Learner-specific programs and services including the CKLA Language Studio designated ELD curriculum; and Title IV-A funds supporting student support and academic enrichment programs including school climate work. Teachers also reviewed the use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code section 32526, with discussion focused on ensuring that LREBG investments support the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities.

	Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. Teachers reviewed the 2025 California School Dashboard ATSI identification of the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator, and discussed how Tier 1 instruction, PBIS implementation, and tiered behavioral and attendance supports apply across all chronically absent students and students at risk of suspension. Feedback Provided: Across all feedback cycles, teachers identified the need for additional resources and personnel to support student social-emotional, behavioral, and academic needs. Staff noted instructional aides as a key support for English Learners and for small-group instruction and requested continued aide staffing along with targeted professional development for aides to strengthen intervention delivery and behavior support. Teachers also requested increased professional development for supporting students with IEPs, English Learner services, and dually identified Students with Disabilities. Staff identified the need for a Tier 2 reading intervention teacher to address learning gaps and requested improved attendance systems and family communication. Teachers reported students using profanity on the play yard, which prompted requests for increased PBIS fidelity training, stronger schoolwide implementation of behavioral expectations, expanded multicultural events, and broader use of restorative practices. Staff also highlighted the need for additional support for chronic absenteeism among foster and unhoused students and for increased family engagement and awareness of community partnerships. Teachers affirmed continued use of Title funding for instructional aides, reading and math intervention, and ELD support, and identified continued use of LREBG funds for targeted academic recovery as essential investments for the 2026-27 LCAP.
Classified/Other Staff	Classified and other personnel participated in all-staff meetings held throughout the 2025-26 school year to inform LCAP goal development, action planning, response to ATSI identification, and evaluation of program effectiveness including Title-funded programs and Learning Recovery Emergency Block Grant (LREBG) investments. Dates: All-staff meetings were held on August 22, September 26, and October 24, 2025; December 19, 2025; and January 30, February 13, March 20, and May 8, 2026. Topics Discussed: Meetings focused on LCAP goals, actions, and metrics; the English Learner Master Plan; Kelvin survey data; and review of the 2025 California School Dashboard results and their implications for 2026-27 planning. A significant focus of meetings was the strategic alignment of funding sources with student need. Classified staff reviewed the use and effectiveness of Title I funds supporting Tier 1 and Tier 2 academic interventions, instructional aide staffing, and family engagement; Title II funds supporting professional learning; Title III funds supporting English Learner-specific programs and services; and Title IV-A funds supporting student support and academic enrichment programs including school climate work. Classified staff also reviewed the use of LREBG funds under Education Code section 32526, with discussion focused on ensuring that LREBG investments target the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. Classified staff reviewed the 2025 California

	School Dashboard ATSI identification of the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator, and discussed how AVPA's tiered behavioral, attendance, and academic supports apply across all chronically absent students and students at risk of suspension. Feedback Provided: Feedback indicated increased understanding of how LCAP goals align with Aspen Public Schools' mission and vision, with classified staff reporting a stronger connection between their daily responsibilities and schoolwide improvement efforts. Staff expressed appreciation for improved awareness of LCAP metrics and a clearer understanding of how Aspen Public Schools Central Office initiatives and AVPA priorities support student success. Staff also expressed appreciation for the opportunity to provide direct input on the use of Title funding, LREBG investments, and the effectiveness of Title-funded and LREBG-funded programs supporting student academic and social-emotional outcomes. Key needs identified through classified staff engagement included reducing chronic absenteeism, particularly for the All Students group at 18.4% and for student groups in Red on the 2025 Dashboard; reducing suspension rates with attention to the ATSI identification for the White student group; and increasing academic support for students performing two or more grade levels below in ELA and Mathematics, particularly given that approximately 50% of currently enrolled students at AVPA are reading at least two years below grade level. Staff also identified continued use of Title funding to support Tier 1 and Tier 2 interventions, instructional aide staffing, and professional development, and continued use of LREBG funds for targeted academic recovery for priority student groups, as priority investments for the 2026-27 LCAP.
Students	Student input was gathered through the Student Leadership Team, Community Schools Advisory Council meetings, and the Kelvin Student Climate Survey to inform LCAP goal development, action planning, response to ATSI identification, and program design supporting student academic and social-emotional outcomes. Dates: The Student Leadership Team met twice monthly from September 2025 through May 2026. The Community Schools Advisory Council, which includes student members alongside family members, staff, and community partners, met on September 18 and November 5, 2025, and on February 4 and May 7, 2026. The Kelvin Student Climate Survey was administered three times during the 2025-26 school year. Topics Discussed: Engagement structures collected feedback on school climate, connectedness, belonging, safety, engagement, and priorities for the 2026-27 LCAP. Student Leadership Team meetings provided ongoing opportunities for students to share ideas and influence school initiatives, including the design of programs that affect their daily school experience. Community Schools Advisory Council meetings reviewed integrated student supports, family and community engagement, and school climate priorities. Engagement structures also surfaced student perspectives on the programs supported through federal and state funding sources at AVPA. Student feedback informed discussions of Title I-funded Tier 1 and Tier 2 academic interventions, instructional aide staffing, and expanded learning opportunities through the Expanded Learning Opportunities Program (ELOP); Title III-funded English Learner programs and services for student peers; and Title IV-A-funded student support and academic enrichment programs including school climate work and the School Ambassadors program. Student feedback also informed discussions on the use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code section 32526, with attention to ensuring that learning recovery supports

	reach the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. The Student Leadership Team and Community Schools Advisory Council reviewed the climate conditions reflected in the Kelvin Student Climate Survey, which inform the school's response to ATSI identification by addressing the belonging and engagement conditions that support sustained attendance and reduce risk of suspension. Feedback Provided: Student feedback highlighted a desire for more personalized and collaborative academic support, particularly in tutoring and assessment practices. Students expressed interest in reviewing their own assessment results, setting growth goals alongside educators, and receiving more targeted tutoring aligned to their specific learning needs. Kelvin Student Climate Survey results (91% participation rate) indicated that 71% of students reported a sense of inclusion, 65% reported connectedness, 64% reported safety, 50% reported engagement, and 50% reported belonging, identifying engagement and belonging as the conditions most in need of sustained focus. Student input continues to inform LCAP planning and school improvement efforts, with emphasis on strengthening student voice, inclusion, and responsive academic support systems. Specific student priorities surfaced through engagement, including personalized tutoring, goal-setting partnerships with educators, and expanded engagement and belonging strategies, are reflected in the 2026-27 LCAP actions addressing MTSS academic supports, school climate, and family and community engagement. Student feedback also affirmed the value of Title-funded and LREBG-funded supports including ELOP, classroom aides, and school climate programs as essential investments for the 2026-27 LCAP.
Student Advisory Committee (SAC)	Not applicable to AVPA since the school serves TK-6.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Parent input was gathered through Parent Leadership Team meetings, Community Schools Advisory Council meetings, and the Kelvin Parent Survey to inform LCAP goal development, action planning, response to ATSI identification, and evaluation of program effectiveness including Title-funded programs and Learning Recovery Emergency Block Grant (LREBG) investments. AVPA ensured representation of families of Unduplicated Pupils (English Learners, socioeconomically disadvantaged students, and foster youth) and families of Students with Disabilities across all engagement structures in alignment with the LCAP development requirements under Education Code section 52062. Dates: The Parent Leadership Team met on the first Wednesday of every month throughout the 2025-26 school year, providing families with ongoing opportunities to participate in school decision-making. The Community Schools Advisory Council, which includes family members, students, staff, and community partners, met on September 18 and November 5, 2025, and on February 4 and May 7, 2026. The Kelvin Parent Survey was administered three times during the 2025-26 school year. Topics Discussed: Engagement structures gathered feedback on school safety, sense of belonging, instructional environment, discipline practices, and priorities for the 2026-27 LCAP. Parent Leadership Team meetings provided ongoing opportunities for families to participate in decision-making across LCAP goals, actions, and metrics. Community Schools Advisory Council meetings reviewed integrated student supports, expanded learning

	opportunities, family and community engagement strategies, and collaborative leadership and practices in alignment with the California Community Schools Framework and the Four Pillars. Parents reviewed the use and effectiveness of Title-funded programs supporting their children, including Title I funds supporting Tier 1 and Tier 2 academic interventions, instructional aide staffing, family engagement, and the Expanded Learning Opportunities Program (ELOP); Title II funds supporting educator and administrator professional learning; Title III funds supporting English Learner-specific programs and services; and Title IV-A funds supporting student support and academic enrichment programs including school climate work. Parents also reviewed the use of LREBG funds under Education Code section 32526, with discussion focused on ensuring that LREBG investments target the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. Parents reviewed the 2025 California School Dashboard ATSI identification of the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator, and discussed how AVPA's tiered behavioral, attendance, and academic supports apply across all chronically absent students and students at risk of suspension. Parents of Unduplicated Pupils and Students with Disabilities contributed input on the conditions affecting their children, including chronic absenteeism among foster and unhoused students, behavioral support for Students with Disabilities, and language acquisition supports for English Learners. Feedback Provided: Parent feedback emphasized the need for additional reading intervention support, including a dedicated Reading Intervention teacher and instructional aide to provide Tier 2 support for struggling readers. Families requested increased training for instructional aides, particularly in supporting Students with Disabilities. Kelvin Parent Survey results reflected strong family satisfaction across multiple domains, with parents reporting that the school is clean and well-maintained, that their child feels safe at school, and that staff genuinely care about their child. Parent input continues to guide LCAP planning and school improvement efforts for the 2026-27 school year. Specific parent priorities surfaced through engagement, including restored Tier 2 reading intervention capacity and expanded professional development for instructional aides supporting Students with Disabilities, are reflected in the 2026-27 LCAP actions addressing MTSS academic intervention, services to support Students with Disabilities, and educator professional learning. Parents also affirmed continued use of Title funding to support Tier 1 and Tier 2 interventions, instructional aide staffing, family engagement, and ELD support, and continued use of LREBG funds for targeted academic recovery for priority student groups, as essential investments for the 2026-27 LCAP.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) provided input on the LCAP under Education Code section 52062(a)(1), including review of LCAP goals, strategies, school performance data, progress toward identified outcomes, school programs, parent survey feedback, and the use and effectiveness of Title funding and Learning Recovery Emergency Block Grant (LREBG) investments.

Dates: PAC met on November 5, 2025, and on February 4, April 8, and May 6, 2026. On June 3, 2026, the Principal will present the 2026-27 LCAP, Local Control Funding Formula (LCFF) investment plan, and Title funding plans to the PAC for final review and feedback prior to LCAP submission to the Aspen Public Schools Governing Board.

Topics Discussed: PAC meetings reviewed LCAP goals, strategies, school performance data, progress toward identified outcomes, school programs, and parent survey feedback to inform program implementation and 2026-27 LCAP development.

A significant focus of PAC meetings was the strategic alignment of funding sources with student need. PAC reviewed the use and effectiveness of Title I funds supporting Tier 1 and Tier 2 academic interventions, instructional aide staffing, family engagement, and the Expanded Learning Opportunities Program (ELOP); Title II funds supporting educator and administrator professional learning; Title III funds supporting English Learner-specific programs and services; and Title IV-A funds supporting student support and academic enrichment programs including school climate work. PAC also reviewed the use of LREBG funds under Education Code section 32526, with discussion focused on ensuring that LREBG investments target the priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities.

Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. PAC reviewed the 2025 California School Dashboard ATSI identification of the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator, and provided input on how AVPA's tiered behavioral, attendance, and academic supports apply across all chronically absent students and students at risk of suspension. PAC input on this topic emphasized the need for trauma-informed and de-escalation training for staff working with students experiencing behavioral challenges, which directly responds to the conditions driving the ATSI identification.

Feedback Provided: PAC feedback identified several priority areas for the 2026-27 LCAP. Parents emphasized the need for trauma-informed and de-escalation training for after-school tutors and classroom aides to better support students' social-emotional needs. PAC members requested more accurate survey participation practices to ensure that Charter Management Organization (CMO) staff are not included in school-specific staff data, supporting cleaner site-level analysis. PAC also asked the Aspen Public Schools Central Office to consider increased staff compensation beyond a 2% cost-of-living adjustment.

Parents praised the strong collaboration between school leadership, staff, and parent groups, and recommended clearer communication and presentation of Mathematics growth data to improve family understanding of student progress. PAC members also recommended surveying families participating in Math and Reading tutoring programs to inform future program improvements and to ensure that intervention design reflects family experience and feedback. PAC affirmed continued use of Title funding to support Tier 1 and Tier 2 interventions, instructional aide staffing, family engagement, and English Learner supports, and continued use of LREBG funds for targeted academic recovery for priority student groups, as essential investments for the 2026-27 LCAP.

**English Language Advisory
Committee (ELAC);**

DELAC;

**English Learner Parent Advisory
Committee**

AVPA enrolled fewer than 50 English Learner students during the 2025-26 school year and therefore was not required under California Education Code to form an English Learner Parent Advisory Committee or a District English Learner Advisory Committee (DELAC) (Education Code section 52063(b)(1) and section 52176). However, AVPA continues to convene the English Learner Advisory Committee (ELAC) to ensure meaningful consultation with families of English Learners on the design, implementation, and refinement of English Learner programs and services.

Dates: ELAC met on November 12, 2025, and February 25, 2026, and is scheduled to meet on June 10, 2026, in alignment with the ELAC consultation requirements for English Learner programs and services under Education Code section 52176.

Topics Discussed: ELAC meetings reviewed student performance and academic progress for English Learners, ELPAC assessment results, English Learner programs and services, and family engagement strategies and resources. Following review of the Aspen Public Schools English Learner Master Plan, ELAC identified opportunities to strengthen support for English Learners through community partnerships, leading to a new partnership with Go Public Schools Fresno to expand resources and engagement opportunities for English Learner families.

ELAC also served as the primary venue for parent education on key components of the English Learner program. Families received guidance on understanding ELPAC results across the listening, speaking, reading, and writing domains; designated English Language Development instruction; the English Learner reclassification process under Education Code section 313(f) and 5 California Code of Regulations section 11304; Smarter Balanced Summative Assessment information for English Learners; and available Tier 2 interventions. Families also reviewed the Parent and Family Engagement Tracker to support transparency and strengthen ongoing collaboration between families and the school.

A significant focus of ELAC meetings was the strategic alignment of funding sources with English Learner needs. ELAC reviewed the use and effectiveness of Title III funds supporting English Learner-specific programs and services, including the CKLA Language Studio designated ELD curriculum, Bilingual Instructional Aides, and family engagement opportunities for English Learner families; Title I funds supporting Tier 1 and Tier 2 academic interventions and the Expanded Learning Opportunities Program (ELOP) for English Learners; and Title II funds supporting professional learning for educators delivering integrated and designated ELD. ELAC also reviewed the use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code section 32526, with discussion focused on ensuring that LREBG investments support English Learners as a priority student group most affected by learning loss.

Discussion also addressed AVPA's continued eligibility for Additional Targeted Support and Improvement (ATSI), since the school has not met the exit criteria from prior identification. ELAC reviewed the 2025 California School Dashboard English Learner Progress Indicator at 37.1% (Red, an 11.5% decline from 48.6% on the 2024 Dashboard) and the Red performance level for English Learners on the Chronic Absenteeism Indicator. ELAC provided input on how AVPA's tiered language acquisition, attendance, and academic supports apply to English Learners, including Newcomer English Learners, Long-Term English Learners, and English Learners experiencing chronic absenteeism.

Feedback Provided: ELAC feedback focused on increasing parent understanding of and participation in English Learner programs and decision-making. ELAC affirmed continued use of Title III funds for designated and integrated ELD support, Title I funds for Tier 2 reading intervention reaching English Learners, and LREBG funds for targeted academic recovery for English Learners as essential investments for the 2026-27 LCAP. ELAC also identified primary-

	language family communication, translated materials, and expanded family education on ELPAC and reclassification criteria as priority engagement practices. ELAC input is reflected in the 2026-27 LCAP actions addressing the English Learner Progress Indicator, integrated and designated English Language Development, attendance support for English Learners experiencing chronic absenteeism, services to support dually identified Students with Disabilities and English Learners, and family engagement strategies including primary-language communication and translated materials.
SELPA	Aspen Valley Preparatory Academy consulted with the El Dorado Charter SELPA on a regular basis regarding services for Students with Disabilities (SWD), including the 2025-26 LCAP midyear update, the 2025 California School Dashboard performance for the SWD student group, and the development of the 2026-27 LCAP actions and services as outlined throughout this document. SELPA consultation is referenced in Goal 1, Action 5 of the 2026-27 LCAP. On May 18, 2026, AVPA emailed the SELPA Program Specialist a request for input on the 2026-27 LCAP actions and services for Students with Disabilities. Program Specialist input was received on May 26, 2026, and is integrated into the 2026-27 LCAP actions addressing inclusion, IEP implementation, intervention fidelity, behavior support aligned to IEP goals, and trauma-informed practices. SELPA-Led Professional Learning and Monitoring Support AVPA school team members have attended SELPA-led professional learning in the areas of behavior support, case management, and instructional best practices for supporting all learners, including Students with Disabilities. AVPA has also engaged in special education monitoring support and feedback through the El Dorado Charter SELPA to continue improving supports for SWDs. Most Recent SELPA Consultation On May 8, 2026, the SELPA led a Crisis Prevention Institute (CPI) refresher training for AVPA staff, alongside guidance on Behavior Emergency Report (BER) documentation requirements under Education Code section 49005.5 and section 56521.1. Recommendations from this consultation included the following: AVPA staff will implement the updated BER process and ensure objective documentation; AVPA administrators will review BERs before submission when possible; and the special education team will continue documenting all parent communications and declined services. Integration into the 2026-27 LCAP SELPA input continues to guide AVPA's 2026-27 LCAP planning for Students with Disabilities, with particular emphasis on strengthening behavior support, aligning intervention practices to IEP goals, expanding trauma-informed practices, and maintaining consistent documentation of parent communications and IEP-related decisions. AVPA's continued engagement with the El Dorado Charter SELPA Community Advisory Committee provides an additional forum for SELPA-aligned input into special education program design and parent education.
Date of Public Hearing & Adoption (Approval) of the	- On June 9, 2026, a Public Hearing of Aspen Valley Preparatory Academy's 2026-27 LCAP took place - Aspen Public School's Governing Board. and the Local Indicators Report was presented.

2026-27 LCAP	- On June 9, 2026, Aspen Public Schools Governing Board approved/adopted the 2026-27 AVPA LCAP, and 2026-27 AVPA Budget. AVPA also reported the Local Indicators results to the Aspen Public Schools governing board.
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

- The 2026-27 LCAP for Aspen Valley Preparatory Academy (AVPA) was meaningfully shaped by feedback gathered from administrators, teachers, classified staff, students, parents, the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and the El Dorado Charter SELPA between October 2025 and May 2026. Partner input informed the design of LCAP actions across all three goals, the strategic alignment of Title I, II, III, and IV-A funding and Learning Recovery Emergency Block Grant (LREBG) investments, the targeted response to AVPA's continued Additional Targeted Support and Improvement (ATSI) eligibility, and the integration of family voice into program design.
- **Influence on Goal 1, Action 2: MTSS Academic Needs and Tier 2 Reading Intervention:** Teachers and parents consistently identified the need to restore Tier 2 reading intervention capacity following the elimination of the Reading Interventionist position two years ago. In response, Goal 1, Action 2 (MTSS: Addressing Academic Needs to Accelerate Learning) includes the credentialed Intervention Coordinator role to provide direct Tier 2 reading intervention for students reading two or more years below grade level, push-in support in grades TK through 2 focused on CKLA implementation and decoding, and coaching for classroom teachers and instructional aides on evidence-based reading strategies. The action establishes protected daily intervention blocks of 30 to 45 minutes with twice-monthly fidelity checks and biweekly progress monitoring, directly responsive to teacher and parent feedback.
 - **Influence on Goal 1, Action 2: Discontinuation of Eugabarian Math Tutoring:** Analysis of internal student performance data, conducted in collaboration with administrators, teachers, and the PAC, concluded that contracted math tutoring services provided by Eugabarian in 2023-24 and 2024-25 were not effective in producing measurable student growth. Goal 1, Action 2 discontinues contracting with Eugabarian for 2026-27 and redirects those resources to math tutoring delivered by AVPA's own credentialed teachers and trained instructional staff. This decision reflects educational partner input on intervention effectiveness and ensures tighter alignment between Tier 1 classroom instruction, Tier 2 intervention, and tutoring support.
 - **Influence on Goal 1, Action 3: Trauma-Informed Practices and Restorative Approaches:** PAC feedback emphasized the need for trauma-informed and de-escalation training for after-school tutors and classroom aides to better support students' social-emotional needs. Teachers identified inconsistent PBIS implementation and requested PBIS fidelity training and expanded use of restorative practices. Goal 1, Action 3 (MTSS: Addressing Social-Emotional and Behavioral Student Needs) responds with a refreshed Positive Behavioral Interventions and Supports (PBIS) framework featuring clearly defined schoolwide behavioral expectations taught and reinforced consistently across all classrooms; expanded restorative practice implementation including community-building circles, restorative conversations, and re-entry conferences for students returning from suspension; and trauma-informed practice training for all staff to address the cumulative trauma exposure students have experienced. This action also addresses the ATSI identification by targeting the conditions driving elevated suspension rates.
 - **Influence on Goal 1, Action 3: Early Warning System and Attendance Recovery:** Teachers and parents identified the need for improved attendance systems and family communication, with particular attention to chronic absenteeism among foster and unhoused students. Goal 1, Action 3 implements an early warning system that flags students at the 5% absence threshold, 48-hour family outreach following any absence, case management for students approaching the chronic threshold under Education Code section 60901, home visits conducted by the Family Resource Counselor (FRC) and Homeless and Foster Youth Liaison, and structured make-up learning aligned to specific missed priority skills. The continued use of the 2/5/7 absence threshold protocol with SST and SART meetings was retained based on educational partner affirmation.

- **Influence on Goal 1, Action 4: Services to Support Students with Disabilities:** SELPA Program Specialist input received on May 26, 2026, and the May 8, 2026 SELPA-led Crisis Prevention Institute (CPI) refresher and Behavior Emergency Report (BER) documentation training informed Goal 1, Action 4 (Services to Support Students with Disabilities). The action includes quarterly IEP implementation audits across ELA, Mathematics, and Science settings; Universal Design for Learning embedded in Tier 1 instruction; coordinated support for dually identified Students with Disabilities and English Learners with attention to distinguishing language-acquisition patterns from disability-related patterns; structured FBA and BIP implementation aligned to IEP behavior goals; trauma-informed practices integrated with mental health services through the All 4 Youth partnership; and continued participation in SELPA professional learning through the Charter SELPA Professional Learning Catalog. This action also responds to teacher and parent feedback requesting expanded professional development for instructional aides supporting Students with Disabilities.
- **Influence on Goal 1, Action 5: Strengthening EL Program and Services:** Teachers requested increased professional development for English Learner services, and ELAC prioritized expanded parent education on ELPAC, designated English Language Development, and the reclassification process under Education Code section 313(f) and 5 California Code of Regulations section 11304. Goal 1, Action 5 (Strengthening EL Program and Services) responds with daily integrated and designated English Language Development with clearly defined language objectives, differentiation by ELPAC proficiency level and years in program for Newcomer English Learners and Long-Term English Learners, quarterly professional development on the California English Language Development Standards and ELPAC-aligned instructional practices, and the new partnership with Go Public Schools Fresno to expand community resources for English Learner families. Communication with families will be provided in the family's primary language with translation available at ELAC, parent conferences, and IEP meetings for dually identified students.
- **Influence on Goal 2, Action 1: Staffing and Teacher Retention:** Educational partners affirmed the importance of stable staffing as a foundation for academic and behavioral improvement. Goal 2, Action 1 (Admin and Educators That Support the Ed Program) maintains AVPA's 100% teacher retention foundation with all 15 returning credentialed teachers and the administrative team continuing alongside one additional teacher hired to support enrollment growth. The action also includes the on-site substitute teacher position to maintain instructional continuity, responsive to educational partner concerns about disruption to student learning during teacher absences.
- **Influence on Goal 2, Action 2: Professional Learning, Math Coach, and OpenSciEd:** Teachers requested increased professional development for supporting students with IEPs, English Learner services, and dually identified students. The PAC recommended improvements to mathematics instruction, and the teacher-led math curriculum pilot during 2025-26 surfaced strong interest in adopting Innovamat. Goal 2, Action 2 (Professional Learning) responds with the new Math Instructional Coach role to support teachers in mathematics instruction aligned to the California Common Core State Standards; OpenSciEd coaching for all teachers to support fidelity of the new science curriculum and the integration of the Claim-Evidence-Reasoning framework; UDL professional learning embedded in Tier 1 instruction; quarterly PD cycles on the California ELD Standards and ELPAC-aligned task types; trauma-informed practices training including the distinction between willful misconduct and trauma response; and coaching cycles focused on increasing rigor for Students with Disabilities and using formative assessment to adjust instruction.
- **Influence on Goal 2, Action 3: Core Curricular Program Adoptions:** PAC feedback and the teacher-led pilot directly informed curriculum decisions in Goal 2, Action 3 (Core Curricular Program Needs). The adopted LCAP includes the adoption of Innovamat as the new mathematics curriculum for grades K through 5, OpenSciEd as the new science curriculum for grades K through 6, Amplify mCLASS as the K through 2 reading difficulties screener under Education Code section 53008, Innovamat Thinking Math as a K through 5 formative assessment, and the Positive Prevention Plus health curriculum for grades 4 through 6 under the California Healthy Youth Act (Education Code section 51930 and section 51938).
- **Influence on Goal 2, Action 4: Closing the Digital Divide:** Educational partners affirmed continued investment in technology access to support the new curricula and assessment tools, including i-Ready, Amplify mCLASS, Innovamat Thinking Math, OpenSciEd, CKLA, and the Summit Gradient Learning model in grade 6. Goal 2, Action 4 (Closing the Digital Divide) maintains universal student device access, reliable schoolwide internet connectivity, and Microsoft Teams for collaboration, with accessibility configurations for Students with Disabilities and language access tools for English Learners.

- **Influence on Goal 3, Action 1: Promoting Positive School Climate, Health, and Safety:** Student feedback through the Student Leadership Team, Community Schools Advisory Council, and the Kelvin Student Climate Survey highlighted a desire for greater belonging and engagement, with only 50% of students reporting engagement and 50% reporting belonging at a 91% participation rate. Goal 3, Action 1 (Promoting a Positive School Climate, Health, and Safety) responds with daily classroom community-building routines through Leader in Me and Covey's 7 Habits, the School Ambassadors program, multicultural events, student clubs promoting diversity and inclusion, climate survey administration, trauma-informed climate practices, and the new ActVnet emergency safety platform partnership with the Fresno Police Department.
- **Influence on Goal 3, Action 2: Parent Input in Decision-Making:** PAC, ELAC, and the Parent Leadership Team affirmed the value of established parent engagement structures and requested continued and refined opportunities for shared decision-making. Goal 3, Action 2 (Parent Input in Decision-Making) maintains and strengthens these structures, including ELAC under Education Code section 52176, PAC under Education Code section 52062(a)(1), EL-PAC under Education Code section 52062(a)(2), the monthly Parent Leadership Team, Pastries with the Principal, the Community Schools Advisory Council, and the El Dorado Charter SELPA Community Advisory Committee. Interpreter services and translated materials will be provided in the family's primary language.
- **Influence on Goal 3, Action 3: Family Engagement and Community Partnerships:** Parents and ELAC identified expanded family engagement and awareness of community partnerships as priority areas. Goal 3, Action 3 (Family Engagement and Community Partnerships) responds with the Parenting Partners workshops, Eagles Nest Store, schoolwide events, the Family Resource Counselor and Homeless and Foster Youth Liaison support under the McKinney-Vento Homeless Assistance Act, ParentSquare communication, and the new Go Public Schools Fresno partnership to expand resources for English Learner families. The Family and Community Engagement Coordinator and Community Schools Coordinator will support outreach to socioeconomically disadvantaged, Students with Disabilities, and homeless families.
- **Influence on Goal 3, Action 4: Facilities and Cafeteria Renovation:** Educational partners affirmed continued investment in facility quality and safety. Goal 3, Action 4 (Maintaining a Safe and Clean School Facility) reflects the cafeteria renovation underway during 2025-26, which provides additional storage and office space, new refrigeration units and food warmers, and an outdoor dining area with tables and umbrellas. The action also continues the lobby renovation expected to be completed before the end of the 2025-26 school year, building on the completed gymnasium renovation.
- **Influence Across All Goals: Title and LREBG Investment Alignment:** Across all engagement structures, educational partners affirmed continued investment of Title I funds in Tier 1 and Tier 2 academic interventions, instructional aide staffing, family engagement, and the Expanded Learning Opportunities Program (ELOP) (Goal 1, Actions 2, 3, 4, and 5; Goal 3, Action 3); Title II funds in educator professional learning (Goal 2, Action 2); Title III funds in CKLA Language Studio designated ELD, Bilingual Instructional Aides, and English Learner family engagement (Goal 1, Action 5); and Title IV-A funds in student support, academic enrichment, and school climate work (Goal 3, Action 1). Educational partners also affirmed continued LREBG investment under Education Code section 32526 targeted to priority student groups most affected by learning loss, including English Learners, students experiencing homelessness, socioeconomically disadvantaged students, and Students with Disabilities. AVPA's remaining \$35,312 in unexpended LREBG funds will be fully expended during 2026-27 in alignment with this educational partner-informed prioritization.
- **Influence Across All Goals: Response to Continued ATSI Eligibility:** All educational partner groups reviewed AVPA's continued eligibility for ATSI based on the White student group's Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator on the 2025 California School Dashboard. Partner input emphasized that AVPA should apply tiered behavioral, attendance, and academic supports across all chronically absent students and students at risk of suspension with the same intensity, while transparently noting the small n-size context affecting subgroup reporting. The adopted LCAP integrates this guidance into Goal 1, Action 3 (early warning system, trauma-informed practices, restorative practices); Goal 1, Action 4 (FBA and BIP implementation aligned to IEP behavior goals); and Goal 2, Action 2 (professional development supporting documentation and intervention fidelity).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AVPA developed this goal in response to the interconnected academic, behavioral, social-emotional, and mental health conditions identified in the 2026-27 needs assessment, which documented declining or insufficient performance across nearly every California School Dashboard indicator and continued eligibility for Additional Targeted Support and Improvement (ATSI).

Dashboard Performance Driving the Goal: The 2025 California School Dashboard documents systemic decline in core academic indicators and persistent inequities across student groups. On the ELA Indicator, AVPA performed at -38.5 Distance from Standard (Orange) for the All Students group, with significantly larger gaps for Students with Disabilities (-115.8 DFS), English Learners (-63.4 DFS), students experiencing homelessness (-63.1 DFS), and socioeconomically disadvantaged students (-43.3 DFS, Orange). On the Mathematics Indicator, the All Students group performed at -55.9 DFS (Orange), with Students with Disabilities at -144.7 DFS, students experiencing homelessness at -98.6 DFS, English Learners at -73.5 DFS, and socioeconomically disadvantaged students at -63.6 DFS (Orange). On the i-Ready Spring 2026 diagnostic, only 6% of Students with Disabilities performed on grade level in ELA and 9.1% in Mathematics, and only 11.5% of English Learners performed on grade level in either subject area.

The Science Indicator placed AVPA in the Orange performance level at 44.5 points with a 3.8-point year-over-year decline, and a corresponding 4.3-point decline for socioeconomically disadvantaged students at 42.8 points. The English Learner Progress Indicator declined 11.5% from 48.6% on the 2024 Dashboard to 37.1% on the 2025 Dashboard, placing AVPA in the Red performance level for the EL student group. The Chronic Absenteeism Indicator placed multiple student groups in Red on the 2025 Dashboard, including All Students at 18.4% (Orange), African American students at 32.4% (Red), socioeconomically disadvantaged students at 21% (Red), Hispanic students at 18.5% (Red), and the White student group at 22.9% (Red). The Suspension Rate Indicator showed schoolwide improvement from 7.8% in 2023-24 to 4.7% in 2024-25, but the White student group received the Red performance level on this indicator as well.

ATSI Identification: AVPA remains eligible for Additional Targeted Support and Improvement because the school has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified AVPA for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator. While AVPA notes that the small n size of the White student group at AVPA produces over-identification effects in subgroup reporting (eight White students compared to 60 chronically absent students schoolwide), AVPA will respond with the same intensity of tiered supports applied to all students and will use this goal to drive sustained progress toward exiting ATSI identification.

Interconnected Root Causes Requiring a Whole Child Response: Root cause analysis across every Dashboard indicator surfaced the same interconnected drivers: inconsistent Tier 1 access to grade-level standards (particularly for Students with Disabilities and English Learners), variable IEP implementation in general education settings, intervention practices not always tightly aligned to diagnostic skill deficits or delivered with fidelity, instructional time loss due to behavioral escalation and service delivery schedules, attendance disruption that compounds academic and language acquisition gaps, and cumulative community trauma exposure including school lockdowns connected to incidents at neighboring schools, housing instability, and law enforcement presence on campus. The climate survey baseline (91% participation rate) further confirmed that conditions of learning require sustained focus, with only 50% of students reporting engagement and 50% reporting belonging.

These conditions cannot be addressed through academic intervention alone. Behavioral escalation among Students with Disabilities is reducing instructional time across classrooms despite teachers' consistent use of evidence-based de-escalation strategies. Attendance disruption is preventing access to both designated ELD and core content instruction. Trauma exposure is presenting as discipline incidents and absence patterns. Each indicator on the Dashboard reflects conditions that overlap with every other indicator, requiring a coordinated whole child response.

Alignment with the California Community Schools Framework: AVPA aligned this goal with the California Community Schools Framework and its Four Pillars (integrated student supports, expanded learning time and opportunities, active family and community engagement, and collaborative leadership and practices) because the framework provides the structure to coordinate MTSS academic supports, PBIS behavioral supports, integrated and designated ELD, mental health services through partnerships such as All 4 Youth, and family engagement through structures including ELAC, the Parent Advisory Committee, the Parent Leadership Team, Pastries with the Principal, and the Community Schools Advisory Council. Strengthening MTSS and PBIS within the Community Schools Framework allows AVPA to address academic, social-emotional, behavioral, and mental health needs simultaneously rather than in silos, ensuring that conditions for learning are in place for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Target for Year 3 Outcome		Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP		2023-24 ELA CAASPP		2024-25 ELA CAASPP		2025-26 ELA CAASPP		All Students: -12.9 SED: -7.7 Hispanic: -14.6
		DFS		DFS		DFS		DFS		
		All Students	-25.6	All Students	-30.5	All Students	-38.5	All Students	-37.5	
		SED	-35.6	SED	-40.1	SED	-43.3	SED	-42.3	
		Hispanic	-35.1	Hispanic	-40.9	Hispanic	-49.7	Hispanic	-48.7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -41 SED -52.8 Hispanic -41.7	2023-24 Math CAASPP DFS All Students -49.8 SED -59.5 Hispanic -53.9	2024-25 Math CAASPP DFS All Students -55.9 SED -63.6 Hispanic -59.2	2025-26 Math CAASPP DFS All Students -54.9 SED -62.6 Hispanic -58.2	All Students: -14.9 SED: -10.8 Hispanic: -17.5
3	CA Science Test Distance from Standard (DFS) Source: CA School Dashboard	2022-23 CAST % Met/Exceeded All Students 28.6% SED 20.5% Hispanic 22.6% Source: CAASPP	2023-24 CAST (Science Points) All Students 48.3 SED 47.1	2024- 25 CAST % Met/Exceeded All Students 12.5% SED 6.5% 2024-25 CAST (Science Points) All Students 44.5 SED 42.8	2025-26 CAST (Science Points) All Students 45.5 Hispanic 43.8	<u>% Met/exceed (CAST)</u> All Students: -16.5% SED: -14% <u>*Hispanic: N/A</u> *Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	33.3% Source: 2023 Dashboard	48.6% Source: 2024 Dashboard	37.1% Source: 2025 Dashboard	2025-26: 38%	+3.8%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.32% Proficient	2023-24: 18.75% Proficient	2024-25: 15.4% Proficient	2025-26: 16%	+8.08%
6	Reclassification Rate Source: CALPADS	2022-23: 8.5%	2023-24: 19.5%	2024-25: 15.3%	2025-26: 16%	+6.8%
7	Attendance Rate Source: CALPADS	2022-23: 95.4%	2023-24: 94.9%	2024-25: 91%	2025-26: 93%	4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 31.9% EL 31.9% Homeless 33.3% SED 35.4% SWD 47.7% African Am. 29.7% Hispanic 31.8% White 31.7%	2023-24: Chronic Absenteeism Rate All Students 13.4% EL 12.5% Homeless 25.5% SED 15.6% SWD 17.1% Hispanic 12.7% White 19.5%	2024-25: Chronic Absenteeism Rate All Students 18.4% EL 26.2% Homeless 33.3% SED 20.5% SWD 13.0% Hispanic 17.1% White 22.9%	2025-26 Chronic Absenteeism Rate All Students 19.0% EL 221.4% Homeless 21.1% SED 17.7% SWD 7.3% Hispanic 20.3% White 19.5%	All Students: -13.5% EL: -5.7% Homeless: 0% SED: 14.9% SWD: -34.7% *African Am.: N/A Hispanic: -14.7% White: -8.8% *Not numerically significant in either Baseline or Y2 Outcome
9	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 3.9% EL 2.0% Homeless 12.5% SED 4.7% SWD 2.2% African Am. 5.0% Hispanic 2.4% White 4.8%	2023-24: Suspension Rate All Students 7.8% EL 8.2% Homeless 10.2% SED 8.5% SWD 14.3% Hispanic 6.7% White 7.3%	2024-25: Suspension Rate All Students 4.7% EL 7.0% Homeless 4.5% SED 4.7% SWD 10.9% Hispanic 4.0% White 11.4%	2025-26 Suspension Rate All Students 4.5% EL 0.3% Homeless 0.6% SED 3.9% SWD 1.4% Hispanic 1.7% White 7.3%	All Students: +0.8% EL: +5% Homeless: -8% SED: 0% SWD: +8.7% African Am.: N/A Hispanic: +1.6% White: +6.6% *Not numerically significant in either Baseline or Y2 Outcome
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 98%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+2%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• Priority 4: ○ % of pupils who complete courses that satisfy UC A-G ○ % of pupils who complete CTE course from approved pathways ○ % of pupils who have completed both A-G & CTE ○ % of pupils who pass AP exams with a score of 3 or higher. ○ % of pupils prepared for college by the EAP (gr 11 SBAC) • Priority 5: ○ Middle School dropout rate ○ High School dropout rate ○ High School graduation rates					

Goal Analysis for 2025-26

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

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

Action 1: Aspen Valley's LCAP assessment action has been fully implemented and was carried out with fidelity as designed.

Assessment Administration and Participation: The school administers i-Ready Reading and Mathematics diagnostics for grades K–6 three times per year and has maintained a 95% participation rate for each administration. The fall and winter diagnostics were completed as scheduled, and the spring diagnostic is scheduled for March 2026.

MTSS-Aligned Assessment System: As part of Aspen Valley's Multi-Tiered System of Supports (MTSS), the full assessment system has been implemented with no substantive changes to the planned approach, including: LEAP Mathematics; Core Knowledge ELA End-of-Year (EOY) Assessment; Gradient Learning Assessments (Grade 6); and State-required assessments: Initial ELPAC (Fall 2025), SBAC, CAST, and Summative ELPAC (Spring 2026)

Data Use and Instructional Decision-Making: Across assessment cycles, Aspen Valley has consistently collected, disaggregated, and analyzed student performance data to identify trends and needs by student group. School leaders and teachers use these data to differentiate instruction, place students in targeted interventions, and monitor student progress and intervention effectiveness.

Challenges and Corrective Actions: Implementation challenges were minimal. A minor challenge involved onboarding three new teachers to newly adopted assessment platforms. The school addressed this through targeted training prior to initial administration and continued professional learning and data-analysis support after each assessment cycle. Aspen Valley also implemented flexible testing windows and make-up sessions to sustain high participation. Data collection and disaggregation were not a challenge; the primary improvement area has been strengthening consistent progress monitoring during interventions. While progress-monitoring systems were briefly delayed early in the semester, processes have been reinforced to ensure ongoing review of intervention data and timely instructional adjustments.

Identified Academic Needs and Responsive Supports: Assessment results informed continuous improvement in English Language Arts and mathematics. Schoolwide ELA proficiency declined by 6.17% (38.37% to 32.20%), driven by gaps in complex text comprehension, academic vocabulary, citing evidence, inference, and writing to sources, with pronounced declines in Grade 4 (–17.24%) and Grade 5 (–17.38%). Math proficiency declined by 4.17%, reflecting needs in number and operations, fractions, and algebraic thinking, including multi-step reasoning and performance-task expectations. In response, Aspen Valley strengthened targeted interventions, implemented vertical alignment PLCs, increased ongoing data review to refine instruction and supports, and incorporated regular SBAC-aligned practice (including Interim Assessment Blocks in grades 3–6) to build familiarity with item types and performance tasks.

Action 2: This action has been partially implemented. The part-time Interventionist position was not filled. Aspen Valley is implementing a Multi-Tiered System of Supports (MTSS) model with a focused emphasis on strengthening Tier 1 instruction and enhancing Tier 2 interventions. The following components were implemented fully with no substantive differences from the planned approach: ELA-focused instruction and intervention; Math-focused instruction and intervention; Empower Hour (dedicated daily intervention block); and Tier 2 interventions, including EAC Math tutoring, AmeriCorps Math tutoring, and pull-out reading tutoring

While the specific AIMS Reading Intervention program is not currently in use, teachers are utilizing the Weekly Standards Guide, i-Ready, and the CKLA Remediation Guide to deliver targeted reading support aligned to student needs.

As a cross-curricular initiative to support increased literacy and numeracy, Visual and Performing Arts and Physical Education teachers have begun integrating math and English vocabulary into their lessons. The after-school program reinforces these efforts, ensuring that every student receives support to grow and thrive in a safe, academically rich environment.

Expanded Learning and After-School Programming: Aspen Valley continues to offer comprehensive expanded learning through the ELOP program, which provides academic and social enrichment—including reading tutoring through intercession activities and summer programming—extending learning opportunities beyond the regular school day. Currently, 195 students are enrolled in ASES and 33 students regularly attend as ELOP-only, for a total of 228 students participating in ELOP/ASES. Based on an approximate school enrollment of 353 students, this represents approximately 65% of Aspen Valley students participating regularly.

Academic support through the after-school program is provided daily. All after-school students complete day-school homework at the start of the program and receive tutoring support from after-school teachers. In addition, Reading Empowerment intervention is offered Monday through Thursday. The program is at capacity in certain grade levels, though not across all grades. No waitlist is currently maintained. AB 1567 priority students are always accommodated and are never placed on a waitlist. When new students enroll, there may be a brief onboarding period to appropriately place students into groups, but this does not constitute a waitlist.

Challenges Identified: Aspen Valley experienced a decline in both ELA and Math performance on the 2025 California School Dashboard. This decline is primarily attributed to staffing transitions, persistent learning gaps particularly in upper elementary grades—and inconsistent alignment of intervention supports to identified student needs.

During the 2025-26 school year, the school onboarded multiple new teachers and instructional aides. While professional development and coaching were provided, the scale of staffing changes impacted instructional consistency and effective implementation of data-driven practices. Additionally, students entered the year with significant unfinished learning, especially in Grades 4–5, where academic expectations increase and gaps in literacy and numeracy became more pronounced. Although Aspen Valley has a dedicated daily intervention block (Empower Hour), intervention practices were not always consistently aligned to priority skill deficits or supported with sufficient progress monitoring.

Successes Identified: Aspen Valley has implemented a comprehensive assessment system and all components of the MTSS model with fidelity, as outlined in the 2025–26 LCAP. Minor challenges—including onboarding three new teachers and seven aides and balancing online programs with teacher- and aide-led

instruction were addressed through targeted training, ongoing professional development, and clear expectations for Empower Hour, a dedicated block for personalized academic and leadership support.

As a result, teachers systematically focus on student strengths and targeted skill development through enrichment, reteaching, guided practice, and reflection. Aspen Valley monitors the effectiveness of this instructional approach through weekly administrative walkthroughs and quarterly formal observations. Additionally, teachers and administrators convene monthly to review student progress, recognize instructional successes, and make data-driven adjustments to address identified areas of need. Data is used consistently to guide instruction, leading to stronger alignment between core instruction and interventions, increased student engagement, and measurable growth in ELA and Math.

Action 3: This action was fully implemented as planned. Based on the 2025 California School Dashboard, Aspen Valley demonstrated a need to improve outcomes related to Chronic Absenteeism and Suspension Rates. The school received a Red Performance Level for Chronic Absenteeism, reflecting a 5.4% increase, and a Yellow Performance Level for Suspension Rates, reflecting a 3.1% decline in suspensions. Implementation was carried out through a multi-tiered system of supports aligned to the school's MTSS, PBIS, and SEL frameworks.

Tier 1: Schoolwide Prevention and Climate Supports: At the universal level, Aspen Valley implemented the Leader in Me SEL curriculum, the Bully Prevention Unit, and PBIS to promote positive behavior, school connectedness, and student engagement. The school also provided campus-based mental health services through a partnership with All4Youth, ensuring students have access to therapeutic supports during the school day. To support consistent implementation of behavioral expectations, all staff received training on verbal de-escalation, behavior management strategies, and restorative practices.

Tier 2: Targeted Behavioral and Attendance Interventions: The School Counselor and School Psychologist provided targeted supports, including collaboration with teachers on behavior intervention strategies and classroom accommodations, student observations with implementation of behavior monitoring tools such as charts and contracts, and incentive-based systems to reinforce positive behavior.

Parent collaboration was strengthened through Parenting Partners Workshops and Tier 2 meetings, where families received strategies to support student behavior and attendance at home, reviewed progress monitoring data, and participated in school-based incentive planning.

Tier 3: Intensive Supports for High-Need Students: The Student Attendance Review Team (SART) met regularly to address students identified as chronically absent or at risk of becoming chronically absent. Through proactive meetings led by the Principal with parents of students receiving second and third truancy notifications, only 19 of 51 cases required escalation to SART meetings. Of those 19 SART cases, just one student violated the SART agreement, demonstrating the effectiveness of early intervention and parent engagement.

The Family Resource Counselor participated in all attendance and Student Success Team meetings for students identified as unhoused to ensure access to wraparound supports and community resources. The School Counselor provided crisis response services, safety planning, and postvention support, collaborating with outside agencies, including CPS and law enforcement, when necessary to ensure student safety.

Metrics and Monitoring: Progress toward improving Suspension Rates and Chronic Absenteeism was monitored through California School Dashboard indicators, attendance and behavior data reviews during SART, SST, and MTSS meetings, progress monitoring of individual student interventions, and ongoing review of discipline and attendance trends disaggregated by student group.

To ensure consistent progress monitoring across multiple instructional settings including core academics, Empower Hour, and after-school programs, clear expectations were established around key components of intervention. These became non-negotiables, and regular data reviews were implemented to track student growth and guide adjustments to instruction and interventions as needed.

Challenges Identified: During implementation, Aspen Valley experienced minor challenges engaging some families due to work schedules, which limited opportunities for meetings during school hours. Additionally, increased social-emotional and self-regulation needs among TK–2 students required more

intensive support than initially anticipated. With a high-need student population, counselor capacity to consistently model SEL lessons and facilitate ongoing groups was limited.

To address these challenges, Aspen Valley will continue to monitor student needs and adjust supports accordingly. For the 2025–26 school year, the school will refine the professional development calendar to strengthen staff capacity in SEL implementation and classroom-based self-regulation strategies.

Successes Identified: Implementation of this action contributed to a measurable reduction in suspension rates, as evidenced by a 3.1% decline reflected in the Yellow Dashboard performance level. Aspen Valley has also improved daily attendance, maintaining a 94.4% schoolwide average since the first day of school.

Through its partnership with All4Youth, over 40 students have received mental health services over the past several years, with 23 students currently receiving support, including individual counseling. Students either continued services or successfully exited counseling, while the School Counselor provided coping skills support to approximately 40 students annually. These services help students address emotional and social challenges that may affect their success at school and at home. All staff were trained in the Leader in Me SEL curriculum, which is implemented daily to reinforce social-emotional skills and positive behavior.

With enhanced attendance protocols and consistent SST/SART implementation, the school conducted 19 SART meetings and held 136 attendance and truancy meetings as of May 2026, demonstrating consistent monitoring and family engagement to address absenteeism. At seven unexcused absences, AVPA convenes a SART meeting and develops a written agreement with the family, and continued unexcused absences after the agreement may result in a withdrawal letter. At eleven excused absences, a medical note is required from the parent for any subsequent absence to be excused.

Action 4: This action was fully implemented as planned. On the 2025 California School Dashboard, Aspen Valley received a Yellow (Maintained) performance level for Chronic Absenteeism and an Orange (Decline) performance level for the Suspension Rate Indicator for the Students with Disabilities (SWD) student group.

This school year, the Special Education team participated in the California Department of Education’s “Special Education Monitoring Processes and the Small LEA Cyclical Monitoring” training. Special Education staff collaborated with General Education teachers to strengthen the delivery of instruction, refine the use of modifications and accommodations, and scaffold lessons to meet the needs of students with disabilities. The Special Education team has attended all professional development trainings on the topics outlined in this action.

Challenges Identified: The Orange performance level for the Suspension Rate Indicator for the SWD student group on the 2025 California School Dashboard reflects an area requiring focused attention. While the school maintained its performance level for Chronic Absenteeism among students with disabilities, the decline in the suspension indicator highlights the need to strengthen behavioral supports and intervention strategies specifically tailored to this student group.

To address this, Aspen Valley will continue to refine its approach to behavioral intervention for students with disabilities, ensuring that support plans are individualized, consistently implemented, and informed by ongoing data review. Professional development in Crisis Prevention Intervention (CPI), trauma-informed practices, and proactive behavior strategies will remain a priority to build staff capacity and reduce exclusionary discipline outcomes.

Successes Identified: Collaboration between Special Education and General Education teachers has been a significant strength of this action. Designated collaboration time has allowed teams to engage in deeper analysis of student data and to regularly review and refine the accommodations and modifications implemented to support students with disabilities.

Professional development in Crisis Prevention Intervention (CPI), behavior intervention strategies, and trauma-informed practices has been effective in reducing behavior referrals and suspensions, contributing to improved student engagement and access to instruction.

Progress toward Individualized Education Program (IEP) goals demonstrates positive growth across reporting periods. For students with disabilities in grades K–3, the January reporting period indicated that 55 of 88 goals were met, while the March reporting period showed improvement with 42 of 58 goals met, a 10% improvement. For students with disabilities in grades 4–6, the January reporting period showed that 64 of 83 goals were met, and the March reporting period reflected continued progress with 55 of 61 goals achieved, a 13% increase.

For dually-identified EL/SWD: Through ELD services and reading intervention groups, AVPA observed measurable growth on the i-Ready winter-to-spring diagnostic. In grade 3, the percentage of English Learners performing three or more grade levels below declined from 50% to 33% in both Mathematics and ELA. In grade 4 Reading, English Learners demonstrated strong progress, increasing from 14% to 29% on grade level. In grade 5 Mathematics, the percentage of English Learners performing on grade level increased by 14%. In grade 6 Mathematics, 50% of English Learners moved from two grade levels below to one grade level below. Together, these results underscore the positive impact of targeted interventions in reducing achievement gaps for English Learners when supports are consistently delivered.

Action 5: This action was fully implemented as planned. On the 2025 California School Dashboard, Aspen Valley received a Red (Increase) performance level for the Chronic Absenteeism Rate and an Orange (Decline) performance level for the Suspension Rate Indicator for the English Learner (EL) student group. The English Learner Progress Indicator (ELPI) declined to 37.1% (–11.4%), resulting in a Red performance level.

The ELPI decline is attributed to several factors, including a shift in the EL student population with an increase in students entering at lower English proficiency levels and a growing number of long-term English Learners, both of which raised annual growth expectations. While designated English Language Development (ELD) services were implemented, inconsistent alignment between designated and integrated ELD limited opportunities for students to apply academic language across content areas. Attendance challenges and instructional disruptions further reduced consistent language exposure. Although interim assessments showed growth, this progress did not consistently translate to meeting the Summative ELPAC growth criteria used to calculate the ELPI.

The EL Master Plan outlines a comprehensive program to support English Learners. Designated ELD is provided for 100 minutes per week for students in grades 1–6, with instructional aides supporting English Learners in language acquisition during designated ELD time. All English Learners are also enrolled in Tier 2 reading intervention to provide additional targeted literacy support.

Challenges Identified: A persistent challenge over the past three years has been formalizing designated time for ELD instruction. This year, Aspen Valley addressed this by embedding designated ELD time into the master schedule and reflecting it in the approved EL Master Plan. Additionally, the school identified a need for more sustained professional development focused on EL standards and ELPAC testing strategies. While several training sessions were provided during the current year, additional professional learning is needed to build deeper staff capacity in supporting English Learners across all content areas.

English Learners comprise approximately 12% of the student population, and this group has experienced a decline in performance in both ELA and Math as measured by distance from standard. The inconsistent alignment between designated and integrated ELD instruction, combined with the shifting demographics of the EL population, underscores the need for a more cohesive and strategically aligned approach to language development across instructional settings.

Action 6: This action was fully implemented with no substantive differences from the planned approach. Aspen Valley provides all students with a comprehensive educational experience that extends beyond core subjects—including ELA, Math, Science, Social Studies, and Physical Education—to include dedicated Art and Music instruction. Students in grades TK–4 receive both Art and Music, while students in grades 5 and 6 have the option to select either Music or Art based on their interests.

Beginning in January 2025, Art and Music teachers also began integrating academic content into their instruction, providing additional intervention support in number sense and order of operations in Math as well as reading skills. This cross-curricular approach reinforces core academic concepts while engaging students through creative and performing arts disciplines.

Challenges Identified: No challenges were identified in the implementation of this action. Art and Music instruction has been delivered consistently as planned, and the integration of academic content into arts instruction has proceeded smoothly.

Successes Identified: Students are given multiple opportunities to experience music throughout the school day and beyond. During the regular school day, students participate in general music instruction, vocal music, pop/rock band, and instrumental music. The after-school program extends these opportunities further through ukulele, choir, and band offerings, ensuring that students have access to a broad range of musical experiences.

Art instruction has been equally engaging, with lessons that are culturally relevant, standards-aligned, and enjoyable for students. Through both Art and Music, students have opportunities to showcase their talents at schoolwide concerts, school rallies, community events, and special celebrations including the Multicultural Fair and Winter and Spring programs.

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.

The following material differences were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 1 during the 2025-26 school year.

Action 2: MTSS - Addressing Academic Needs to Accelerate Learning: Estimated actual expenditures for Action 2 were less than budgeted expenditures because the part-time Intervention Teacher position was not filled during the 2025-26 school year. The unfilled position resulted in salary and benefit savings that account for the material difference. To address this gap in Tier 2 reading intervention capacity, the credentialed Intervention Coordinator role described in Action 2 provided direct intervention for students reading two or more years below grade level and push-in support in grades TK through 2 focused on CKLA implementation and decoding. For the 2026-27 school year, AVPA will continue to recruit for the Intervention Teacher position and will sustain the protected daily intervention blocks, twice-monthly fidelity checks, and biweekly progress monitoring described in Action 2.

Action 4: Services to Support Students with Disabilities: Estimated actual expenditures for Action 4 were less than budgeted expenditures due to a reduction in the cost of special education services during the 2025-26 school year. The reduction reflects actual service utilization patterns rather than reduced commitment to Students with Disabilities. AVPA continued to fully implement the inclusion model, IEP-driven accommodations and modifications, collaborative teaching with Education Specialists, SELPA professional learning, and coordinated support for dually identified Students with Disabilities and English Learners.

Action 5: Strengthening EL Program and Services: Estimated actual expenditures for Action 5 were less than budgeted expenditures because curricular purchases originally planned for the 2025-26 school year were completed at the end of the 2024-25 school year. The earlier purchasing timeline did not affect the availability of curricular materials for English Learners during 2025-26, as all CKLA Language Studio (grades TK through 5) and Cengage (grade 6) materials were in place at the start of the school year. The 2025-26 budgeted amount therefore reflected a planning assumption that was satisfied through earlier procurement, with no impact on the implementation of designated and integrated English Language Development.

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

Action 1: This action has been highly effective. Aspen Valley’s multi-level assessment system supports a whole-child approach that strengthens MTSS and PBIS and aligns to the California Community Schools Framework. Assessment data are routinely reviewed to monitor academic, social-emotional, and behavioral progress and to coordinate timely interventions and supports. Targeted small-group interventions delivered two to four times per week in ELA and mathematics have contributed to growth among lower-achieving students, supported by multiple data sources (e.g., i-Ready, MClass, interim and unit assessments, and progress-monitoring measures). Grade 3

SBAC results showed notable gains, including a 17.9% increase in ELA proficiency (19.05% to 36.96%) and a 7.97% increase in math proficiency (33.33% to 41.30%), with gains for English Only students (+9.54%) and socioeconomically disadvantaged students (+9.44%). Fall to Winter 2025–26 i-Ready diagnostics further indicate improvement across grade levels and student groups, including reductions in students performing three or more grade levels below in ELA (Grade 3 down 13%; Grade 6 down 20%) and among English Learners (47% to 28%), as well as increases in students performing at or near grade level (e.g., Grade 5 ELA on grade level increased from 12% to 22%). Overall, the assessment plan has been implemented successfully and is effectively driving data-informed instruction, intervention, and continuous improvement.

Action 2: This action effectively strengthened Aspen Valley’s schoolwide MTSS by coordinating academic, behavioral, and social-emotional supports aligned with the California Community Schools framework. Using multiple data sources—including classroom assessments, i-Ready diagnostics, and state data—the school is able to identify student needs early, provide targeted support across tiers, and monitor progress over time. Implementation of evidence-based instructional practices has increased, as observed through walkthroughs, coaching debriefs, grade-level team planning, and coaching documentation.

Actions to Increase Student Achievement: To ensure improved academic outcomes in 2025–26, Aspen Valley will strengthen and refine the following actions:

- Improve Tier 1 Instruction: Ensure consistent implementation of standards-aligned ELA and Math instruction through instructional coaching, common pacing, and increased focus on grade-level rigor and academic discourse.
- Strengthen MTSS and Intervention: Refine Empower Hour to prioritize teacher-led, small-group instruction aligned to i-Ready and classroom assessment data, with regular progress monitoring to adjust supports.
- Target Upper Elementary Supports: Implement focused literacy and math supports in Grades 4–5, emphasizing reading comprehension, writing, academic vocabulary, and multi-step problem solving.
- Build Staff Capacity: Provide ongoing professional development and coaching for teachers and instructional aides focused on effective instructional strategies, data use, and intervention implementation.
- Address Attendance Barriers: Continue targeted attendance interventions to reduce chronic absenteeism and increase access to core instruction and intervention services.

These actions are designed to strengthen instructional coherence, address unfinished learning, and result in increased ELA and Math performance for all students.

Action 3: This action has been effective. Aspen Valley’s comprehensive support system has been effective in addressing students’ social-emotional and behavioral needs. Actions within this goal are intentionally aligned to support intended outcomes and are implemented strategically. Ongoing monitoring ensures fidelity of implementation and continuous improvement. Current chronic absenteeism year-to-date is 26.1%, compared with 24.61% during the same period in 2024. While chronic absenteeism remains an area of need, Aspen Valley continues to refine targeted and intensive attendance interventions to improve outcomes for all student groups.

Action 4: The effectiveness of this action with supporting students with disabilities has been strengthened through collaborative processes that actively involve parents, general education teachers, and education specialists. This collaboration has enhanced the relevance, alignment, and effectiveness of instructional and support goals. The allocation of sufficient funding to support the interventions and programs outlined in the LCAP has been critical in making progress toward intended outcomes.

Professional learning opportunities for English Learners, delivered jointly with general education teachers, have been effective in building staff capacity and supporting progress toward identified goals. Collaboration between general education and special education teams has also proven effective in improving differentiated instruction and the consistent implementation of accommodations and modifications.

To address chronic absenteeism, site administration has held regular attendance meetings to review data, identify students in need of support, and implement targeted strategies, contributing to improved monitoring and intervention efforts. Aspen Valley remains committed to strengthening supports for students with disabilities through ongoing collaboration, data-driven

Action 5: This action has been effective as measured across multiple data sources, while internal indicators and the 2025 California School Dashboard signal areas where continued refinement is needed.

Reading Growth and Diagnostic Data: Through ELD services and reading intervention groups, AVPA observed measurable reading growth on the i-Ready fall-to-winter diagnostic. English Learners demonstrated strong progress, with a 19% decline in students performing three or more grade levels below (from 47% to 28%). The percentage of English Learners performing at or above grade level increased by 12%, and the proportion performing two to three or more grade levels below decreased by 11%, underscoring the positive impact of targeted intervention in reducing achievement gaps.

i-Ready winter-to-spring data confirmed continued growth among English Learners receiving ELD services and targeted reading intervention. Grade 4 English Learners demonstrated strong improvement, increasing from 14% to 29% on grade level in Reading. In grade 6 Mathematics, 50% of English Learners moved from two grade levels below to one grade level below, indicating meaningful growth toward grade-level proficiency. These trends suggest that targeted interventions are producing positive impact in the grades and content areas where they were consistently delivered.

ELD Instruction and Language Development: A notable strength is the increased time allocated in the academic calendar to support ELD instruction, reflecting AVPA's commitment to addressing the needs of English Learners. On the 2025 California School Dashboard, 37.1% of English Learners demonstrated progress on the English Learner Progress Indicator, and 15.3% achieved English Language Proficiency on the Summative ELPAC. ELPAC domain results further highlight language development: 54% of English Learners are Well Developed in Speaking, reflecting substantial progress in oral language skills, and over one-third are Moderately Developed in Reading and Listening, indicating growth in receptive language skills.

Academic Achievement: 2025 CAASPP results indicate promising growth for English Learner students, particularly those with longer exposure to the EL program. Students enrolled in EL services for 12 months or more demonstrated a 9.75% increase in Mathematics proficiency (from 6.25% to 16.00%), and Ever-EL students showed an 8.82% increase (from 21.74% to 30.56%). These gains suggest that extended participation in the EL program is contributing to narrowing achievement gaps. Additionally, recently reclassified English Learners exceeded standards in Mathematics, scoring 4.3 points above standard.

Implementation Through the EL Master Plan: The effectiveness of this action is closely tied to AVPA's ability to implement and continuously refine the EL Master Plan, which details the comprehensive program of supports for English Learners and guides both student achievement strategies and staff professional development. The Master Plan serves as the foundational document ensuring that designated and integrated ELD instruction, intervention placement, progress monitoring, and reclassification processes are aligned and implemented with fidelity.

Action 6: This action of Art and Music instruction at Aspen Valley has been effective on multiple fronts. These programs enrich the overall educational experience by fostering creativity, cultural awareness, and student engagement while also reinforcing academic skills through the integration of literacy and

numeracy content. Performance opportunities strengthen school connectedness and community engagement, providing students with meaningful platforms to demonstrate their growth. The addition of academic intervention within Arts instruction beginning in January 2025 further demonstrates the school’s commitment to a whole-child approach that leverages all instructional settings to support student achievement.

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

No Changes to Goal Statement, Target Outcomes, or Metrics: Aspen Valley Preparatory Academy will not be changing the goal statement, target outcomes, or metrics under LCAP Goal #1 for the 2026-27 school year. AVPA develops a one-year LCAP annually to ensure that goals, actions, and metrics, including targeted outcomes, remain aligned to current student needs, California School Dashboard performance, and the school's annual needs assessment as part of its ongoing schoolwide improvement cycle. The comprehensive annual needs assessment integrates 2025 California School Dashboard results, i-Ready Spring 2026 diagnostic data, ELPAC results, IEP goal attainment, attendance and behavior data, and educational partner feedback, and may inform refinements to Goal #1 metrics and target outcomes in future cycles based on findings from internal and Dashboard reporting.

Continued ATSI Eligibility: The school remains eligible for Additional Targeted Support and Improvement (ATSI) because AVPA has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified AVPA for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator. Continued ATSI eligibility informs the school's annual reflection cycle and reinforces the focus of Goal #1 on coordinated, evidence-based actions that address academic, attendance, behavioral, and social-emotional outcomes for all student groups, including those affecting the ATSI-identified subgroup.

Change to Action Implementation: Discontinuation of Eugabarian Math Tutoring Services: One substantive change to action implementation under Goal #1 will take effect for the 2026-27 school year. Following an analysis of internal student performance data in Mathematics, AVPA concluded that the contracted math tutoring services provided by the Eugabarian Center were not effective in producing measurable student growth. As a result, AVPA will discontinue contracting with the Eugabarian Center for the 2026-27 school year and will redirect those resources to deliver math tutoring through AVPA's own credentialed teachers and trained instructional staff. This change supports tighter alignment between Tier 1 classroom instruction, Tier 2 intervention, and tutoring support under Goal #1, and ensures that math tutoring is delivered with the same fidelity, progress monitoring, and data-driven adjustment that anchors AVPA's broader Multi-Tiered System of Supports (MTSS) action plan within this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	Aspen Valley Preparatory Academy will implement a comprehensive assessment system within its Multi-Tiered System of Supports (MTSS) framework to establish baselines, identify learning gaps, monitor progress, and set annual growth targets. Assessment data will inform Tier 1 instruction and guide Tier 2 and Tier 3 interventions throughout the school year. Assessments Administered	\$16,500	Y

Action #	Title	Description	Total Funds	Contributing
		AVPA will administer i-Ready Reading and Mathematics three times per year in grades K through 6 as a universal screener and progress monitoring tool, providing SBE-verified diagnostic data to identify student strengths and needs and inform differentiated instruction. Amplify mCLASS will be administered in grades K through 2 as the reading difficulties screener, supporting early identification of students at risk for reading difficulties including characteristics of dyslexia. Innovamat Thinking Math will be administered in grades K through 5 as a mathematics formative assessment aligned to conceptual understanding, procedural fluency, and application. The Core Knowledge ELA End-of-Year Assessment will measure end-of-year ELA achievement and curriculum effectiveness. Gradient Learning Assessments will be administered in grade 6 to support implementation of the Summit (Gradient) learning model. State-mandated assessments will include the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Science Test (CAST), and the Physical Fitness Test (PFT), providing summative data on progress toward state standards. Use of Assessment Data Assessment data will be used to identify students requiring additional support through universal screening, pinpoint specific skill gaps through diagnostic and formative data, monitor the effectiveness of instruction and intervention, set and review annual growth targets, and provide actionable reports that enable data-driven decision-making at the classroom and school levels. Through systematic use of assessment data within the MTSS framework, AVPA ensures that instruction is responsive to student needs and supports equitable academic achievement for all learners.		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	The 2025 California School Dashboard shows declining student performance on the ELA, Mathematics, and Science Academic Indicators. The 'All Students' group performed in the Orange performance level for ELA at -38.5 Distance from Standard and for Mathematics at -55.9 DFS, with significantly larger gaps for Students with Disabilities (-115.8 DFS in ELA and -144.7 DFS in Math) and English Learners (-63.4 DFS in ELA and -73.5 DFS in Math). The Science Indicator placed AVPA in the Orange performance level at 44.5 points with a 3.8-point year-over-year decline. Following a comprehensive needs assessment for the 2026-27 cycle, Aspen Valley Preparatory Academy will continue implementing a Multi-Tiered System of Supports (MTSS) with a focused emphasis on strengthening Tier 1 core instruction, expanding Tier 2 and Tier 3 interventions	\$1,319,118	Y

Action #	Title	Description	Total Funds	Contributing
		aligned to diagnostic skill deficits, and ensuring that 100% of AVPA students have access to tiered supports. Strengthening Tier 1 Core Instruction: AVPA will deliver explicit, systematic Tier 1 instruction across grades TK through 6 in all three content areas. ELA instruction in grades K-2 will focus on phonemic awareness, phonics, decoding, and fluency aligned to the California Common Core State Standards for English Language Arts, and grades 3-6 will focus on comprehension, vocabulary, text-based analysis, and structured writing. Mathematics instruction will balance conceptual understanding, procedural fluency, and application aligned to the California Common Core State Standards for Mathematics, with consistent use of math discourse routines and visual models including bar models, number lines, and arrays. Science instruction will be phenomenon-based and aligned to the Next Generation Science Standards, integrating the Claim-Evidence-Reasoning framework into daily science lessons across grades 3-5 and incorporating weekly NGSS-aligned performance tasks. Students with Disabilities will access grade-level complex texts and grade-level mathematical and scientific tasks with appropriate scaffolds rather than reduced-rigor replacements. Staff will be trained on the distinction between supporting access and removing rigor, and on gradual release of responsibility. Tier 2 and Tier 3 Targeted Intervention: A credentialed Intervention Coordinator will provide direct intervention for students in grades 2-6, reading two or more years below grade level as identified by i-Ready; and will offer push-in support in grades TK-2 focused on CKLA implementation and decoding skills. The Intervention Coordinator will also coach classroom teachers and instructional aides on evidence-based reading strategies. AIMS Reading Intervention will be tailored to individual reading gaps using i-Ready diagnostic data, delivered four times per week in 8-week cycles during the intervention block. In Mathematics, students lacking foundational skills will receive support through Reflex (math facts proficiency) and Frax (fraction skills and confidence). AVPA will establish protected daily intervention blocks of 30 to 45 minutes, conduct intervention fidelity checks twice monthly, and implement progress monitoring every two to three weeks. Tier 1.5 Classroom-Based Support: Classroom teachers will implement intervention using i-Ready Teacher Toolbox resources to support both struggling learners and high-performing students. Instructional aides will provide individual high-dose tutoring and small-group instruction during ELA and Math blocks and		

Action #	Title	Description	Total Funds	Contributing
		will receive coaching on evidence-based pedagogical strategies and behavior management from the PBIS team. Additional Support Programs: The Expanded Learning Opportunities Program (ELOP) will provide after-school, intersession, and summer programming (LREBG funded \$35,312; ELOP funded \$124,207; LCFF S&C funded \$21,963) for additional academic support, and the Reading Excellence Center will provide additional tutoring resources available to all students. Intervention support in ELA, Mathematics, and Science will continue to be offered during the school day and through the after-school program. Strengthening IEP Implementation: AVPA will conduct quarterly IEP implementation audits in general education classrooms across ELA, Mathematics, and Science settings to verify that accommodations are clearly documented, visibly implemented during instruction and assessment, and used to support access to grade-level reasoning rather than reduction of rigor. Co-teaching and push-in support will focus on access to grade-level instruction. Progress Monitoring and Accountability: Teachers and leadership will assess each student's progress at the end of each 8-week intervention cycle to determine next steps, with biweekly progress monitoring during intervention cycles to allow rapid instructional adjustment. AVPA will conduct monthly performance review for Students with Disabilities using i-Ready growth data, intervention progress monitoring data, and IEP goal attainment rates. Quarterly instructional walkthroughs will focus on rigor and access balance, intervention alignment, accommodation fidelity, and quality of academic discourse. Families of struggling learners will be actively engaged and encouraged to utilize ELOP offerings to improve academic outcomes.		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	On the 2025 California School Dashboard, AVPA received a Red performance level on the Chronic Absenteeism Indicator for the All Students group and for the English Learner, Socioeconomically Disadvantaged, Homeless, Hispanic, and White student groups. AVPA also received a Red performance level on the Suspension Rate Indicator for the White student group. AVPA remains eligible for Additional Targeted Support and Improvement (ATSI) because the school has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified the school for ATSI for the White student group. The trajectory across recent Dashboard cycles shows both progress and continued challenge. AVPA reduced chronic absenteeism for the White student	\$263,311	Y

Action #	Title	Description	Total Funds	Contributing
		group from 31.9% on the 2023 Dashboard to 13.4% on the 2024 Dashboard, achieving a Yellow performance level. On the suspension rate, AVPA's schoolwide rate declined from 7.8% in 2023-24 to 4.7% in 2024-25, reducing the number of student groups in Red from six on the 2024 Dashboard to one on the 2025 Dashboard. Continued Red performance on chronic absenteeism for All Students and on suspension rate for the White student group indicates that the conditions driving these outcomes require sustained, coordinated, evidence-based response. ATSI Measures of Progress Using State Indicators: Metric #8 Chronic Absenteeism Rates and Metric #9 Suspension Rates, listed under Measuring and Reporting Results. During the 2024-25 school year, AVPA conducted 35 truancy-level Student Attendance meetings with the Principal and parents/guardians and held 13 Student Attendance Review Team (SART) meetings with Aspen Public Schools. Comprehensive MTSS Program for 2026-27 AVPA will continue implementing a comprehensive MTSS program addressing the social-emotional and behavioral needs of students through coordinated, evidence-based work on Tier 1 schoolwide expectations, restorative practices, tiered behavior intervention, trauma-informed practices, mental health and counseling, attendance recovery, family engagement, and academic re-entry. The Leader in Me social-emotional curriculum and Covey's 7 Habits remain the schoolwide SEL framework, and the Community Schools initiative continues to anchor family and community engagement. Every component of this program is grounded in evidence meeting the Every Student Succeeds Act (ESSA) Tier 1 (Strong), Tier 2 (Moderate), or Tier 3 (Promising) evidence standards under 20 U.S.C. section 7801(21)(A), in alignment with the ATSI requirement that identified schools implement evidence-based interventions. Strengthening Tier 1 Behavioral Expectations Through PBIS (ESSA Tier 1 Evidence) AVPA will refresh implementation of the Positive Behavioral Interventions and Supports (PBIS) framework with clearly defined schoolwide behavioral expectations taught, modeled, and reinforced consistently across all classrooms and common areas. Teachers will use shared language, common visuals, and consistent acknowledgment systems. Daily classroom community-building routines will reinforce expectations and build positive relationships that prevent escalation. PBIS is supported by strong evidence (ESSA Tier 1) through large-scale studies documenting that schoolwide implementation reduces office discipline		

Action #	Title	Description	Total Funds	Contributing
		referrals, decreases suspension rates, and improves school climate. PBIS implementation directly addresses the conditions driving AVPA's ATSI identification on the Suspension Rate Indicator. Expanding Restorative Practices (ESSA Tier 2 Evidence) AVPA will expand restorative practice implementation across all grades, including community-building circles, restorative conversations following behavioral incidents, and harm-repair protocols. Re-entry conferences will be conducted for students returning from any suspension to support repair and successful reintegration. The SEL Counselor and Principal will continue facilitating conflict resolution mediations, with restorative practice replacing exclusionary discipline as the default response wherever feasible under Education Code section 48900. Restorative practice is supported by moderate evidence (ESSA Tier 2) through peer-reviewed studies demonstrating reductions in suspension rates, repeat referrals, and racial disparities in discipline outcomes, with the strongest effects observed when restorative practices are implemented schoolwide alongside PBIS rather than as a standalone strategy. This integration directly addresses the conditions driving the ATSI identification on the Suspension Rate Indicator. Tier 2 and Tier 3 Behavior Intervention Through FBAs and BIPs (ESSA Tier 1 Evidence) AVPA will strengthen Tier 2 and Tier 3 behavior intervention through structured Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students with persistent behavioral concerns, with particular attention to alignment with IEP behavior goals and BIPs for Students with Disabilities. Behavior contracts, check-in/check-out routines, and small-group social skills instruction will be available for students requiring Tier 2 support. A multidisciplinary behavior team will meet weekly to triage referrals, assign interventions, and monitor progress. Functional Behavior Assessment and Behavior Intervention Plan implementation are supported by strong evidence (ESSA Tier 1) through decades of applied behavior analysis research demonstrating that function-based interventions reduce challenging behavior and increase prosocial behavior, particularly for Students with Disabilities. The check-in/check-out (CICO) Tier 2 intervention is supported by strong evidence (ESSA Tier 1) through multiple randomized controlled trials documenting effectiveness in reducing problem behavior across elementary settings. Trauma-Informed Practices (ESSA Tier 2 Evidence)		

Action #	Title	Description	Total Funds	Contributing
		Recognizing the cumulative trauma exposure students have experienced, including school lockdowns connected to incidents at neighboring schools, housing instability, and law enforcement presence on campus to address community-related issues, all AVPA staff will receive training in trauma-informed practices. Training will address recognition of trauma responses, regulation strategies, and relationship-based interventions. Classroom routines will include calming corners, regulation breaks, and predictable transitions. Staff will be trained to differentiate between willful misconduct and trauma response, applying suspension consistent with Education Code section 48900 only when warranted and exhausting trauma-informed alternatives first. Trauma-informed practices in schools are supported by moderate evidence (ESSA Tier 2) through studies documenting reductions in disciplinary incidents and improvements in student-teacher relationships when implemented with fidelity. This intervention directly addresses the documented community trauma exposure driving both chronic absenteeism and suspension rate outcomes for AVPA's student groups. Multi-Tiered Attendance Interventions and Early Warning System (ESSA Tier 2 Evidence) AVPA will implement an early warning system that flags students at the 5% absence threshold to enable proactive outreach before students reach the 10% chronic threshold under Education Code section 60901. The attendance team will conduct weekly review cycles using Infinite Campus data, identify students with emerging patterns, and assign tiered supports. Family outreach will occur within 48 hours of any absence, with content tailored to the cumulative absence pattern. Early warning systems for attendance, dropout prevention, and behavioral risk are supported by moderate evidence (ESSA Tier 2) through research documenting that early identification with proactive family engagement reduces chronic absenteeism, particularly when combined with case management for students approaching the chronic threshold. The progressive communication protocol will continue at the 2, 5, and 7 absence thresholds through phone calls and truancy letters. After five unexcused absences or tardies, Student Success Team (SST) meetings will develop individualized plans with families. Following seven absences, SART meetings will provide additional support and accountability under Education Code section 48263. Students at or near the chronic threshold will be assigned a case manager who coordinates outreach, identifies barriers, and connects families to school and community resources. SST and SART processes are supported by moderate evidence (ESSA Tier 2) as structured, family-engaged approaches to attendance recovery that		

Action #	Title	Description	Total Funds	Contributing
		directly address the conditions driving AVPA's ATSI identification on the Chronic Absenteeism Indicator. Make-Up Learning and Academic Re-Entry (ESSA Tier 2 Evidence) Teachers will provide structured make-up learning aligned to specific missed priority skills in ELA, Mathematics, and Science, rather than generic completion tasks. Students returning from absence will receive targeted small-group re-entry support and progress monitoring on the missed skills. This approach links attendance recovery directly to academic recovery and reduces the cumulative learning loss that drives further disengagement. Structured make-up learning aligned to diagnostic skill deficits is supported by moderate evidence (ESSA Tier 2) consistent with the high-dosage tutoring research base, with the strongest effects observed when re-entry support targets specific missed skills rather than generic completion tasks. Key Staff Roles in MTSS Implementation The Assistant Site Director (Title I funded at \$127,129) serves as the PBIS team lead, participating in the local PBIS Cohort and Community of Practice, facilitating professional learning for teachers on behavior challenges and de-escalation, meeting with students who receive referrals, and ensuring consistent schoolwide implementation of positive behavior interventions. The SEL Counselor provides direct counseling services including grief counseling and small-group sessions focused on social skills development, coordinates the Leader in Me curriculum, conducts conflict resolution mediations alongside the Principal, and leads Parenting Partners workshops to strengthen home-school connections. The Family Resource Counselor (FRC), who also serves as the Homeless and Foster Youth Liaison under Education Code section 48852.5 and the McKinney-Vento Homeless Assistance Act, maintains a consistent schedule of home visits and family meetings to address barriers affecting attendance and well-being. The FRC provides essential resources including bus passes, gas cards, food, clothing, and school supplies. In 2023-24, the FRC supported 18 students, with services expanded for 2026-27. The FRC participates in all attendance meetings and SST meetings for unhoused students. Mental Health and Counseling Services (ESSA Tier 2 Evidence) AVPA will continue partnering with All 4 Youth to provide comprehensive mental health services including individual counseling, coordinated through the SEL Counselor. AVPA will expand counseling capacity to address the volume of		

Action #	Title	Description	Total Funds	Contributing
		students experiencing trauma exposure, behavioral escalation, and social-emotional needs. Counseling services include individual and small-group counseling, crisis intervention, and family support, with community partner referrals for needs that extend beyond school capacity. School-based mental health and counseling services are supported by moderate evidence (ESSA Tier 2) through studies documenting reductions in suspension rates, improvements in attendance, and gains in student connectedness and sense of safety when school counseling is integrated with tiered SEL instruction and individual and small-group support. This intervention directly addresses the social-emotional conditions driving ATSI identification. Leader in Me Social-Emotional Learning Framework (ESSA Tier 2 Evidence) The Leader in Me social-emotional curriculum and Covey's 7 Habits framework will continue as AVPA's schoolwide SEL framework. The framework supports self-leadership, goal-setting, relationship-building, and collaborative problem-solving across all grades. SEL frameworks aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) five core competencies are supported by moderate evidence (ESSA Tier 2) through large-scale meta-analyses documenting positive effects on student behavior, attendance, school climate, and academic outcomes when SEL is implemented schoolwide with fidelity. This intervention supports the conditions for reducing chronic absenteeism and suspension rates that drive ATSI identification. Family Engagement and Support Services (ESSA Tier 2 Evidence) AVPA maintains strong family partnership through Parenting Partners workshops led by the SEL Counselor, Vice Principal, Psychologist, and Student Services Director; the Parent Leadership Team; the Eagles Nest Store; and monthly schoolwide events. The Community Schools Advisory Council, comprised of family members, students, staff, and community partners, ensures family voice is integral to decision-making. AVPA also provides direct support for families addressing transportation barriers, chronic absenteeism, and school uniform needs. Family engagement practices that include proactive communication, home visits, and structured advisory consultation are supported by moderate evidence (ESSA Tier 2) as foundational to reducing chronic absenteeism, particularly for unduplicated students and families experiencing barriers. Behavioral intervention plans will be developed in partnership with families and shared transparently. Communication will occur proactively rather than only at the point of disciplinary incident, and family engagement structures including		

Action #	Title	Description	Total Funds	Contributing
		ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal will be used to inform and refine the behavioral support framework. School Climate, Engagement, and Belonging AVPA will continue climate work focused on increasing engagement and belonging, currently reported at 50% each on the schoolwide Kelvin climate survey at a 91% participation rate. Strategies include daily classroom community-building routines, structured opportunities for student voice through the Student Leadership Team, expanded family engagement through ELAC, PAC, the Parent Leadership Team, and Pastries with the Principal, and recognition systems that affirm consistent attendance and re-engagement. Schoolwide climate work integrating SEL, PBIS, restorative practices, and family engagement is supported by moderate evidence (ESSA Tier 2) as a foundational condition for sustained attendance and behavioral improvement. Coordinated Response to Continued ATSI Eligibility Each evidence-based intervention described above contributes to AVPA's coordinated response to continued ATSI eligibility. PBIS and FBA/BIP implementation directly address the conditions driving the Suspension Rate Indicator identification for the White student group. The early warning system, 48-hour family outreach, SST and SART processes, FRC home visits, and case management directly address the conditions driving the Chronic Absenteeism Indicator identification across All Students and multiple student groups in Red. Trauma-informed practices, mental health and counseling services, the Leader in Me SEL framework, and family engagement practices address the underlying social-emotional and community conditions that compound risk of both chronic absenteeism and suspension. Together, these interventions provide the evidence-based foundation required to support AVPA's progress toward exiting ATSI identification while improving outcomes for all student groups currently in Red performance levels.		
4	SERVICES TO SUPPORT SWD	Aspen Valley Preparatory Academy's special education program is built on an inclusion model. Students with Disabilities (SWD) represent 14% of total enrollment, and 17% of SWD are also identified as English Learners. The 2025 California School Dashboard documents significant performance gaps for SWD that require targeted action. SWD performed at -115.8 Distance from Standard on the ELA Indicator and -144.7 DFS on the Mathematics Indicator. On the i-Ready Spring 2026 diagnostic, only 6% of SWD performed on grade level in ELA and only 9.1% on grade level in Mathematics. SWD chronic absenteeism	\$371,274	N

Action #	Title	Description	Total Funds	Contributing
		declined to 13% on the 2025 Dashboard (Yellow), the only AVPA subgroup not in Red on this indicator, and SWD suspension rates declined as part of the schoolwide trend from 7.8% in 2023-24 to 4.7% in 2024-25. These gains demonstrate that targeted attention can produce measurable improvement; the 2026-27 plan extends that momentum into academic outcomes. Inclusion Model and Universal Design for Learning in Tier 1 Instruction: Special education staff work collaboratively with general education staff to provide support and training for implementing accommodations and modifications in the general education classroom. Education Specialists collaborate with general education teachers to implement best practices for SWD to access grade-level curriculum through both collaboration and push-in support. Tier 1 instruction will be designed using the Universal Design for Learning (UDL) framework developed by CAST, which provides multiple means of engagement, multiple means of representation, and multiple means of action and expression. Multiple means of engagement will be supported through choice in tasks and topics, structured opportunities for collaboration, and routines that build student self-regulation. Multiple means of representation will be supported through visual, auditory, and kinesthetic delivery, the use of graphic organizers and anchor charts, structured vocabulary supports, and access to text through varied modalities. Multiple means of action and expression will be supported through varied response options including writing, speaking, drawing, modeling, and digital tools, paired with assistive technology where appropriate. UDL implementation will reduce the need for individual accommodations after the fact by building access into core instruction from the start. SWD will access grade-level complex texts and grade-level mathematical and scientific tasks with appropriate scaffolds rather than reduced-rigor replacements. Staff will be trained on the distinction between supporting access and removing rigor, on gradual release of responsibility (I do, We do, You do), and on the practical application of UDL principles in daily lesson design. Strengthening IEP Implementation Across Settings: AVPA will conduct quarterly IEP implementation audits in general education classrooms across ELA, Mathematics, and Science settings. Audits will verify that accommodations are clearly documented, visibly implemented during instruction and assessment, and used to support access to grade-level reasoning rather than reduction of rigor. Examples include extended time, read-aloud supports for math word problems where appropriate, calculation tools, manipulatives, and structured writing supports. Co-teaching and push-in support will focus on access to grade-level		

Action #	Title	Description	Total Funds	Contributing
		instruction. Quarterly walkthroughs will examine rigor and access balance, intervention alignment, accommodation fidelity, and quality of academic discourse. Targeted Tier 2 and Tier 3 Intervention: Interventions for SWD will be aligned directly to diagnostic skill deficits identified through i-Ready and internal formative data. AVPA will establish protected daily intervention blocks of 30 to 45 minutes, conduct intervention fidelity checks twice monthly, and implement progress monitoring every two to three weeks. Interventions will be explicit and skill-specific rather than worksheet-based review. The credentialed Intervention Coordinator will provide direct intervention for SWD reading two or more years below grade level as identified by i-Ready, and will offer push-in support in grades TK through 2 focused on CKLA implementation and decoding skills. Behavior Support Aligned to IEP Goals: Recognizing the documented behavioral escalation among SWD, AVPA will strengthen Tier 2 and Tier 3 behavior intervention through structured Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students with persistent behavioral concerns, with particular attention to alignment with IEP behavior goals and BIPs. Behavior contracts, check-in/check-out routines, and small-group social skills instruction will be available for students requiring Tier 2 support. The multidisciplinary behavior team will meet weekly to triage referrals, assign interventions, and monitor progress for SWD alongside other students at risk. Trauma-Informed Practices and Mental Health Support: All staff will receive training in trauma-informed practices, including recognition of trauma responses, regulation strategies, and relationship-based interventions. Classroom routines will include calming corners, regulation breaks, and predictable transitions. Staff will be trained to differentiate between willful misconduct and trauma response, applying suspension consistent with Education Code section 48900 only when warranted and exhausting trauma-informed alternatives first. AVPA's partnership with All 4 Youth will continue to provide individual counseling and mental health services, coordinated with the SEL Counselor. Professional Learning for Special Education Staff: Special education staff will participate in training provided by AVPA's SELPA through the Charter SELPA Professional Learning Catalog (https://charterselpa.org/professional-learning-catalog). Training topics include executive functioning, verbal de-escalation, mental health interventions focused on anxiety, stress, and trauma, autism training, Crisis Prevention Institute (CPI) certification, trauma-informed practices, and Universal Design for Learning. SPED Professional Learning Communities		

Action #	Title	Description	Total Funds	Contributing
		(PLCs) will continue to address communication, attendance, and behavior support, with regular analysis of SWD i-Ready data, IEP goal attainment, and intervention fidelity. Attendance Support for SWD: Although SWD chronic absenteeism declined to 13% (Yellow) on the 2025 Dashboard, sustained focus on attendance for SWD will continue. Case managers will hold IEP meetings to address attendance concerns and identify needed supports. The case manager will participate in Student Attendance Review Team (SART) meetings, and special education staff will conduct home visits for students considered habitually truant under Education Code section 48262. The early warning system will flag SWD at the 5% absence threshold to enable proactive outreach before students reach the 10% chronic threshold under Education Code section 60901, and family outreach will occur within 48 hours of any absence. Make-up learning will be aligned to specific missed priority skills in ELA, Mathematics, and Science rather than generic completion tasks. Support for Dually Identified SWD/EL Students: Students who are dually identified as Students with Disabilities and English Learners (17% of the SWD population) require coordinated support that addresses both disability-related needs and language acquisition needs simultaneously, without one set of supports diluting the other. AVPA will implement coordinated planning between Education Specialists and the credentialed teachers responsible for English Language Development to ensure that IEP goals, accommodations, and English language development objectives are aligned and reinforced across settings. Daily integrated ELD with clearly defined language objectives will be embedded in core ELA, Mathematics, and Science lessons for dually identified students, alongside designated ELD that is differentiated by ELPAC proficiency level and years in program. Standardized routines including think-pair-share, structured oral language, sentence frames, anchor charts, and collaborative conversations aligned to the California English Language Development Standards will be paired with the UDL supports embedded in Tier 1, ensuring that language development and disability-related access work together rather than in parallel silos. Coordinated assessment practice will be implemented to distinguish between language-acquisition needs and disability-related needs at IEP meetings and reclassification reviews, drawing on the framework established in 5 California Code of Regulations section 11304 for English Learner reclassification of students with IEPs. Reclassification decisions for dually identified students will use alternative criteria established in the IEP team meeting where appropriate,		

Action #	Title	Description	Total Funds	Contributing
		ensuring that disability-related performance is not misinterpreted as a lack of English proficiency. Family communication will occur in the family's primary language, with translation provided at IEP meetings, parent conferences, and ELAC engagement opportunities. Teachers and special education staff will receive ongoing professional development focused on differentiating instruction for dually identified students, effective collaboration between Education Specialists and teachers delivering ELD, distinguishing between language-acquisition patterns and disability-related patterns in student work, and culturally responsive teaching practices. SPED PLC time will include regular analysis of dually identified student progress on i-Ready, ELPAC domain data, IEP goal attainment, and reclassification readiness. Monitoring and Accountability: AVPA will conduct monthly performance review for SWD using i-Ready Reading and Mathematics growth data, intervention progress monitoring data collected every two to three weeks, IEP goal attainment rates across the K-3, and 4-6 reporting cycles, attendance and behavior data from Infinite Campus, and quarterly accommodation fidelity audit results. For dually identified SWD/EL students, monitoring will additionally include ELPAC domain data and reclassification readiness against the criteria established under Education Code section 313(f) and 5 CCR section 11304.		
5	STRENGTHENING EL PROGRAM & SERVICES	On the 2025 California School Dashboard, AVPA received a Red performance level on the English Learner Progress Indicator (ELPI) at 37.1%, an 11.5 percentage point decline from 48.6% on the 2024 Dashboard. The Red performance level indicates that fewer than four out of ten English Learners are making expected progress toward English proficiency from one Summative ELPAC administration to the next under Education Code section 60810. AVPA also received a Red performance level for English Learners on the Chronic Absenteeism Indicator, signaling that attendance disruption is compounding language acquisition challenges. The decline is consistent with broader academic gaps for English Learners on the 2025 Dashboard. English Learners performed at -63.4 Distance from Standard on the ELA Indicator and -73.5 DFS on the Mathematics Indicator. On the i-Ready Spring 2026 diagnostic, only 11.5% of English Learners performed on grade level in either ELA or Mathematics. Despite these declines, AVPA documented promising gains where targeted intervention was consistently delivered: grade 4 English Learners increased from 14% to 29% on grade level in i-Ready Reading during the 2025-26 cycle, and grade 5 English Learners showed a 14-point increase in the percentage performing on grade level in i-Ready Mathematics.	\$3,500	Y

Action #	Title	Description	Total Funds	Contributing
		The 2026-27 plan extends these gains across all grades and all content areas through coordinated, evidence-based action. Designated and Integrated ELD Alignment For 2026-27, AVPA will refine both integrated and designated English Language Development in alignment with the Aspen EL Master Plan and the California English Language Development Standards adopted by the State Board of Education. AVPA will continue implementing CKLA Language Studio for designated ELD in grades TK through 5 and Cengage for grade 6, both of which provide structured language development aligned to the California ELD Standards. Daily integrated ELD with clearly defined language objectives will be embedded in core ELA, Mathematics, Science, and Social Studies lessons. Standardized routines including think-pair-share, structured oral language, sentence frames, anchor charts, visuals, manipulatives, and collaborative conversations will be used consistently across all grade levels. Specially Designed Academic Instruction in English (SDAIE) strategies will support content access during integrated ELD. Monthly walkthroughs will focus on ELD alignment and the transfer from designated to integrated ELD across content areas. Progress will be measured by the percentage of observed lessons including explicit language objectives and consistent use of language strategies, with a target of 90% or higher. Differentiation by Proficiency Level and Years in Program Designated ELD instruction will be differentiated by ELPAC proficiency level for more precise alignment to student need. Targeted small-group instruction will address Newcomer English Learners through accelerated foundational literacy and language development, and Long-Term English Learners (LTEs) through academic vocabulary, writing, and comprehension development with attention to the reclassification criteria established under Education Code section 313(f) and 5 California Code of Regulations section 11304. Tier 2 reading intervention will be aligned with ELD goals and integrate language and literacy. Content-Area Support for English Learners ELA instruction for English Learners will include explicit comprehension and vocabulary instruction, structured writing with daily sentence-to-paragraph routines, and access to grade-level complex texts with appropriate scaffolds rather than reduced-rigor replacements. Mathematics instruction will balance conceptual understanding, procedural fluency, and application, with consistent		

Action #	Title	Description	Total Funds	Contributing
		use of math discourse routines and visual models including bar models, number lines, and arrays to support both content learning and academic language development. Science instruction will be phenomenon-based and aligned to the Next Generation Science Standards, integrating the Claim-Evidence-Reasoning framework into daily science lessons across grades 3 through 5 to develop both scientific reasoning and academic language simultaneously. English Learners will receive prioritized access to academic tutoring through the Expanded Learning Opportunities Program (ELOP), including after-school, intersession, and summer programming. Bilingual Instructional Support Bilingual Instructional Aides will provide small-group instruction specifically designed to support language acquisition needs in coordination with classroom teachers. Aides will receive training on structured oral language routines, the use of sentence frames and visuals, and SDAIE strategies to ensure consistency between Tier 1 instruction and small-group support. Attendance Support for English Learners Recognizing the Red performance level on the Chronic Absenteeism Indicator for English Learners, AVPA will identify English Learners with chronic absenteeism through the early warning system that flags students at the 5% absence threshold under Education Code section 60901, monitor attendance biweekly, conduct family outreach within 48 hours of any absence, and coordinate with support staff to address transportation, health, and basic-needs barriers. Family outreach will occur in the family's primary language. Teachers will provide structured make-up instructional support for missed designated and integrated ELD, focused on specific missed language skills rather than generic completion tasks. Coordination with the Family Resource Counselor and the Homeless and Foster Youth Liaison will support English Learners experiencing housing instability, who face compounding barriers to language acquisition. Professional Learning Communities and Teacher Capacity Grade-level PLCs will meet regularly to strengthen ELD implementation through focus on explicit vocabulary instruction, multiple modalities, ELD standards integration across content areas, effective use of visuals and manipulatives, and SDAIE strategy implementation. AVPA will provide quarterly professional development cycles addressing California ELD Standards implementation, scaffolding strategies for multilingual learners, and ELPAC task types and expectations across the listening, speaking, reading, and writing domains. Instructional coaching cycles will accompany the professional development, and		

Action #	Title	Description	Total Funds	Contributing
		PLC time will include regular analysis of English Learner data, ELPAC domain results, and planning of targeted instruction. Specific professional learning components include developing comprehensive understanding of the CKLA Language Studio curriculum and the Cengage grade 6 curriculum, utilizing manipulatives and visuals for language acquisition, gaining thorough knowledge of the California ELD Standards, implementing differentiation and scaffolding strategies tailored to ELs at varying proficiency bands, deepening understanding of ELPAC assessment and its instructional connections, establishing effective communication practices with EL families in primary languages, and differentiating instruction across proficiency bands and years-in-program. Progress Monitoring AVPA will administer ELPAC-aligned interim assessments two to three times per year and use data cycles every six to eight weeks to adjust instruction and groupings. Teachers will be trained to analyze ELPAC domain data across listening, speaking, reading, and writing, and classroom assessments will be aligned to ELPAC rigor and task types. Quarterly teacher and administrator collaboration sessions will review English Learner progress on internal benchmarks alongside ELPAC interim results, i-Ready performance, and reclassification readiness. Family Engagement AVPA will provide parent education on ELD initiatives, the ELPAC assessment, and reclassification criteria so that families can support their children's language development. ELAC will continue to serve as the primary structure for consultation with parents of English Learners under Education Code section 52176, and ELAC meetings will include data review, action plan input, and parent voice on the conditions affecting English Learner progress and attendance. Communication will be provided in the family's primary language, and translation will be available at ELAC, parent conferences, and IEP meetings for dually identified students.		
6	BROAD COURSE OF STUDY	Aspen Valley Preparatory Academy will provide all students in grades TK-6 with access to a broad course of study aligned to Education Code section 51210, which establishes the required areas of study for elementary students including English language arts, mathematics, social sciences, science, visual and performing arts, health, physical education, and other studies that may be prescribed by the governing board. Beyond the core subjects of ELA,	\$170,132	Y

Action #	Title	Description	Total Funds	Contributing
		Mathematics, Science, Social Studies, and Physical Education, AVPA will provide dedicated Visual Art and Music instruction to all students. Visual Art and Music Instruction Visual Art instruction will engage students in observation, creation, critique, and connection across the four artistic processes identified in the California Arts Standards (creating, performing/presenting/producing, responding, and connecting). Music instruction will engage students in singing, instrument exploration, listening, composition, and performance aligned to the same standards. Both disciplines will be delivered through dedicated instructional time and through integration into core content areas where appropriate, supporting cross-curricular learning and reinforcing academic concepts through artistic expression. The Value of Arts Education Research consistently shows that participation in arts and music education supports academic performance, cognitive development, and social-emotional skill building. Music instruction in particular engages neural pathways that support memory, attention, and pattern recognition, and is associated with stronger outcomes in language development, spatial reasoning, and mathematics. Visual art instruction develops observation skills, sustained attention, and the capacity to communicate ideas through multiple modalities, which transfer directly to writing, science investigation, and problem-solving in core content. Arts education also supports creativity, self-expression, and resilience, providing students with healthy outlets for emotion regulation and stress management. The disciplines build perseverance, collaboration, and craftsmanship, which are essential for academic and life success. Equitable access to arts education is associated with reduced achievement gaps because it provides all students, regardless of background, with opportunities to develop foundational learning skills that support every other subject area. Equitable Access AVPA ensures equitable access to the broad course of study for all student groups, including English Learners, Students with Disabilities, socioeconomically disadvantaged students, and students experiencing homelessness. Accommodations and language supports will be provided in arts and music classes consistent with each student's IEP, ELD plan, and accessibility needs, ensuring that the broad course of study supports access to grade-level content for every student.		

Action #	Title	Description	Total Funds	Contributing
		Through this commitment, AVPA provides a well-rounded education that nurtures creativity, supports cognitive development, and creates multiple pathways to learning and achievement for all students.		

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

AVPA developed this goal in response to the educator capacity needs identified across every component of the 2026-27 needs assessment. Root cause analysis surfaced teacher capacity for differentiation, intervention fidelity, IEP implementation, ELD instruction, and behavior support as recurring drivers of declining performance across multiple California School Dashboard indicators. Sustained improvement in student academic outcomes requires sustained investment in educator capacity, particularly given the wide range of student need at AVPA and the implementation of multiple new curricula and frameworks for 2026-27.

Dashboard Performance and Educator Capacity Drivers: The 2025 California School Dashboard documented declining performance across the ELA Indicator (-38.5 DFS, Orange), Mathematics Indicator (-55.9 DFS, Orange), Science Indicator (44.5 points, Orange, with a 3.8-point decline), and English Learner Progress Indicator (37.1%, Red, with an 11.5% decline). Within each of these declines, root cause analysis identified educator capacity factors that directly affect student outcomes.

In ELA and Mathematics, root cause analysis identified inconsistent Tier 1 access to grade-level standards (particularly for Students with Disabilities), intervention practices not always tightly aligned or delivered with fidelity, and teacher capacity to differentiate effectively across a wide range of student need. Approximately 50% of currently enrolled students at AVPA are reading at least two years below grade level, and a comparable distribution applies in Mathematics, producing instructional ranges within a single classroom that require sustained capacity-building to address. In Science, root cause analysis identified loss of instructional continuity in grade 5 during 2024-25 (substitute teacher coverage for most of the year, with a permanent credentialed teacher placed only in late Spring 2025), insufficient exposure to NGSS science and engineering practices, and inconsistent integration of academic language and discipline-specific vocabulary. In the ELPI decline, root cause analysis identified variable teacher capacity in California ELD Standards implementation, inconsistent use of structured language routines and scaffolds, and limited differentiation by ELPAC proficiency level and years in program.

Curriculum Implementation Requiring Sustained Capacity Building: For the 2026-27 school year, AVPA is adopting or continuing implementation of multiple curricula and frameworks that require coordinated professional learning, including OpenSciEd for grades K through 6, Amplify mCLASS as the K through 2 reading difficulties screener under Education Code section 53008, Innovamat Thinking Math for grades K through 5, CKLA Language Studio for designated ELD in grades TK through 5, Cengage for grade 6 ELD, Positive Prevention Plus health curriculum for grades 4 through 6, and the Summit Gradient Learning model in grade 6. Each curriculum requires fidelity of implementation supported by training, coaching, and PLC analysis. Without sustained professional learning capacity, new adoptions do not translate into improved student outcomes.

Teacher Retention as a Foundation for Capacity Building: AVPA reported a 100% teacher retention rate for 2026-27, with all 15 returning credentialed teachers and the administrative team continuing alongside one additional teacher hired to support enrollment growth. Teacher retention is the foundation for sustained capacity building because professional learning compounds over time: teachers who remain at AVPA build deeper content knowledge, deeper familiarity with student populations and family communities, and deeper instructional skill through repeated coaching cycles and PLC engagement. Investing in evidence-based professional learning therefore both supports retention and protects the return on retention by ensuring that retained teachers continue to grow.

Diverse Learning Needs Requiring Specialized Capacity: AVPA serves a student population with substantial diversity in learning needs, including 13% identified as Students with Disabilities, 17% of SWD dually identified as English Learners, a significant English Learner population (with 37.1% ELPI on the 2025 Dashboard), socioeconomically disadvantaged students, and students experiencing homelessness. Each of these student groups requires specialized educator capacity. Students with Disabilities require teachers trained in Universal Design for Learning, accommodation implementation that supports access without removing rigor, and Functional Behavior Assessment and Behavior Intervention Plan implementation aligned to IEP goals. English Learners require teachers trained in California ELD Standards implementation, structured oral language routines, SDAIE strategies, ELPAC task types, and integrated and designated ELD differentiation by proficiency level. Dually identified SWD/EL students require teachers trained to distinguish between language-acquisition patterns and disability-related patterns. Students who have experienced trauma require teachers trained in trauma-informed practices, regulation strategies, and the differentiation between willful misconduct and trauma response.

Coaching and Data Cycles Translate Training Into Practice: The 2026-27 needs assessments consistently identified coaching, walkthroughs, and data cycles as the implementation infrastructure that translates one-time training into sustained instructional change. AVPA will support this infrastructure through a dedicated Math Instructional Coach for mathematics, Site Director coaching across content areas, Summit Director coaching for grade 6, OpenSciEd coaching for all teachers, quarterly instructional walkthroughs examining rigor and access balance, monthly ELD walkthroughs, quarterly IEP implementation audits, twice-monthly intervention fidelity checks, and PLC data cycles every six to eight weeks using i-Ready, ELPAC, IEP goal attainment, and behavior data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 82.4%	2022-23: 66.7%	2023-24: 52.6%	2024-25: 83%	-29.8%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26:</u>	<u>2026-27:</u>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 3 CTE: NA Health: 3 PE: 5 VAPA: 4 World Language: N/A	ELA: 5 ELD: 4 Math: 5 Social Science: 3 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: N/A	ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: N/A	ELA: -1 ELD: 0 Math: -1 Social Science: +1 Science: 0 CTE: NA Health: +1 PE: -1 VAPA: 0 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented as planned. Aspen Valley Preparatory Academy employs a Site Director and 16 appropriately credentialed teachers to serve students in grades TK–6, ensuring all students have access to a broad and rigorous course of study that includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education. To maintain continuity of instruction and minimize disruptions to student learning, the school also employs an on-site substitute teacher who received extensive coaching throughout the year to ensure students received equitable instructional services during teacher absences.

Aspen Valley implemented a robust professional learning program that included nine days of Summer Professional Learning to deepen content knowledge, strengthen instructional practices, and align on schoolwide initiatives. During the school year, teachers participated in a total of eight non-instructional days dedicated to professional development. Additionally, weekly Professional Development sessions and Professional Learning Communities (PLCs) were embedded throughout the year, providing ongoing opportunities for collaborative planning, data analysis, and continuous improvement. All teachers participated fully in the professional learning program as outlined.

Challenges Identified: A persistent challenge over the past three years has been recruiting and retaining highly qualified, credentialed teachers across all subject areas. As a charter school, Aspen Valley must compete with the local district, which offers highly competitive salary scales, making recruitment an ongoing area of focus.

An additional challenge has been the scope and differentiation of professional development. The breadth of topics requiring coverage—combined with the varying levels of experience among staff—has required careful planning to ensure that professional learning is both comprehensive and appropriately differentiated to meet the needs of new and veteran teachers alike. Aspen Valley will continue to refine its professional development calendar to balance depth and breadth while addressing the diverse capacity-building needs of its instructional team.

Successes Identified: Teacher retention rates have been consistently high over the past several years, which has been a significant strength. This stability has allowed Aspen Valley to sustain its Physical Education and Arts programs, maintaining a broad course of study that enriches the overall educational experience for all students. Staff continuity has also supported stronger instructional coherence and more effective implementation of schoolwide initiatives.

The professional development program has contributed directly to student academic and well-being growth. Time dedicated to Math and ELA professional learning has resulted in academic gains as measured by i-Ready diagnostics in both subjects, demonstrating the impact of sustained, content-focused professional development on student outcomes.

Action 2: This action was fully implemented as planned. Aspen Valley provides its teachers and leadership with robust professional development throughout the school year. The school employed ELA and Math Instructional Coaches who provide individualized instructional coaching, participate in classroom observations, and facilitated ongoing feedback cycles to support teacher growth and instructional quality. Additionally, Aspen Valley is currently supporting seven teachers in clearing their credentials through the induction program, ensuring that all staff are progressing toward full credentialing.

Curriculum Updates” As part of its commitment to rigorous, standards-aligned instruction, Aspen Valley has adopted OpenSciEd, a research-based, open-source science curriculum aligned with the Next Generation Science Standards (NGSS) for grades K–6. This curriculum emphasizes phenomena-based learning, where students explore real-world scenarios to drive scientific inquiry. Units are designed to build coherence across lessons, promoting deep understanding and critical thinking in science.

Challenges Identified: The primary challenge this year has been the number of new teachers who required onboarding. Integrating new staff into Aspen Valley’s instructional model required significant time and support, particularly in building their capacity to use data to inform instruction, implement effective classroom management practices, and meet the school’s expectations for teaching aligned to the Aspen Valley approach. The scale of onboarding placed additional demands on coaching resources and professional development planning.

To address this, the Instructional Coaches prioritized targeted support for new teachers through differentiated coaching cycles, modeling of instructional practices, and structured onboarding sessions focused on data-driven instruction and schoolwide expectations. Aspen Valley will continue to refine its onboarding processes to ensure that new staff receive the support necessary to implement curriculum with fidelity from the start of the school year.

Successes Identified: A significant strength of this action is the amount of time designated for professional development in the duty calendar. The school utilized every designated day to deliver targeted professional learning, and Friday Professional Development sessions were strategically planned to address specific learning gaps identified through assessment data. This responsive approach ensured that professional learning remained closely connected to student performance and instructional needs.

Aspen Valley also partnered with external organizations—including Fair Schools, the Diagnostic Center, Instruction Partners, and El Dorado Charter SELPA—to deliver high-quality professional development across a range of instructional and behavioral topics. The impact of these partnerships and the overall professional learning program is reflected in measurable improvements in both suspension data and i-Ready diagnostic results, indicating that strengthened instructional practices are contributing to positive student outcomes.

Action 3: This action was partially implemented. Aspen Valley provides all students with standards-aligned curricular and instructional materials, including consumables. Purchases were made to ensure sufficient inventories for all students across all core content areas. However, the school has not yet purchased a sex education curriculum, as it is currently researching the Positive Prevention Plus curriculum for potential adoption. This is the sole component of the action that remains outstanding.

Challenges Identified: A significant challenge over the past three years has been leadership turnover at the Charter Management Organization (CMO) level. The role responsible for monitoring curriculum effectiveness and coordinating material orders experienced two changes in leadership, which disrupted the consistency of curriculum oversight and procurement processes. To address this, a new Chief Academic Officer was hired this year to support site administration and instructional coaches in ensuring that curriculum is ordered in a timely manner and that all instructional supplies are available for the start of each school year.

An additional area of need is the vetting and adoption of a high-quality, age-appropriate sex education curriculum for elementary students. Aspen Valley is actively researching options, including Positive Prevention Plus, and intends to complete the adoption process to bring this action into full implementation.

Successes Identified: A key strength of this action is that all teachers have the resources they need to deliver high-quality instruction. Vetted, standards-aligned curriculum and instructional materials are in place across all core content areas, and teachers receive the support necessary to implement these materials effectively. The procurement process, now strengthened through the addition of the Chief Academic Officer, has improved the timeliness and consistency of material ordering.

Action 4: This action is currently being implemented. Each student has access to a device, including a Chromebook and headphones, to support daily access to instructional and curricular materials. All virtual meetings are conducted through the Microsoft Teams platform. The IT team has also ensured reliable internet quality and sufficient bandwidth to support instruction and operations. In addition, the school implemented online safety monitoring software used by educational staff to monitor student online activity and promote safe and appropriate technology use.

Challenges Identified: A continuing challenge has been the ongoing cost of maintaining up-to-date devices, software, and instructional platforms, as well as the professional development required for effective implementation. These technology-related costs are necessary to support digital assessment and instructional systems, including platforms used for CAASPP preparation and i-Ready implementation.

Successes Identified: Implementation has been consistent, supported by a strong IT team that maintains current technology and dependable connectivity. Training is provided to ensure students and staff can use devices and platforms effectively. The IT team has also streamlined access to learning platforms for families, including a parent portal that supports home access and helps families stay engaged in student learning.

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.

The following material differences were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 2 during the 2025-26 school year.

Action 2: Professional Learning: Estimated actual expenditures for Action 2 were less than budgeted expenditures because teacher induction costs during the 2025-26 school year were less than originally budgeted. AVPA continued to fully fund teacher induction expenses to support credential clearance in alignment with California Commission on Teacher Credentialing requirements, and seven teachers were supported through the induction program. The lower actual cost reflects efficiencies in induction program delivery rather than reduced support for teachers seeking credential clearance.

Action 3: Core Curricular Program Needs: Estimated actual expenditures for Action 3 were less than budgeted expenditures because curricular purchases originally planned for the 2025-26 school year were completed at the end of the 2024-25 school year budget cycle. The earlier purchasing timeline did not affect the availability of standards-aligned curricular materials for AVPA students during 2025-26, as all materials were in place at the start of the school year. The 2025-26 budgeted amount therefore reflected a planning assumption that was satisfied through earlier procurement, with no impact on student access to curriculum or instructional materials.

Action 4: Closing the Digital Divide: Estimated actual expenditures for Action 4 exceeded budgeted expenditures because of increased costs associated with the purchase of additional laptops and technology devices for students. The increase reflects AVPA's continued enrollment growth (87 students in 2024-25 and 111 students in 2025-26) and the corresponding need to expand device access to ensure that every newly enrolling student, including unduplicated students and Students with Disabilities, had immediate access to a personal technology device. Maintaining universal device access is essential to supporting full implementation of i-Ready, Amplify mCLASS, Innovamat Thinking Math, OpenSciEd, CKLA, and the Summit Gradient Learning model in grade 6.

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

Action 1: This action has been effective due to the intentional focus on rigorous content, effective teaching, and student engagement. Effectiveness is measured through action analysis, in which each action within the goal is evaluated to determine whether it contributed to achieving the desired outcome, taking into account implementation details and budget allocation. This process ensures that staffing investments and professional learning priorities remain aligned with LCAP goals and result in measurable improvements in instructional quality and student achievement.

Action 2: The professional learning program has been effective due to its robust and differentiated design. Professional development is customized based on each teacher's experience level and instructional capacity, ensuring that all staff receive the support they need to implement curriculum with fidelity and deliver ambitious, standards-aligned instruction. The combination of site-based coaching, external partnerships, and strategically scheduled professional learning days has created a comprehensive system for building and sustaining teacher effectiveness across the school.

Action 3: This action has proven effective in ensuring that all students have access to standards-aligned curriculum and instructional materials. By providing teachers with comprehensive, vetted resources, the school has established a strong instructional foundation that supports consistent, high-quality teaching across grade levels and content areas. Full effectiveness will be realized once the remaining component, adoption of a sex education curriculum is completed.

Action 4: This action is effective in ensuring equitable access to instructional and curricular resources. As a result, all students have a technology device to support learning and participation in digital instruction and assessment.

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

No Changes to Goal Statement, Target Outcomes, or Metrics: Reflections on prior practice during the 2025-26 school year, including the analysis of 2025 California School Dashboard data, i-Ready Reading and Mathematics Diagnostic results, and educational partner input, did not result in changes to the goal statement, metrics, or targeted outcomes for LCAP Goal #2 for the 2026-27 school year. These elements will remain consistent with the prior year to support continued progress monitoring against the same measures and to enable meaningful year-over-year comparison.

Aspen Valley Preparatory Academy develops a one-year LCAP annually to ensure that goals, actions, and metrics, including targeted outcomes, remain aligned to current student needs, California School Dashboard performance, and the school's annual needs assessment as part of its ongoing schoolwide improvement cycle.

Continued ATSI Eligibility: AVPA remains eligible for Additional Targeted Support and Improvement (ATSI) because the school has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified AVPA for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator. Continued ATSI eligibility informs the school's annual reflection cycle and reinforces the focus of Goal #2 on coordinated educator capacity-building that supports academic, attendance, behavioral, and social-emotional outcomes for all student groups.

Change to Action Implementation: Innovamat Mathematics Curriculum Adoption: Reflections on prior practice resulted in two substantive changes to action implementation under LCAP Goal #2 for the 2026-27 school year. The first change is the adoption of Innovamat as the new mathematics curriculum for grades K through 5. This decision was informed by educational partner input regarding the need to strengthen mathematics instruction and by the teacher-led math curriculum pilot conducted during the 2025-26 school year. The Innovamat adoption will be supported by extensive professional development for teachers, delivered through the new Math Instructional Coach role and the structured Friday professional learning schedule described in the Professional Learning action under Goal #2.

Change to Action Implementation: Positive Prevention Plus Health Curriculum Adoption: The second change to action implementation under Goal #2 is the adoption of the Positive Prevention Plus sex education and health curriculum for grades 4 through 6 to strengthen AVPA's health education program. The adoption supports compliance with the California Healthy Youth Act under Education Code section 51930 and section 51938, which establishes requirements for comprehensive sexual health and HIV prevention education in California schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Aspen Valley Preparatory Academy will employ a Site Director and appropriately credentialed teachers to serve students in grades TK-6, ensuring all students have access to a broad and rigorous course of study including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. To maintain continuity of instruction and minimize disruptions to student learning, AVPA will also employ an on-site substitute teacher. AVPA is proud to report a 100% teacher retention rate for the upcoming year. This stability supports instructional consistency, strong student-teacher relationships, and sustained progress on schoolwide improvement priorities including the 2026-27 LCAP action plan. Professional Learning Program: Educators at AVPA will participate in a comprehensive professional learning program structured around three components. Five days of Summer Professional Learning will deepen content	\$1,692,730	Y

Action #	Title	Description	Total Funds	Contributing
		knowledge, strengthen instructional practices, and align staff on schoolwide initiatives. Two non-instructional days during the school year will be dedicated to professional development. Weekly Professional Development and Professional Learning Communities (PLCs) will be embedded throughout the year to provide ongoing opportunities for collaborative planning, data analysis, and continuous improvement. Professional Learning Priorities: AVPA's professional learning plan supports implementation of the Multi-Tiered System of Supports (MTSS) framework and the California Community Schools Framework. Ongoing training will focus on the following priorities aligned to the 2026-27 LCAP action plan. Universal Design for Learning (UDL) and differentiated instruction will be central to professional learning to meet the diverse needs of all students, including English Learners and Students with Disabilities. Training will support teachers in providing multiple means of engagement, representation, and action and expression in Tier 1 instruction, building access into core lessons rather than relying on individual accommodations after the fact. Tier 1 content-area instruction will be strengthened through training in explicit, systematic ELA instruction grounded in the California Common Core State Standards for English Language Arts; conceptual understanding paired with procedural fluency and application in Mathematics aligned to the California Common Core State Standards for Mathematics; and phenomenon-based, NGSS-aligned Science instruction integrating the Claim-Evidence-Reasoning framework. Training will reinforce the distinction between supporting access and removing rigor for Students with Disabilities, and on the gradual release of responsibility (I do, We do, You do). English Language Development implementation will be strengthened through training in the California ELD Standards, structured oral language routines, sentence frames and visuals, SDAIE strategies, ELPAC task types, and the integration of language objectives into all content areas. Collaboration between general education and special education teachers will be supported to ensure equitable access and appropriate accommodations, with particular attention to coordinated support for dually identified Students with Disabilities and English Learners. Positive Behavioral Interventions and Supports (PBIS), trauma-informed practices, restorative practices, and alternatives to suspension consistent with Education Code section 48900 will be central to behavior-focused professional learning, fostering a positive school climate and supporting student engagement. Training		

Action #	Title	Description	Total Funds	Contributing
		will address recognition of trauma responses, regulation strategies, and the differentiation between willful misconduct and trauma response. Implementation of schoolwide initiatives including the Leader in Me social-emotional curriculum and the Summit (Gradient) Learning model in grade 6 will be supported through regular coaching, classroom observation, and feedback cycles to ensure fidelity and maximize student outcomes. Coaching and Continuous Improvement Professional learning will be reinforced through instructional coaching cycles focused on increasing rigor for Students with Disabilities, using formative assessment to adjust instruction in real time, intervention fidelity and alignment, and accommodation implementation. Quarterly instructional walkthroughs will examine rigor and access balance, intervention alignment, accommodation fidelity, language objective implementation, and quality of academic discourse. PLC time will include regular analysis of i-Ready, ELPAC, IEP goal attainment, and behavior data to inform instructional adjustments. By investing in high-quality staffing and sustained professional growth, AVPA is committed to providing every student with access to excellent teaching, a broad course of study, and the supports needed for academic and social-emotional success.		
2	PROFESSIONAL LEARNING	AVPA will provide all educators, both general education and special education, with robust evidence-based professional development through nine days of Summer Professional Learning, four non-instructional days during the school year, and weekly professional learning sessions and Professional Learning Communities (PLCs) embedded throughout the year. The professional learning program is structured to support implementation of the 2026-27 LCAP action plan and to translate professional learning into sustained instructional change through coaching, classroom observation, and data-driven cycles. Instructional Coaching AVPA will provide a dedicated Math Instructional Coach who will support teachers in enhancing mathematics instruction, offering targeted guidance and resources to improve student outcomes. The Math Instructional Coach will support teachers in delivering Tier 1 mathematics aligned to the California Common Core State Standards for Mathematics, balancing conceptual understanding, procedural fluency, and application, and using math discourse routines and visual models including bar models, number lines, and arrays. The	\$90,735	Y

Action #	Title	Description	Total Funds	Contributing
		math Instructional Coach will also provide coaching on Innovamat, the new Math curriculum adoption for 2026-27. The Site Director will serve as an Instructional Coach across subject areas, providing additional support and guidance to teachers in ELA, Mathematics, and Science. Sixth grade teachers will continue to receive coaching from the Summit Director, including training on the Summit Gradient Learning curriculum. With the adoption of OpenSciEd as the new science curriculum, all teachers will receive coaching on science curriculum implementation to ensure consistent, high-quality science instruction across grades K-6. Coaching cycles will focus on increasing rigor for Students with Disabilities, using formative assessment to adjust instruction in real time, intervention fidelity and alignment to diagnostic skill deficits, accommodation implementation, and language objective integration in core content lessons. Curriculum Updates AVPA has adopted OpenSciEd, a research-based, open-source science curriculum aligned to the Next Generation Science Standards (NGSS) for grades K-6. The curriculum emphasizes phenomenon-based learning in which students explore real-world scenarios to drive scientific inquiry, with units designed to build coherence across lessons and promote deep understanding and critical thinking. All teachers will receive ongoing coaching on the OpenSciEd curriculum to support fidelity of implementation and integration of the Claim-Evidence-Reasoning framework into daily science lessons. Professional Learning Focus Areas Based on analysis of student and educator needs, including feedback from educational partners and the 2026-27 needs assessment findings, professional learning will focus on the following priorities aligned to the LCAP action plan. Social-Emotional and Behavioral Support. Training will address PBIS implementation, social-emotional learning, trauma-informed practices, restorative practices and community circles, the MTSS referral process and flow chart, Leader in Me SEL implementation, and equitable behavior approaches through Fair Schools. Trauma-informed training will address recognition of trauma responses, regulation strategies, and the differentiation between willful misconduct and trauma response, applying suspension consistent with Education Code section 48900 only when warranted and exhausting trauma-informed alternatives first.		

Action #	Title	Description	Total Funds	Contributing
		Academic Support and Data Analysis. Training will address i-Ready coaching for data analysis and instructional application, implementation of Tier 1 and Tier 2 interventions aligned to diagnostic skill deficits, Core Knowledge and CKLA coaching with structured literacy emphasis on grades 3 through 6 comprehension and writing, OpenSciEd implementation with the CER framework, and Gradient Learning for Mathematics, Science, and ELA/History in grade 6. Mathematics training will emphasize explicit and systematic instruction with conceptual understanding, problem-solving routines for word problems and multi-step reasoning, and structured differentiation that maintains cognitive demand. PLC time will include regular analysis of i-Ready, IEP goal attainment, ELPAC, and behavior data to inform instructional adjustments every six to eight weeks. Specialized Populations Support. Training will address designated and integrated English Language Development strategies aligned to the California ELD Standards, structured oral language routines, sentence frames and visuals, SDAIE strategies, and ELPAC task types and expectations across the listening, speaking, reading, and writing domains. Universal Design for Learning (UDL) will be embedded in Tier 1 instruction to provide multiple means of engagement, representation, and action and expression, building access into core lessons rather than relying on individual accommodations after the fact. Accommodations and modifications training will support the inclusion model, with particular attention to coordinated support for dually identified Students with Disabilities and English Learners. Training will also address how to distinguish between language-acquisition patterns and disability-related patterns in student work to inform instructional and reclassification decisions. Health and Safety. Training will ensure all staff maintain current safety protocols and procedures. Leadership Development: The Administrative and Leadership Team will participate in additional professional learning through workshops and conferences throughout the year, focusing on strategic planning, core competencies, and leadership coaching. Leadership development will include training on instructional walkthroughs, accommodation fidelity audits, intervention fidelity checks, and the use of data cycles. Teacher Induction Support: To support teacher effectiveness and credential clearance, AVPA will fund teacher induction expenses, ensuring new teachers receive the mentorship and support needed for success in alignment with the California Commission on Teacher Credentialing requirements.		

Action #	Title	Description	Total Funds	Contributing
		Continuous Improvement Through Coaching and Walkthroughs: Professional learning will be reinforced through quarterly instructional walkthroughs examining rigor and access balance, intervention alignment, accommodation fidelity, language objective implementation, and quality of academic discourse. Monthly walkthroughs will focus on ELD alignment and the transfer from designated to integrated ELD across content areas, and quarterly IEP implementation audits will verify accommodation implementation in general education classrooms across ELA, Mathematics, and Science. PLC time will integrate data cycles every 6-8 weeks to translate professional learning into instructional adjustments and improved student outcomes. Through these professional learning opportunities, AVPA demonstrates its commitment to continuous improvement and excellence in education, maximizing internal resources to provide high-quality training for all educators.		
3	CORE CURRICULAR PROGRAM NEEDS	Aspen Valley Preparatory Academy will ensure that all students in grades TK-6 have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed to maintain up-to-date resources for every student and to support full implementation of the 2026-27 LCAP action plan across ELA, Mathematics, Science, Social Studies, and English Language Development. Curriculum Adoptions and Updates for 2026-27 AVPA will implement OpenSciEd as the science curriculum for grades K-6. OpenSciEd is a research-based, open-source curriculum aligned to the Next Generation Science Standards adopted by the State Board of Education, emphasizing phenomenon-based learning in which students explore real-world scenarios to drive scientific inquiry. All teachers will receive coaching on OpenSciEd implementation and the integration of the Claim-Evidence-Reasoning framework, ensuring fidelity of implementation and consistent science instruction across grades. AVPA will also adopt the Positive Prevention Plus health curriculum for grades 4 through 6, in alignment with the California Healthy Youth Act under Education Code section 51930 and section 51938, which establishes requirements for comprehensive sexual health and HIV prevention education in California schools. Standards-Aligned Core Curriculum: AVPA's core curriculum will continue to be aligned to the California-adopted academic content standards across all subject areas, including the California Common Core State Standards for English	\$53,500	N

Action #	Title	Description	Total Funds	Contributing
		Language Arts, the California Common Core State Standards for Mathematics, the Next Generation Science Standards, the History-Social Science Framework, the California English Language Development Standards, the California Arts Standards, and the California Physical Education Model Content Standards. Curriculum and instructional materials will be reviewed annually to ensure continued alignment with state standards and responsiveness to student needs identified through the 2026-27 needs assessment.		
4	CLOSING THE DIGITAL DIVIDE	Aspen Valley Preparatory Academy will ensure that every student has access to a personal technology device for use with instructional and curricular materials. Equitable access to technology is essential for instructional materials that include digital components such as i-Ready Reading and Mathematics, Amplify mCLASS, Innovamat Thinking Math, OpenSciEd, CKLA, and the Summit Gradient Learning model in grade 6. Device Access and Connectivity AVPA will provide a personal technology device for every student and will maintain reliable schoolwide internet connectivity to support classroom instruction, intervention, and assessment. The IT Team will provide ongoing technical support, maintain device readiness, repair and replace devices as needed, and ensure that technology infrastructure remains accessible for all staff and students throughout the school day. Collaboration and Communication Tools All staff and students will have access to Microsoft Teams for virtual meetings, collaboration, and family communication. Communication tools will support real-time engagement between teachers, students, and families, and will be available in the family's primary language where translation tools are integrated.	\$142,152	N

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AVPA developed this goal in response to the family engagement, school climate, and school safety conditions identified across every component of the 2026-27 needs assessment. Family partnership and school climate are not separate from academic achievement; they are foundational conditions that determine whether students attend school consistently, engage with instruction, and persist through challenges. The 2025 California School Dashboard and AVPA's internal climate data show that strengthening home-to-school partnership is essential to sustained improvement on every other LCAP indicator.

School Climate Performance Driving the Goal: The most recent AVPA climate survey (91% participation rate) documented a baseline that requires sustained focus: 71% of students reported a sense of inclusion, 65% reported connectedness, 64% reported safety, 50% reported engagement, and 50% reported belonging. Engagement and belonging at 50% indicate that half of AVPA students do not consistently experience the conditions that support sustained attendance, academic persistence, and behavioral stability. Lower engagement and belonging are associated with higher chronic absenteeism rates, particularly for students already facing external barriers such as housing instability or family health challenges.

The 2025 California School Dashboard placed AVPA in Red for the Chronic Absenteeism Indicator for All Students at 18.4% and for the English Learner, socioeconomically disadvantaged, homeless, Hispanic, and White student groups. The Suspension Rate Indicator showed schoolwide improvement from 7.8% in 2023-24 to 4.7% in 2024-25 but resulted in continued ATSI identification for the White student group. Both indicators are directly affected by school climate, family communication, and the conditions that determine whether students feel safe and engaged at school.

Community Trauma and Safety Conditions Requiring Coordinated Response: Students at AVPA have experienced significant trauma within their school and surrounding community, including school lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus to address community-related issues. These trauma exposures directly affect student attendance, engagement, and behavior, and they affect family confidence in school safety. Sustained communication with families about safety protocols, the Comprehensive School Safety Plan, emergency procedures, and partnerships such as the ActVnet platform with the Fresno Police Department is essential to maintaining the trust that supports consistent school attendance and family partnership.

Family Engagement Drives Outcomes on Every LCAP Indicator: Root cause analysis across every Dashboard indicator surfaced family engagement as a recurring leverage point. Chronic absenteeism reduction depends on family outreach within 48 hours of any absence, partnership in identifying transportation and basic-needs barriers, and case management for students approaching the chronic threshold. Suspension reduction depends on developing behavioral

intervention plans in partnership with families, proactive communication outside of disciplinary incidents, and family voice in the design of behavioral support systems. English Learner progress depends on family understanding of the ELPAC, reclassification criteria, and the role of designated and integrated ELD, with communication provided in the family's primary language. Student academic recovery depends on family engagement with ELOP, make-up learning protocols, and tiered intervention plans. Family partnership is not a separate strand of work; it is woven into the implementation of every other LCAP action.

Established Engagement Structures Supporting Family Voice: AVPA has established a strong foundation of family engagement structures that this goal will continue and strengthen. The English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) advise on programs and services for English Learners under Education Code section 52176. The Parent Advisory Committee (PAC) provides input on the LCAP under Education Code section 52062(a)(1), and the EL-PAC advises on EL-specific LCAP investments under Education Code section 52062(a)(2). The Parent Leadership Team meets monthly to provide meaningful input into school decision-making, and Pastries with the Principal provides recurring informal engagement directly with the Site Director. The Community Schools Advisory Council ensures family voice is integral to the broader Community Schools work, and the El Dorado Charter SELPA Community Advisory Committee advises on Special Education-related activities.

These structures are particularly important for ensuring representation of historically underrepresented groups, including Unduplicated Pupils and Students with Disabilities, in the development and refinement of the LCAP and related school-level decisions.

Communication Practices That Sustain Partnership: The 2026-27 LCAP commits to family communication practices that strengthen home-to-school partnership across all priority student groups. These include interpreter services for all committee meetings and upon request, translated written materials in the family's primary language, primary-language communication during attendance outreach and behavioral intervention planning, IEP meeting translation for families of Students with Disabilities, structured family education on the ELPAC and reclassification criteria for families of English Learners, and quarterly review with advisory committees so that families see how their input has shaped school decisions. These practices ensure that engagement is meaningful rather than performative, and that family voice has measurable influence on school programs and policies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	Exemplary (No Difference)
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	<u>2023-24:</u> 9. 3 10. 3 11. 4 12. 4	<u>2024-25:</u> 9. 5 10. 4 11. 4 12. 4	<u>2025-26:</u> 9. 5 10. 5 11. 4 12. 4	<u>2026-27:</u> 9. 5 10. 5 11. 5 12. 4	9. +2 10. +2 11. 0 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 4 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5	<u>2025-26:</u> 1. 5 2. 5 3. 4 4. 5	<u>2026-27:</u> 1. 5 2. 5 3. 4 4. 5	 1. +1 2. 0 3. 0 4. 0
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 82% Sense of Safety 80% School connectedness	<u>2024-25:</u> 66% Sense of Safety 60% School Connectedness	<u>2025-26:</u> 63% Sense of Safety 69% School Connectedness	<u>2026-27:</u> 70% Sense of Safety 75% School Connectedness	-19% Sense of Safety -11% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 88% Sense of Safety 90% School connectedness	<u>2024-25:</u> 91% Sense of Safety 91% School Connectedness	<u>2025-26:</u> 96% Sense of Safety 91% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	+8% Sense of Safety +1% School Connectedness
21	Other Local Measure - Staff Survey: Sense	<u>2023-24:</u> 90% Sense of Safety	<u>2024-25:</u> 97% Sense of Safety	<u>2025-26:</u> 96% Sense of Safety	<u>2026-27:</u> >90% Sense of Safety	+6% Sense of Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of safety & school connectedness Source: Local	85% School connectedness	78% School Connectedness	82% School Connectedness	85% School Connectedness	-3% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action is fully being implemented as planned. Aspen Valley hosted numerous events and initiatives throughout the school year designed to increase student engagement, foster a positive school culture, and improve the health and safety of all students.

The school held its annual Jog-a-Thon fundraiser, which generated funds to support field trips and guest speaker presentations. All students participated in at least one field trip during the school year, providing enrichment experiences that extended learning beyond the classroom. Aspen Valley partnered with Big Smiles Dental Care to provide dental services and screenings on campus and participated in See2Succeed this spring, a program that provides vision screenings and access to prescription glasses at no cost to families. These partnerships help ensure that students’ health needs are identified and addressed, reducing barriers to learning.

The Comprehensive School Safety Plan was reviewed and revised this year and presented to the entire staff to ensure awareness and readiness. School Resource Officers conducted safety trainings and drills throughout the year, provided ongoing campus supervision, and supported the consistent implementation of PBIS practices. Additionally, a school climate survey was administered in Spring 2024 to students, staff, and parents to gather stakeholder input on school safety, culture, and connectedness.

Challenges Identified: A continued challenge has been retaining and recruiting highly qualified candidates with the appropriate credentials for key support positions. Despite posting advertisements and attending job fairs, the school has faced difficulty filling these roles.

Staffing consistency in the health department has been a particular area of concern. The school nurse and health aide positions have been difficult to retain, which has directly affected the timeliness of health screenings and the smooth coordination of partnership programs such as See2Succeed and Big Smiles. Turnover in these roles has disrupted continuity of services and required repeated onboarding.

Additionally, planning field trips and school assemblies has proven challenging due to the significant time and funding required to organize high-quality experiences. Currently, the responsibility for field trip planning falls entirely on classroom teachers, while assemblies are coordinated solely by administration. Aspen Valley recognizes the need to develop a more structured approach, with field trips and assemblies planned by grade level and calendared throughout the year to increase student access and reduce the planning burden on individual staff.

Successes Identified: A notable strength has been the retention of the Art teacher, which has allowed students to receive consistent arts instruction over the past three years. The school has purchased curriculum to supplement learning in the art classroom, and parents and students have expressed appreciation both formally and informally, for having arts as part of the school program. Aspen Valley has also used ELOP funds in the after-school program to expand creative offerings, including dance as a music alternative.

Over the past three years, the administration has made campus culture and safety a clear priority. The school has established partnerships with CalFresh, EcoHero, Dairy Ag, the Fresno Grizzlies, See2Succeed, and Big Smiles to address a broad range of student learning and wellness needs. The impact of these efforts is reflected in multiple indicators: parent and student survey results show increased satisfaction, chronic absenteeism rates have decreased, and average daily attendance has reached 95% this school year. The school is also seeing fewer behavior referrals and increased academic engagement, demonstrating that investments in school culture and safety are contributing to positive student outcomes.

Action 2: This action is fully being implemented as planned. Aspen Valley actively seeks parent input in decision-making through a variety of advisory committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). These structures ensure meaningful family engagement in school governance and planning.

The English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) advise on programs and services for English Learners at the site level. The Parent Advisory Committee (PAC) provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, in accordance with California Education Code Section 52062(a)(1). Additionally, the Community Schools Advisory Council serves as an advisory body that provides input on the implementation of the community school model, collaborating with Aspen Regional staff, students, families, and community members to align supports and services with student and family needs. This year, AVPA did not meet the requirements to form an EL-Parent Advisory Committee (EL-PAC), however parents of ELs provided input through our ELAC/DELAC, and Parent Advisory Committee. Annually, the school will assess its eligibility to form an EL-PAC which requires the school to have at least 15% ELs and at least 50 pupils who are ELs, as required per CA EC52063(c)(1).

Challenges Identified: A persistent challenge has been recruiting parents to participate in advisory committee meetings. Many parents have expressed that while they are able to take time off work for larger events directly involving their child, such as sports, awards assemblies, or parent-teacher conferences, committing to regular committee participation is more difficult given competing work and family schedules. Aspen Valley will continue to explore strategies to increase accessibility, including flexible meeting times and alternative participation options, to strengthen parent representation on advisory committees.

Successes Identified: The school has increased the frequency of parent surveys and designated a staff position responsible for creating and distributing these surveys, ensuring that family voice is gathered consistently throughout the year. Aspen Valley has also received Community Schools funding, which has further supported parent engagement efforts and strengthened connections between the school and the broader community.

To ensure equitable access to information and participation, the school consistently provides interpreter services at meetings and events. Nearly all written communication sent home including flyers and ParentSquare messages, is now translated, removing language barriers and ensuring that all families can engage meaningfully with the school.

Action 3: This action is fully being implemented as planned. Aspen Valley has 72 parent engagement events planned for the current school year, of which 32 have taken place so far. The Parent Leadership Team (PLT) hosts monthly meetings for parents, monthly enrichment events for families, and schoolwide fundraisers to support educational programs. Aspen Valley's administration team attends all monthly PLT meetings and events, reports on schoolwide updates, solicits parent input, and develops partnerships with families to engage them in their child's education. ParentSquare serves as the primary communication platform, and parent surveys are administered regularly to gather family feedback.

Parent Workshops and Training: The school has hosted parent workshops on a wide range of topics throughout the year, including Suicide Prevention Awareness, the Importance of Reading and Attendance, Understanding Data, Social-Emotional Learning and Growth Mindset, Positive Behavior Intervention and Supports (LCAP Goal 1), the Importance of Sleep, Screen Time, and Hygiene, Positive and Safe School Culture (LCAP Goal 3), State Testing (ELPAC and SBAC), and Summer Learning. Additionally, workshops were held to provide an annual update on LCAP goals and actions and to solicit family input for the 2026-27 LCAP.

The Community Schools Coordinator has also secured a partnership with Go Public Schools Fresno, which will host three parent workshops during the spring semester: Family Leaders Program in February, Quality Education and Data in March, and Organizing and Advocacy in April. These workshops are designed to build parent leadership capacity and deepen family engagement in school governance and advocacy.

Challenges Identified: A continued challenge has been scheduling parent meetings and workshops at times that are accessible to working families. Parents have expressed that taking time off work during the day is difficult, while evening sessions also present barriers due to childcare needs and family dinner schedules. Aspen Valley does not currently provide childcare during daytime or evening parent meetings or training events. The school recognizes the need to explore solutions such as offering childcare during events, providing virtual participation options, or varying meeting times, to remove barriers and increase parent attendance and engagement.

Successes Identified: A key strength has been the consistency of communication through ParentSquare, which allows families to translate messages into their native language, ensuring equitable access to school information. The school also provides families with a comprehensive calendar of events at the beginning of the year—including assemblies, ELAC meetings, PLT meetings, PAC meetings, schoolwide family events, and Community Schools activities—so parents can make informed decisions about what they are able to attend.

Parents have ongoing opportunities to provide feedback through the Kelvin survey, which is administered three times per year. This regular feedback cycle, combined with input gathered at PLT and PAC meetings and through parent workshops, ensures that family voice is captured consistently and used to inform school decision-making throughout the year.

Action 4: This action was fully implemented as planned. AVPA employs a full-time janitorial and maintenance team that ensures the campus remains clean and safe for all students and staff on an ongoing basis.

Facility Improvements: The gymnasium renovation that began at the end of the prior semester was completed before the end of the 2024-25 school year, providing students with access to an upgraded athletic facility. The lobby renovation is planned and expected to be completed before the end of the 2025-26 school year, further enhancing the school's learning environment and creating a more welcoming entrance for students, families, and visitors.

During the 2025-26 school year, AVPA began renovations of the cafeteria space to better support the nutrition program and student services. The project will provide additional storage and office space, along with new refrigeration units and food warmers to improve meal preparation and service for students. The renovation will also include the addition of an outdoor dining area with tables and umbrellas, allowing students to enjoy eating in a comfortable outdoor environment that supports student well-being and complements the broader learning environment.

Challenges Identified: A persistent challenge has been securing the funding necessary to keep buildings, classrooms, and play structures up to date. Coordinating with city permitting agencies and contractors to complete renovation projects within specific timeframes has also been difficult, as students are on campus for the majority of the school year. Scheduling construction around the academic calendar requires careful planning to minimize instructional disruption and ensure student safety during active projects.

Successes Identified: A significant success has been the designation of a staff position responsible for maintaining compliance with state and local facility guidelines. AVPA has been found compliant in all local inspections and in all state reporting requirements. The Chief Operating Officer oversees a team of qualified custodians, nutrition staff, nursing staff, and maintenance personnel who collectively ensure that the school remains safe, clean, and well-maintained.

AVPA has also received several bonds needed to improve school buildings and facilities. These funds have supported critical upgrades, including the completed gymnasium renovation, and will continue to support planned improvements including the lobby renovation in the current school year and the cafeteria renovation now underway.

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.

The following material differences were identified between budgeted expenditures and estimated actual expenditures for the actions implemented under Goal 3 during the 2025-26 school year.

Goal 3, Action 1: Promoting a Positive School Climate, Health, and Safety: Estimated actual expenditures for Action 1 were less than budgeted expenditures due to a reduction in the cost of school security services during the 2025-26 school year. The lower actual cost reflects operational efficiencies in the delivery of school security services rather than a reduction in AVPA's commitment to student and staff safety. The Comprehensive School Safety Plan was reviewed, updated, and communicated annually in alignment with Education Code section 32281; the School Resource Officer (SRO) continued to lead schoolwide safety trainings including lockdown and fire drills consistent with Education Code section 32282; and visitor check-in protocols through the school's online visitor security system remained in place throughout the school year. For the 2026-27 school year, AVPA will continue these safety practices and will partner with ActVnet, a web-based emergency safety platform connected directly with the Fresno Police Department, to strengthen campus emergency communication and response coordination.

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

Action 1: The actions within this goal have been effective in making meaningful progress toward creating a positive school climate. Parent, staff, and student surveys show increased participation and satisfaction, reflecting growing stakeholder engagement and confidence in the school's culture and safety efforts. Combined with decreases in chronic absenteeism, a 95% average daily attendance rate, fewer behavior referrals, and increased academic engagement, these indicators confirm that the coordinated investments in student enrichment, health partnerships, and school safety are producing measurable, positive outcomes for the school community.

Action 2: The structures through which Aspen Valley involves parents in decision-making have been effective in making progress toward this goal. The combination of formal advisory committees, increased survey outreach, Community Schools engagement, and expanded translation services has broadened the ways in which families can contribute to school planning and governance. Aspen Valley will continue to refine its family engagement strategies to deepen participation and ensure that parent input meaningfully informs school decisions.

Action 3: The strategies through which Aspen Valley engages parents in decision-making have been effective in making progress toward this goal. The combination of 72 planned engagement events, consistent PLT and committee meetings, targeted parent workshops, multilingual communication through ParentSquare, and regular survey administration has created a comprehensive system for building family partnerships. Aspen Valley will continue to refine scheduling and accessibility strategies to deepen participation and ensure that all families regardless of work or childcare constraints, have meaningful opportunities to engage in their child's education and contribute to school governance.

Action 4: This action has been effective in making progress toward the goal of providing a safe and clean learning environment. The exemplary FIT report score confirms that the school's facilities meet the highest standards. Effectiveness is further supported by the school's help ticket system and survey feedback, which inform the facilities team's priorities and next steps for continuous improvement. Together, these monitoring tools ensure that facility needs are identified promptly and addressed in a manner that supports student learning and well-being.

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

Reflections on prior practice during the 2025-26 school year, including the analysis of the 2025 California School Dashboard data, climate survey results, attendance and behavior data, and educational partner input, did not result in changes to the goal statement, metrics, or targeted outcomes for LCAP Goal 3 for the 2026-27 school year. These elements will remain consistent with the prior year to support continued progress monitoring against the same measures and to enable meaningful year-over-year comparison.

Aspen Valley Preparatory Academy develops a one-year LCAP annually to ensure that goals, actions, and metrics, including targeted outcomes, remain aligned to current student needs, California School Dashboard performance, and the school's annual needs assessment as part of its ongoing schoolwide improvement cycle.

Continued ATSI Eligibility: AVPA remains eligible for Additional Targeted Support and Improvement (ATSI) because the school has not met the exit criteria from prior identification. Based on AVPA's performance on the 2025 California School Dashboard, the California Department of Education has identified AVPA for ATSI for the White student group, which received the Red performance level on both the Chronic Absenteeism Indicator and the Suspension Rate Indicator. Continued ATSI eligibility informs the school's annual reflection cycle and reinforces the focus of Goal 3 on relationship-centered family and community engagement, school climate, and safety as foundational conditions that support attendance, behavioral stability, and academic outcomes for all student groups.

Change to Action Implementation: Cafeteria Renovation and Outdoor Dining Area: Reflections on prior practice resulted in one substantive change to action implementation under LCAP Goal 3 for the 2026-27 school year. AVPA began renovations to the cafeteria space during 2025-26 to better support the nutrition program and student services. The renovation will provide additional storage and office space, new refrigeration units and food warmers to improve meal preparation and service for students, and a new outdoor dining area with tables and umbrellas so students can enjoy meals in a comfortable outdoor environment. This change is reflected in Goal 3, Action 4 (Maintaining a Safe and Clean School Facility) and complements the completed gymnasium renovation and the lobby renovation expected to be completed before the end of the 2025-26 school year.

Change to Action Implementation: ActVnet Emergency Safety Platform Partnership: For the 2026-27 school year, AVPA will partner with ActVnet, a web-based emergency safety platform connected directly with the Fresno Police Department, to strengthen campus emergency communication, response coordination, and overall school safety preparedness in alignment with the Comprehensive School Safety Plan requirements under Education Code section 32281 and the emergency drill requirements under Education Code section 32282. The ActVnet partnership reflects educational partner feedback on the importance of sustained communication with families about safety protocols and emergency procedures, particularly in light of the documented community trauma exposure students have experienced. This change is reflected in Goal 3, Action 4.

Change to Action Implementation: Go Public Schools Fresno Partnership for Family Engagement: Following review of the Aspen Public Schools English Learner Master Plan, ELAC identified opportunities to strengthen support for English Learners through community partnerships. The new partnership with Go Public Schools Fresno expands resources and engagement opportunities for English Learner families, including expanded parent education on ELPAC, designated and integrated English Language Development, and the English Learner reclassification process under Education Code section 313(f) and 5 California Code of Regulations section 11304. This change is reflected in Goal 3, Action 3 (Family Engagement and Community Partnerships) and complements Goal 1, Action 5 (Strengthening EL Program and Services).

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE HEALTH & SAFETY	Aspen Valley Preparatory Academy will provide all students in grades TK-6 with opportunities to engage in outdoor learning experiences through field trips and expanded learning programs designed to enhance academic learning, deepen student engagement, and increase motivation. Field experiences will reinforce grade-level curriculum across ELA, Mathematics, Science, and Social Studies, with phenomenon-based science connections aligned to the OpenSciEd curriculum. Student Health Services To support student health and well-being, AVPA will continue to employ a School Nurse and Health Aides, as requested by educational partners. Health staff will support medication administration, health screenings, individualized health plans for students with chronic conditions, and coordination with families and community providers. Through partnerships with Big Smiles and See2Succeed, students will have access to on-site dental and vision care, removing barriers to instruction that often arise when health needs are unaddressed. School Safety and Comprehensive School Safety Plan AVPA's Comprehensive School Safety Plan will be reviewed, updated, and communicated annually to staff, students, and families in alignment with Education Code section 32281, which requires every school to develop and maintain a Comprehensive School Safety Plan addressing school crime, prevention, response procedures, and a safe and orderly campus environment. The plan will be reviewed annually in coordination with school site staff and community partners and shared with families. The School Resource Officer (SRO) will lead schoolwide safety trainings including lockdown and fire drills, and will provide security and supervision aligned with the school's Positive Behavioral Interventions and Supports (PBIS) framework. All visitors will be required to check in using the school's online visitor security system to ensure campus safety. AVPA will conduct emergency preparedness drills consistent with Education Code section 32282 requirements, including fire, earthquake, and lockdown procedures. Emergency Preparedness and Safety Partnership Student and staff safety remains AVPA's highest priority. For the 2026-27 school year, AVPA will partner with ActVnet, a web-based emergency safety platform	\$200,064	N

Action #	Title	Description	Total Funds	Contributing
		connected directly with the Fresno Police Department. The partnership strengthens campus emergency communication, response coordination, and overall school safety preparedness in alignment with the Comprehensive School Safety Plan requirements under Education Code section 32281 and the emergency drill requirements under Education Code section 32282. ActVnet allows AVPA to communicate critical site information including shut-off valve locations, emergency protocols, and school personnel information, and provides law enforcement with real-time access to designated camera feeds during an emergency to support situational awareness for first responders. The platform is web-based and accessible from any web-enabled device, allowing for adaptable use across emergency situations. Real-time communication between AVPA and first responders enhances the school's ability to respond effectively and maintain a safe learning environment. Trauma-Informed Climate Practices Recognizing the cumulative trauma exposure students have experienced, including school lockdowns connected to incidents at neighboring schools, housing instability, and law enforcement presence on campus to address community-related issues, AVPA will integrate trauma-informed practices into its school climate work. Staff will be trained to recognize trauma responses, support student regulation, and use relationship-based interventions. The connection between safety and learning will be reinforced through predictable routines, calming spaces, and consistent adult support, particularly during and after critical incidents. Positive School Climate AVPA will foster a welcoming, inclusive, and engaging school climate through assemblies that recognize student growth and achievement, multicultural events and celebrations of diversity, and the School Ambassadors program (an extracurricular group of student leaders who design and implement initiatives that promote a safe and positive learning environment). Student clubs will promote diversity, inclusion, and leadership development. Daily classroom community-building routines aligned to the Leader in Me curriculum and Covey's 7 Habits will reinforce belonging and engagement, particularly given that the most recent climate survey (91% participation rate) showed 50% of students reporting engagement and 50% reporting belonging, indicating that climate work remains a leverage point for sustained improvement. Climate Feedback and Continuous Improvement		

Action #	Title	Description	Total Funds	Contributing
		Student, staff, and parent surveys will continue to gather feedback on school climate and engagement. Survey results will be reviewed annually with the leadership team, the Teacher Leadership Team, ELAC, the Parent Advisory Committee (PAC), the Parent Leadership Team, and the Community Schools Advisory Council, and will inform refinement of climate strategies, behavioral supports, and family engagement. These actions create a safe, inclusive, and engaging school community where every student has the opportunity to thrive academically, socially, and emotionally.		
2	PARENT INPUT IN DECISION-MAKING	At Aspen Valley Preparatory Academy, parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2025–2026 school year, these structures will continue to ensure meaningful family engagement: • English Learner Advisory Committee (ELAC)/DELAC: Advises on programs and services for English Learners at the site level. • EL-PAC: Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • Parent Advisory Committee (PAC): Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). • Community Engagement Initiative (CEI) Team: Collaborates to strengthen school-community partnerships and deepen engagement. • Parent Leadership Team: Meets monthly to provide meaningful input in school decision-making. • El Dorado Charter SELPA Community Advisory Committee: Advises on the Special Education Local Plan, annual priorities, parent education, and other special education-related activities. Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. Aspen Valley Preparatory Academy is committed to maintaining and strengthening these committees and the Parent Leadership Team ensuring that parent voices, especially those of historically underrepresented groups, are included in shaping school programs and policies	\$58,404	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Aspen Valley Preparatory Academy will provide all parents, including those of unduplicated pupils and Students with Disabilities, with meaningful opportunities to engage as partners in their child's education. Through various initiatives such as Pastries with the Principal, Partnering with Parents workshops, family-open assemblies, weekly newsletters, ParentSquare messaging, and surveys, we foster strong home-school connections. Parent Workshop Series AVPA will host parent workshops on topics requested by our educational partners and aligned with schoolwide initiatives. These workshops will cover understanding state-mandated assessments content and results, interpreting i-Ready reports, MTSS mental health services and suicide prevention, the Science of Reading, math fluency strategies, understanding Gradient Learning, parent learning walks, understanding the LCAP and School Safety Plans, the EL Master Plan, SEL programs at Aspen Valley, Leader in Me training for families, and the impact of student attendance and chronic absenteeism. Community Partnerships and Family Events The Community School Coordinator will facilitate parent meetings and workshops, conduct family outreach, and seek partnerships with community-based organizations to provide resources for families and students. The Leadership team will host Family Nights and other events to build partnerships with families, as well as Coffee with the Leadership sessions to foster communication and strengthen relationships between school administration and families. Communication and Accessibility All correspondence sent to families and guardians will be provided in English and translated to Spanish, as identified by our primary language survey and the "15% and above translation needs" criteria. This ensures all families have equitable access to school information and can fully participate in their child's educational journey. Through these comprehensive engagement opportunities, Aspen Valley Preparatory Academy demonstrates its commitment to building strong partnerships with families, recognizing that parent involvement is crucial to student success.	\$92,647	N

Action #	Title	Description	Total Funds	Contributing
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	Aspen Valley Preparatory Academy is committed to providing all students and staff with a safe and clean school facility that meets all state and local health, safety, and accessibility requirements, including guidance from the Fresno County Department of Public Health. AVPA's facility work supports LCFF Priority 1 (Basic Services) under Education Code section 52060(d), which includes the requirement that school facilities are maintained in good repair as defined under Education Code section 17002(d). Facility Inspection and Reporting AVPA conducts annual Facility Inspection Tool (FIT) assessments to identify and address facility issues in a timely manner. FIT results are reported annually in both the School Accountability Report Card (SARC) and the Local Control and Accountability Plan (LCAP), in alignment with Education Code section 17002 and section 52064. Maintenance and repair priorities identified through FIT assessments are scheduled and tracked, with urgent repairs addressed on an expedited basis to maintain a safe learning environment. TK and Kindergarten Play Area Upgrades To further support AVPA's youngest learners, a new play area will be added for Transitional Kindergarten and Kindergarten classrooms. The project will include upgrades to the outdoor learning and recreation space, providing students with additional opportunities to ride, play, and engage in safe physical activity on an improved playground. The upgrades support developmentally appropriate physical activity and outdoor learning. Through ongoing maintenance, regular inspections, and strategic facility improvements, Aspen Valley Preparatory Academy demonstrates its commitment to providing a safe, clean, and modern learning environment that supports student success and well-being.	\$488,086	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,109,204	\$124,569

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
29.24%	0%	\$0	24.24%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1	The 2025 California School Dashboard and i-Ready Spring 2026 diagnostic results identified significant unmet learning needs among AVPA's unduplicated student groups. English Learners performed at -63.4 Distance from Standard on the ELA Indicator and -73.5 DFS on the Mathematics Indicator, with only 11.5% on grade level in either subject on the i-Ready Spring 2026 diagnostic. Socioeconomically disadvantaged students performed at -43.3 DFS in ELA (Orange) and -63.6 DFS in Mathematics (Orange), with 33.1% on grade level in ELA and 30.7% on grade level in Mathematics. Students experiencing homelessness performed at -63.1 DFS in ELA and -98.6 DFS in Mathematics, with 28.5% on grade level in ELA and 35.7% on grade level in Mathematics. Approximately	The action implements i-Ready Reading and Mathematics as a universal screener and progress monitoring tool administered three times per year in grades K through 6, providing SBE-verified diagnostic data that pinpoints each student's specific skill deficits in foundational reading and mathematics. For unduplicated student groups, i-Ready data is principally directed toward identifying English Learners requiring foundational literacy and language acquisition support, socioeconomically disadvantaged students entering with foundational skill gaps, and students experiencing housing instability whose mobility has interrupted prior instruction. i-Ready data directly informs the design of designated and integrated English Language Development for English	#1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	50% of currently enrolled students schoolwide read at least two years below grade level, and enrollment of unduplicated students increased by 87 students in 2024-25 and 111 students in 2025-26, with many incoming students lacking foundational literacy and numeracy skills. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, and the Community Schools Advisory Council consistently identified the need for diagnostic data that pinpoints specific skill deficits for unduplicated students so that Tier 1 instruction and Tier 2 intervention can be aligned to individual learning needs rather than generic remediation.	Learners (Goal 1, Action 5), Tier 2 reading and mathematics intervention placement (Goal 1, Action 2), IEP goal development and progress monitoring for dually identified Students with Disabilities (Goal 1, Action 4), and family communication on student academic progress and growth (Goal 3, Action 2). This action is provided on a schoolwide basis because diagnostic screening of all students enables AVPA to identify and serve unduplicated students with precision rather than relying on enrollment status alone, ensures that newly enrolling unduplicated students are immediately assessed and placed in appropriate intervention support, and supports the ATSI response by providing the diagnostic foundation for the tiered behavioral, attendance, and academic supports applied across all chronically absent students and students at risk of suspension. AVPA also administers Amplify mCLASS in grades K through 2 as the reading difficulties screener under Education Code section 53008 and Innovamat Thinking Math in grades K through 5 as a mathematics formative assessment, both of which complement i-Ready by providing additional diagnostic data on foundational skill deficits that disproportionately affect unduplicated students.	
Goal 1, Action 2	The 2025 California School Dashboard and i-Ready Spring 2026 diagnostic results identified significant unmet academic needs among AVPA's unduplicated student groups in ELA, Mathematics, and Science. English Learners performed at -63.4 Distance from Standard on the ELA Indicator and -73.5 DFS on the Mathematics Indicator, with only 11.5% on grade level in either subject. Socioeconomically disadvantaged students performed at -43.3 DFS in ELA (Orange) and -63.6 DFS in Mathematics (Orange), with 33.1% on grade level in ELA and 30.7% on grade level in Mathematics. Students experiencing	The action implements a Multi-Tiered System of Supports (MTSS) that integrates within-school and expanded learning components to accelerate academic outcomes for unduplicated students. Within-school components include explicit, systematic Tier 1 instruction in ELA, Mathematics, and Science aligned to California-adopted standards; Tier 2 and Tier 3 interventions aligned directly to diagnostic skill deficits identified through i-Ready and internal formative data; protected daily intervention blocks of 30 to 45 minutes; intervention fidelity checks twice monthly; progress monitoring every two to three weeks; and the	• #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	homelessness performed at -63.1 DFS in ELA and -98.6 DFS in Mathematics, with 28.5% on grade level in ELA and 35.7% on grade level in Mathematics. Approximately 50% of currently enrolled students schoolwide read at least two years below grade level, with disproportionate representation of unduplicated students in this group. Root cause analysis identified inconsistent Tier 1 access to grade-level standards, intervention practices not always tightly aligned to diagnostic skill deficits or delivered with fidelity, and the two-year absence of a dedicated Reading Interventionist as system-level conditions affecting unduplicated student outcomes. In Mathematics, contracted tutoring services provided by Eugabarian in 2023-24 and 2024-25 were determined to be ineffective as measured by AVPA's internal assessments. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, the Parent Leadership Team, and Pastries with the Principal consistently identified the need to restore Tier 2 reading intervention capacity, increase math intervention effectiveness, expand training for instructional aides, protect daily intervention time, and provide expanded learning opportunities beyond the regular school day for unduplicated students whose families face barriers to private tutoring and enrichment outside school.	credentialed Intervention Coordinator role providing direct intervention for students reading two or more years below grade level and push-in support in grades TK through 2 focused on CKLA implementation. Expanded learning components extend academic support beyond the regular school day through the Expanded Learning Opportunities Program (ELOP), which provides after-school academic programming, intersession programming during the school year, and summer programming. ELOP delivers targeted intervention, homework support, enrichment, and project-based learning that reinforces grade-level standards in ELA, Mathematics, and Science. Unduplicated students, particularly English Learners, socioeconomically disadvantaged students, and students experiencing homelessness, receive prioritized access to ELOP based on family need and student academic data. Instructional aides provide essential capacity for small-group instruction, individual high-dose tutoring, and behavior support during ELA, Mathematics, and Science blocks. Aides receive coaching on evidence-based pedagogical strategies, behavior management aligned to PBIS, and language acquisition supports for English Learners. Online intervention tools including the i-Ready Teacher Toolbox (Title I funded), Reflex (math facts proficiency), Frax (fraction skills development), and Innovamat Thinking Math (K through 5 formative assessment) provide personalized practice that adapts to each student's diagnostic skill profile, allowing unduplicated students to receive individualized instruction at their precise instructional level. The action also discontinues contracting with the Eugabarian Center for math tutoring based on internal data showing insufficient student growth attributable to that intervention, and redirects those resources to math tutoring delivered by AVPA's own credentialed	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teachers and trained instructional staff. Tier 1 instruction includes Universal Design for Learning embedded in core lessons, math discourse routines and visual models, NGSS phenomenon-based instruction with the Claim-Evidence-Reasoning framework, and consistent access for Students with Disabilities to grade-level texts and tasks with appropriate scaffolds rather than reduced-rigor replacements. This action is provided on a schoolwide basis because tiered support must be available to every classroom where unduplicated students learn alongside all students; ensures that newly enrolling unduplicated students are immediately placed in appropriate Tier 2 or Tier 3 support based on diagnostic data; integrates within-school and expanded learning components so unduplicated students experience continuous, coherent support across the school day, after school, intersession, and summer; and supports the ATSI response by providing the academic foundation for the tiered behavioral, attendance, and academic supports applied across all chronically absent students and students at risk of suspension. Schoolwide delivery also enables coordination across grade levels and content areas, which is essential for unduplicated students with high mobility and for dually identified Students with Disabilities and English Learners requiring integrated support.	
Goal 1, Action 3	The 2025 California School Dashboard documented significant unmet social-emotional, behavioral, and attendance needs among AVPA's unduplicated student groups. On the Chronic Absenteeism Indicator, the All Students group performed at 18.4% (Orange), with multiple unduplicated student groups in the Red performance level: English Learners (Red), socioeconomically disadvantaged students at 21%	The action implements a comprehensive MTSS framework for social-emotional and behavioral needs that integrates Tier 1 schoolwide expectations, tiered intervention, mental health and counseling services, attendance recovery, and a centralized case management platform. PBIS professional development will support refreshed implementation of the Positive Behavioral	• #8: Chronic Absenteeism Rate • #9: Suspension Rate

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(Red), students experiencing homelessness (Red), and Hispanic students at 18.5% (Red). African American students performed at 32.4% (Red). On the Suspension Rate Indicator, AVPA's schoolwide rate declined from 7.8% in 2023-24 to 4.7% in 2024-25, but the highest rates continue to apply to socioeconomically disadvantaged students, Hispanic students, and Students with Disabilities. AVPA remains eligible for ATSI based on Red performance for the White student group on both the Chronic Absenteeism and Suspension Rate Indicators. The most recent Kelvin Student Climate Survey (91% participation rate) showed that 50% of students reported engagement and 50% reported belonging, indicating that half of AVPA students do not consistently experience the conditions that protect attendance, academic persistence, and behavioral stability. Unduplicated students have also experienced significant trauma within their school and surrounding community, including school lockdowns connected to incidents at neighboring schools, housing instability and homelessness, and law enforcement presence on campus. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, the Parent Leadership Team, the Student Leadership Team, and the Community Schools Advisory Council consistently identified the need for refreshed PBIS implementation, expanded restorative practices, trauma-informed staff training, mental health and counseling capacity expansion, earlier identification of unduplicated students at risk of chronic absenteeism, and a coordinated case management platform to integrate behavioral and attendance data across the MTSS system.	Interventions and Supports framework across all classrooms and common areas. Staff will receive ongoing training in PBIS fidelity, schoolwide behavioral expectations, evidence-based de-escalation strategies, restorative practice facilitation, trauma-informed practices, and the differentiation between willful misconduct and trauma responses. PBIS professional development will be delivered through the structured weekly Professional Development and Professional Learning Communities (PLCs), with coaching support from the Assistant Site Director serving as PBIS team lead. Consistent PBIS implementation directly benefits unduplicated students whose behavioral support needs require predictable routines, consistent adult support, and trauma-informed responses across settings. SEL counseling services will be expanded through the SEL Counselor, who provides direct individual and small-group counseling, grief counseling, social skills development, conflict resolution mediation, and coordination of the Leader in Me social-emotional curriculum. AVPA's partnership with All 4 Youth will continue to provide comprehensive individual mental health services. SEL counseling capacity will be aligned to address the volume of unduplicated students experiencing trauma exposure, behavioral escalation, and social-emotional needs, with referrals coordinated through the multidisciplinary behavior team meeting weekly. BeyondSST will serve as AVPA's centralized MTSS platform to coordinate Tier 2 and Tier 3 referrals, document interventions, track progress monitoring, and integrate behavioral and attendance data with academic data. The platform supports structured Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs) aligned to IEP behavior goals, behavior contracts, check-in/check-out routines, and small-group social skills instruction. BeyondSST allows	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the multidisciplinary behavior team to triage referrals efficiently, monitor intervention fidelity, and document case progression for unduplicated students requiring tiered support. The platform also strengthens documentation practices for ATSI-related interventions and supports. The MTSS Flat platform supports schoolwide implementation of the broader MTSS framework by integrating academic, behavioral, and attendance data into a coordinated view that supports early identification, tiered placement, and progress monitoring. The MTSS Flat platform connects with BeyondSST and other data systems to provide a comprehensive picture of each unduplicated student's needs and the supports being delivered, allowing the leadership team to make data-driven decisions and document the response to ATSI identification. The Foster Youth and Homeless Liaison (McKinney-Vento Director) provides direct support to AVPA's foster youth and unhoused students under the McKinney-Vento Homeless Assistance Act and Education Code section 48852.5. The Liaison maintains a consistent schedule of home visits and family meetings, provides essential resources including bus passes, gas cards, food, clothing, and school supplies to remove barriers to education, participates in all attendance meetings and Student Success Team (SST) meetings for unhoused students, and coordinates referrals to community-based services for housing, health, mental health, and basic-needs support. The Liaison role is principally directed toward foster youth and students experiencing homelessness, two of AVPA's most underserved unduplicated student populations whose mobility, housing instability, and exposure to community trauma compound risk of chronic absenteeism and behavioral escalation. The action also implements the early warning system that flags students at the 5% absence threshold to	

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		enable proactive outreach before students reach the 10% chronic threshold under Education Code section 60901, family outreach within 48 hours of any absence with content provided in the family's primary language, the progressive communication protocol at the 2, 5, and 7 absence thresholds, Student Attendance Review Team (SART) meetings, and structured make-up learning aligned to specific missed priority skills. This action is provided on a schoolwide basis because PBIS, restorative practices, and trauma-informed care require consistent implementation across every classroom and common area where unduplicated students learn; ensures that newly enrolling unduplicated students are immediately included in attendance monitoring, behavioral support, and case management systems; integrates BeyondSST and the MTSS Flat platform across the entire school so unduplicated students receive coordinated support across academic, behavioral, and attendance dimensions; ensures that the Foster Youth and Homeless Liaison role is available to every unduplicated student requiring McKinney-Vento support; and supports the ATSI response by providing the coordinated behavioral and attendance foundation for all chronically absent students and students at risk of suspension. Schoolwide delivery also enables consistent messaging about behavioral expectations, which is essential for unduplicated students experiencing trauma who benefit from predictable routines and consistent adult support across settings.	
Goal 1, Action 6	The 2025 California School Dashboard documented significant academic and social-emotional needs among AVPA's unduplicated student groups. English Learners performed at -63.4 Distance from Standard in ELA and -73.5 DFS in Mathematics;	The action provides credentialed Art and Music teachers to deliver dedicated Visual Art and Music instruction to all students in grades TK through 6, aligned to the California Arts Standards and supporting the broad course of study required under Education	#11: % students participating in enrichment. (Broad Course of Study)

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students performed at -43.3 DFS in ELA (Orange) and -63.6 DFS in Mathematics (Orange); and students experiencing homelessness performed at -63.1 DFS in ELA and -98.6 DFS in Mathematics. The Kelvin Student Climate Survey (91% participation rate) documented that 50% of students reported engagement and 50% reported belonging, identifying engagement and belonging as conditions most in need of sustained focus. Unduplicated students have also experienced significant trauma within their school and surrounding community, including school lockdowns, housing instability, and law enforcement presence on campus. Educational partner feedback gathered through the Parent Advisory Committee, the Parent Leadership Team, ELAC, and the Student Leadership Team identified Art and Music education as a leverage point for strengthening unduplicated student engagement, belonging, expressive capacity, and academic growth. Families and students consistently identified Art and Music as valued enrichment opportunities that should remain available to all students, particularly unduplicated students whose families may face barriers to private arts instruction outside of school.	Code section 51210. Visual Art instruction engages students in the four California Arts Standards processes (creating, performing/presenting/producing, responding, and connecting). Music instruction engages students in singing, instrument exploration, listening, composition, and performance aligned to the same standards. For unduplicated students, the action is principally directed toward addressing identified needs in three research-supported domains: cognitive development, academic outcomes, and social-emotional learning. In the cognitive development domain, research from the Arts Education Partnership and the National Endowment for the Arts has documented that participation in high-quality music education is associated with strengthened working memory, sustained attention, pattern recognition, and auditory processing skills. Music instruction engages neural pathways that support phonological awareness in early literacy, which is particularly relevant for English Learners and socioeconomically disadvantaged students who entered AVPA with foundational literacy gaps. Visual Art instruction develops observational skills, fine motor control, and the capacity to communicate ideas through multiple modalities, which transfer to writing fluency and structured response in core content. In the academic outcomes domain, peer-reviewed research synthesized by the President's Committee on the Arts and the Humanities and by the National Assembly of State Arts Agencies has documented positive associations between arts participation and outcomes in reading, mathematics, and language development. Visual Art and Music provide alternative pathways for unduplicated students to demonstrate competency, build vocabulary, and engage with academic content in modalities that reduce language barriers and support culturally responsive instruction.	

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		For dually identified Students with Disabilities and English Learners, arts integration provides multiple means of engagement, representation, and action and expression consistent with the Universal Design for Learning framework embedded in Tier 1 instruction. In the social-emotional learning domain, research from CASEL (the Collaborative for Academic, Social, and Emotional Learning) and the Wallace Foundation has documented that arts participation supports the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. For unduplicated students, particularly those experiencing trauma exposure or housing instability, arts and music provide structured, predictable creative outlets that support emotional regulation, build self-efficacy, and strengthen the sense of belonging. The arts also build school connectedness through performance opportunities and shared creative experiences, which directly address the 50% baseline engagement and 50% baseline belonging conditions identified in the climate survey. This action is provided on a schoolwide basis because Art and Music access must be available to every classroom where unduplicated students learn, ensuring that arts education is not limited to families who can afford private instruction; ensures that newly enrolling unduplicated students are immediately included in arts and music instruction; supports the ATSI response by strengthening engagement, belonging, and trauma-informed creative outlets that protect attendance and reduce behavioral escalation; and integrates academic intervention with Arts instruction beginning in January 2025, which extends the Tier 1 instructional reach for unduplicated students performing below grade level in ELA and Mathematics. Schoolwide delivery also enables coordination with the Leader in Me social-emotional curriculum, the Community Schools Framework, and	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the multicultural events and School Ambassadors program described in Goal 3, Action 1.	
Goal 2, Action 1	There is a need to provide robust professional development for all educators prior to the start of the school year, non-instructional days to analyze data and weekly professional development during the academic school year. The Site Director will also serve as an additional Instructional Coach to ensure fidelity of our educational program; and use of evidence-based strategies taught through coaching and professional development are implemented consistently.	Schoolwide implementation is essential given pervasive student needs across all classrooms. With significant achievement gaps affecting every student group and behavioral challenges throughout the school, inconsistent teacher preparation would create inequitable learning experiences. Students moving between classrooms need consistent, high-quality instruction and behavioral support systems.	#13: % teachers – fully credentialed & appropriately assigned.
Goal 2, Action 2	The 2025 California School Dashboard and i-Ready Spring 2026 diagnostic results identified significant unmet educator capacity needs that directly affect outcomes for AVPA's unduplicated student groups. English Learners performed at -63.4 Distance from Standard in ELA and -73.5 DFS in Mathematics, with only 11.5% on grade level in either subject; socioeconomically disadvantaged students performed at -43.3 DFS in ELA (Orange) and -63.6 DFS in Mathematics (Orange); and students experiencing homelessness performed at -63.1 DFS in ELA and -98.6 DFS in Mathematics. The Science Indicator placed AVPA in the Orange performance level at 44.5 points with a 3.8-point year-over-year decline, with socioeconomically disadvantaged students performing at 42.8 points with a 4.3-point decline. The English Learner Progress Indicator declined to 37.1% (Red) with an 11.5% decline from the prior Dashboard. Root cause analysis identified inconsistent Tier 1 implementation, variable teacher capacity to differentiate effectively across a wide range of student need (with approximately 50% of students reading at	The 2025 California School Dashboard and i-Ready Spring 2026 diagnostic results identified significant unmet educator capacity needs that directly affect outcomes for AVPA's unduplicated student groups. English Learners performed at -63.4 Distance from Standard in ELA and -73.5 DFS in Mathematics, with only 11.5% on grade level in either subject; socioeconomically disadvantaged students performed at -43.3 DFS in ELA (Orange) and -63.6 DFS in Mathematics (Orange); and students experiencing homelessness performed at -63.1 DFS in ELA and -98.6 DFS in Mathematics. The Science Indicator placed AVPA in the Orange performance level at 44.5 points with a 3.8-point year-over-year decline, with socioeconomically disadvantaged students performing at 42.8 points with a 4.3-point decline. The English Learner Progress Indicator declined to 37.1% (Red) with an 11.5% decline from the prior Dashboard. Root cause analysis identified inconsistent Tier 1 implementation, variable teacher capacity to differentiate effectively across a wide range of student need (with approximately 50% of students reading at	#15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	least two years below grade level), and uneven adoption of evidence-based instructional practices as drivers of the declining performance. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, the Parent Leadership Team, and the Community Schools Advisory Council consistently identified the need for sustained, structured coaching and curriculum-specific professional development to support fidelity of new curriculum adoption (Innovamat for Mathematics in grades K through 5; OpenSciEd for Science in grades K through 6) and to strengthen the Tier 1 instruction unduplicated students depend on.	least two years below grade level), and uneven adoption of evidence-based instructional practices as drivers of the declining performance. Educational partner feedback gathered through teacher PLCs, the Parent Advisory Committee, ELAC, the Parent Leadership Team, and the Community Schools Advisory Council consistently identified the need for sustained, structured coaching and curriculum-specific professional development to support fidelity of new curriculum adoption (Innovamat for Mathematics in grades K through 5; OpenSciEd for Science in grades K through 6) and to strengthen the Tier 1 instruction unduplicated students depend on.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 5	The 2025 California School Dashboard documented significant unmet needs for AVPA's English Learner student group. The English Learner Progress Indicator (ELPI) declined to 37.1% on the 2025 Dashboard (Red), an 11.5% decline from 48.6% on the 2024 Dashboard. The Red performance level indicates that fewer than four out of ten English Learners are making expected progress toward English proficiency from one Summative ELPAC administration to the next, administered under Education Code section 60810. The ELPI decline is consistent with broader academic gaps for English Learners. On the 2025 Dashboard, English Learners performed at -63.4 Distance from Standard on the ELA Indicator and -73.5 DFS on the	The 2025 California School Dashboard documented significant unmet needs for AVPA's English Learner student group. The English Learner Progress Indicator (ELPI) declined to 37.1% on the 2025 Dashboard (Red), an 11.5% decline from 48.6% on the 2024 Dashboard. The Red performance level indicates that fewer than four out of ten English Learners are making expected progress toward English proficiency from one Summative ELPAC administration to the next, administered under Education Code section 60810. The ELPI decline is consistent with broader academic gaps for English Learners. On the 2025 Dashboard, English Learners performed at -63.4 Distance from Standard on the ELA Indicator and -73.5 DFS on the	• #4: ELPI (Dashboard) • #5: ELPAC Proficiency Rate • #6: Reclassification Rate

Mathematics Indicator. On the i-Ready Spring 2026 diagnostic, only 11.5% of English Learners performed on grade level in either ELA or Mathematics. English Learners also received a Red performance level on the Chronic Absenteeism Indicator, compounding language acquisition challenges through reduced access to both designated and integrated ELD. Root cause analysis identified the lack of coherence between designated and integrated ELD, variable teacher capacity in California ELD Standards implementation, inconsistent use of structured language routines and scaffolds, attendance and instructional continuity barriers, and limited differentiation by proficiency level and years in program as drivers of the ELPI decline. Educational partner feedback gathered through teacher PLCs, ELAC, and the Parent Advisory Committee consistently identified the need for expanded professional development for teachers delivering designated and integrated ELD, supplemental ELD instructional materials aligned to the California ELD Standards, and structured ELPAC-aligned task practice for English Learners across all four domains (listening, speaking, reading, writing).	Mathematics Indicator. On the i-Ready Spring 2026 diagnostic, only 11.5% of English Learners performed on grade level in either ELA or Mathematics. English Learners also received a Red performance level on the Chronic Absenteeism Indicator, compounding language acquisition challenges through reduced access to both designated and integrated ELD. Root cause analysis identified the lack of coherence between designated and integrated ELD, variable teacher capacity in California ELD Standards implementation, inconsistent use of structured language routines and scaffolds, attendance and instructional continuity barriers, and limited differentiation by proficiency level and years in program as drivers of the ELPI decline. Educational partner feedback gathered through teacher PLCs, ELAC, and the Parent Advisory Committee consistently identified the need for expanded professional development for teachers delivering designated and integrated ELD, supplemental ELD instructional materials aligned to the California ELD Standards, and structured ELPAC-aligned task practice for English Learners across all four domains (listening, speaking, reading, writing).	
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$3,793,800	\$1,109,204	29.237%	0.000%	29.237%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,876,256	\$1,902,421	\$-	\$183,476	\$4,962,153.00	\$3,840,574	\$1,121,579

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	Yes	Schoolwide	All	AVP	2026-27	\$-	\$16,500	\$16,500		\$-	\$-	\$16,500	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	AVP	2026-27	\$795,057	\$524,061	\$351,042	\$947,447	\$-	\$20,629	\$1,319,118	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	AVP	2026-27	\$247,511	\$15,800	\$102,273	\$33,909	\$-	\$127,129	\$263,311	0.000%
1	4	SERVICES TO SUPPORT SWD	SWD	No					\$365,274	\$6,000		\$335,556	\$-	\$35,718	\$371,274	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	EL	Yes	Limited	English Learners	AVP	2026-27	\$-	\$3,500	\$3,500		\$-	\$-	\$3,500	0.000%
1	6	BROAD COURSE OF STUDY	All	Yes	Schoolwide	All	AVP	2026-27	\$170,132	\$-	\$103,882	\$66,250	\$-	\$-	\$170,132	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					\$1,222,658	\$-	\$1,222,658		\$-	\$-	\$1,222,658	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	AVP	2026-27	\$450,072	\$20,000	\$470,072		\$-	\$-	\$470,072	0.000%
2	2	PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	AVP	2026-27	\$42,835	\$47,900	\$61,935	\$28,800	\$-	\$-	\$90,735	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					\$-	\$53,500	\$53,500		\$-	\$-	\$53,500	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$70,970	\$71,182	\$84,777	\$57,375	\$-	\$-	\$142,152	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					\$179,064	\$21,000	\$56,669	\$143,395	\$-	\$-	\$200,064	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$58,404	\$-	\$58,404		\$-	\$-	\$58,404	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$78,647	\$14,000	\$4,200	\$88,447	\$-	\$-	\$92,647	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	All	No					\$159,950	\$328,136	\$286,844	\$201,242	\$-	\$-	\$488,086	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,793,800	\$ 1,109,204	29.237%	0.000%	29.237%	\$ 1,109,204	0.000%	29.237%	Total:	\$ 1,109,204
								LEA-wide Total:	\$ -
								Limited Total:	\$ 3,500
								Schoolwide Total:	\$ 1,105,704

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ASSESSMENTS OF LEARNING	Yes	Schoolwide	All	AVP	\$ 16,500	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS	Yes	Schoolwide	All	AVP	\$ 351,042	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL/	Yes	Schoolwide	All	AVP	\$ 102,273	0.000%
1	5	STRENGTHENING EL PROGRAM & SER	Yes	Limited	English Learners	AVP	\$ 3,500	0.000%
1	6	BROAD COURSE OF STUDY	Yes	Schoolwide	All	AVP	\$ 103,882	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT	Yes	Schoolwide	All	AVP	\$ 470,072	0.000%
2	2	PROFESSIONAL LEARNING	Yes	Schoolwide	All	AVP	\$ 61,935	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 5,047,832.00	\$ 4,914,054.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ASSESSMENTS OF LEARNING	Yes	\$ 18,300	\$ 19,916
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 1,322,463	\$ 1,255,548
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 264,709	\$ 260,777
1	4	SERVICES TO SUPPORT SWD	No	\$ 501,866	\$ 465,708
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 22,000	\$ 11,283
1	6	BROAD COURSE OF STUDY	No	\$ 160,998	\$ 151,907
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,242,815	\$ 1,114,292
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 403,678	\$ 612,878
2	2	PROFESSIONAL LEARNING	No	\$ 59,800	\$ 38,893
2	2	PROFESSIONAL LEARNING	Yes	\$ 42,080	\$ 43,712
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 59,300	\$ 36,261
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 98,006	\$ 109,115
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	\$ 239,781	\$ 182,079
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ 55,019	\$ 54,620
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 88,947	\$ 85,360
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITY	No	\$ 468,070	\$ 471,705

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,110,164	\$1,075,521	\$1,110,164	\$(34,643)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENTS OF LEARNING	Yes	\$18,300	\$19,916.00	0.000%	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$479,713	\$316,881.00	0.000%	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$109,750	\$105,494.00	0.000%	0.000%
1	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$22,000	\$11,283.00	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$403,678	\$612,878.00	0.000%	0.000%
2	2	PROFESSIONAL LEARNING	Yes	\$42,080	\$43,712.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,662,429	\$ 1,110,164	0.000%	30.312%	\$ 1,110,164	0.000%	30.312%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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