

LCFF Budget Overview for Parents

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

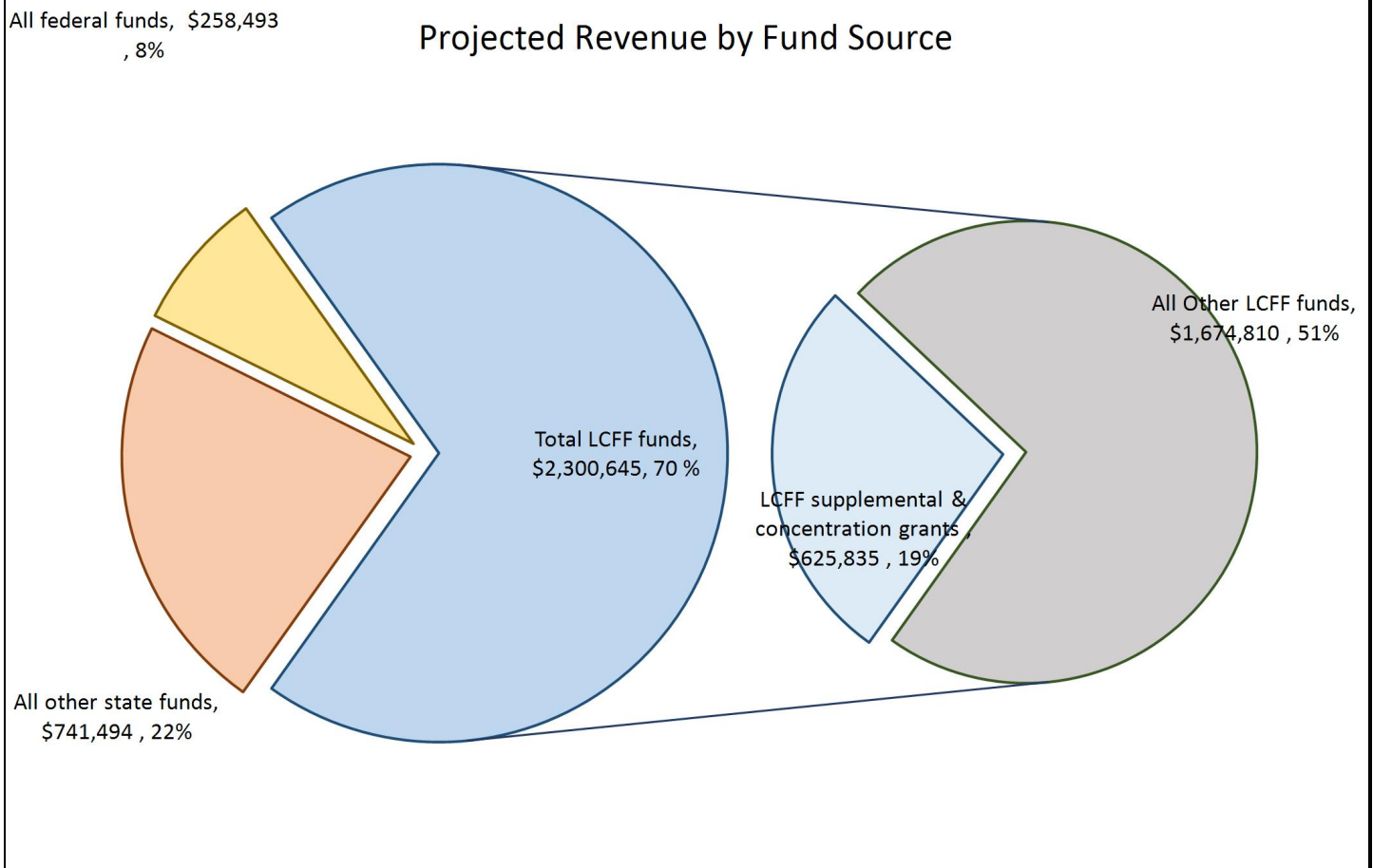
CDS Code: 10 62166 0133942

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Lisa Taylor, Site Director

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 2019-20 LCAP Year

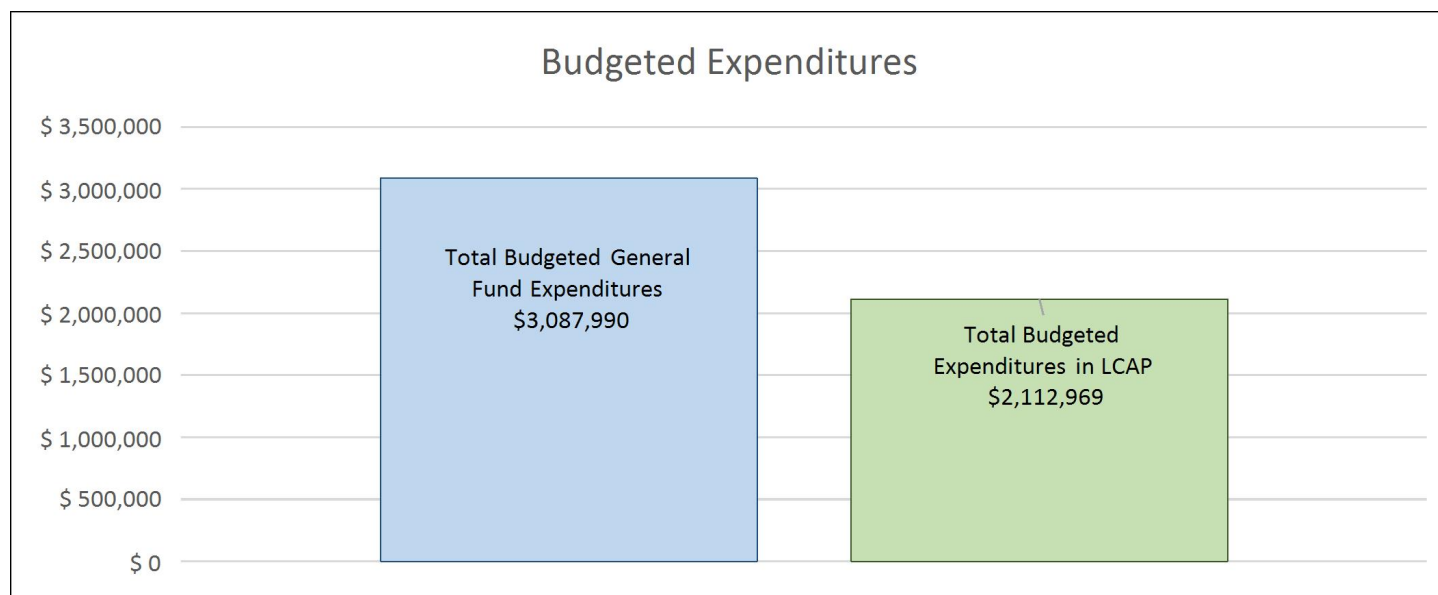


This chart shows the total general purpose revenue Aspen Meadow Public School expects to receive in the coming year from all sources.

The total revenue projected for Aspen Meadow Public School is \$3,300,632, of which \$2,300,645 is Local Control Funding Formula (LCFF), \$741,494.00 is other state funds, \$0 is local funds, and \$258,493.00 is federal funds. Of the \$2,300,645 in LCFF Funds, \$625,835 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Aspen Meadow Public School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Aspen Meadow Public School plans to spend \$3,087,990.00 for the 2019-20 school year. Of that amount, \$2,112,969.29 is tied to actions/services in the LCAP and \$975,020.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures not included in the 2019-20 plan includes: Operating Costs (bank charges, Dues/memberships, Insurance, trash removal, postage, printing, taxes/fees), Depreciation Expenses. Rent, equipment leases, and Food Services. We also have construction costs that are not included.

Increased or Improved Services for High Needs Students in 2019-20

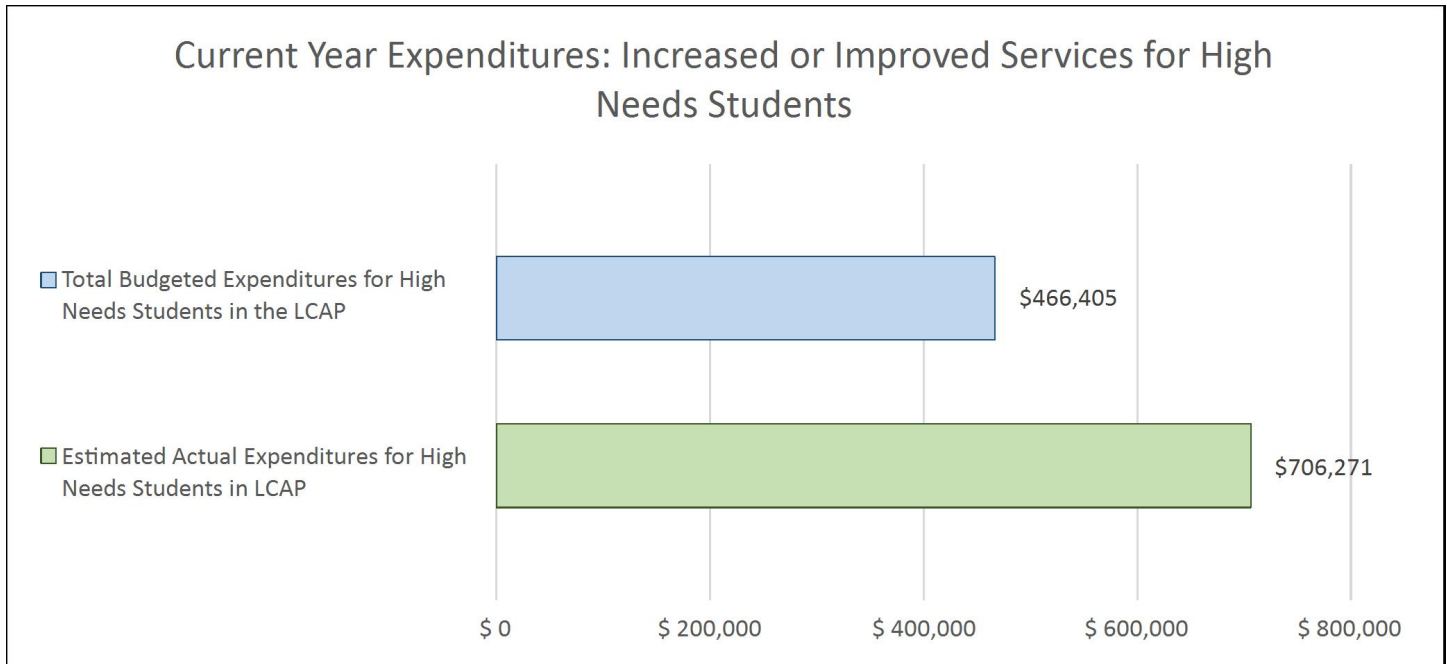
In 2019-20, Aspen Meadow Public School is projecting it will receive \$625,835 based on the enrollment of foster youth, English learner, and low-income students. Aspen Meadow Public School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Aspen Meadow Public School plans to spend \$630,372.00 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Many of our actions/services do not have a dollar amount but are partnerships we've formed within the community. (ALL4Youth, dental and vision check ups, Rescue The Children, etc.) The maintenance of the partnerships and execution of services/actions are the responsibilities of our Administration and Certificated Teachers included in Admin or Certificated Teacher Salaries. We allocate both those expenditures to "LCFF BASE" since we need teachers and administrators to run the base of our program. But our entire program is focused on serving high needs students with our high unduplicated pupil count.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Aspen Meadow Public School's LCAP budgeted \$466,405.00 for planned actions to increase or improve services for high needs students. Aspen Meadow Public School estimates that it will actually spend \$706,271.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$239,866 had the following impact on Aspen Meadow Public School's ability to increase or improve services for high needs students: All planned actions/services were completed during the 2018-19 school year. In the annual update, we altered the "Funding Source" from "LCFF Supplemental/Concentration" to "LCFF Base". Expenditures were incorrectly identified as "LCFF Supplemental/Concentration" but were not actions/services that served our high needs students ABOVE and BEYOND a base program. The largest difference was changing "Certificated Teacher Salaries" funding source from supplemental/concentration to base.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Aspen Meadow Public School

Contact Name and Title

Lisa Taylor
Site Director

Email and Phone

lisa.taylor@aspenps.org
559-369-2456

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Aspen Meadow Public School opened in 2016 serving 74 students in TK through 2nd grade, in response to a large waiting list and demand at the original charter school in the organization. Aspen Meadow is the second school opened by Aspen Public Schools (APS) and was founded on grassroots community efforts offer a high quality educational option for students in Fresno County. The organization's mission is to transform the community by developing exceptional leaders. Aspen Meadow currently serves approximately 170 students in grades TK-4 and will expand to grade 5 in fall 2019.

Parents and guardians continue to choose Aspen Meadow for a variety of reasons, including its small and friendly school climate, focus on leadership and rigorous curriculum.

Since 2016, Aspen Meadow has met students' essential needs (e.g. hunger, safety, emotional support) and emphasized academic achievement, accountability, and leadership. As mentioned, Aspen Meadow will continue adding a grade each year to create a comprehensive TK-8 program.

Student Enrollment Numbers

2016-17: Grades TK through 2, 74 students

2017-18: Grades TK through 3, 146 students

2018-19: Grades TK through 4, 170 students

2019-20: Grades TK through 5, Projected 236 students

2018-19 Student Ethnic Numbers and Percentages

African American: 22 or 12.36%

American Indian/Alaska Native: 2 or 1.12%

Asian: 3 or 1.69%

Hispanic/Latino: 128 or 71.91%

White: 14 or 7.87%

Two or More Races: 4 or 2.25%

Not Reported: 5 or 2.81%

Total: 178 or 100%

2018-19 Student Subgroups Numbers and Percentages

English Learners: 23 or 12.92%

Socioeconomically Disadvantaged: 150 or 84.27%

Students with Disabilities: 20 or 11.24%

Foster Youth: .8%

Homeless 0%

It is important to note that the SED percentage does not fully capture the experiences of many of our families who live in severe poverty. Housing and food instability are common issues that our school staff help navigate, along with the stresses of gang violence, domestic violence, substance abuse, divorce/separation and more. Since its inception, Aspen Meadow has effectively supported at-risk youth to achieve at their greatest academic potential with:

- Safe and inclusive learning environments – Students thrive in a safe, inclusive, and personalized school environment where they are known as individuals and celebrated for their diverse strengths and experiences. The Leader in Me model promotes the paradigm of "everyone is a leader," "leadership is NOT just for the few." An inclusive, adaptive PE program is also used for all students.

- Teacher support – Teachers are provided the time and space to receive professional development, collaborate and plan, and receive coaching/admin support in the classroom. Instructional aides all have bachelor's degrees and are trained to support student learning in all of the

classes. An onsite Learning Lab ran by special education specialists, a school psychologist, and school-site counselor, and a part-time registered nurse is also available for students with IEPs and students who may need a little extra support.

- Social emotional learning – Embedded in all we do is an emphasis on leadership education. We have adopted the globally-acclaimed, standards-aligned school culture program, Franklin Covey, Seven Habits of Highly Effective People, The Leader in Me, which emphasizes imperative 21st century skills. Teachers and staff are equipped with resources that include Leader in Me, Restorative Justice, and trauma training to facilitate meaningful social emotional learning. Students are provided opportunities to develop as people and leaders through opportunities provided by staff and the modeling that they set. We believe that every child – and every adult -- can be a leader.



LCAP Highlights

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

Aspen Meadow continues to refine actions and services based on qualitative and quantitative data through stakeholder engagements, state and local assessments and being present in the lives of our students, their families and staff. Some highlights of our 2019-20 LCAP include the following:

Aspen Meadow has revised our goals for the 2019-20 school year to align them with our charter petition. Alignment allows us to make goal-oriented decisions and focus our resources.

Goal 1: Create a supportive and safe environment for students and their families, staff, and community partners. (Priority 5 and 6)

Goal 2: Partner with students, educators, and family leaders to create customized pathways to success. (State Priority 3, 7, and 8)

Goal 3: Provide customized leadership curriculum, instructions, and support programs to ensure ALL students are college and career ready. (State Priority 1, 2, and 4)

Aspen Meadow will implement Safer, Smarter Kids in the 2019-20 school year. This is an abuse prevention education curriculum designed for Pre-K and elementary-aged children. It focuses on teaching children they have the ability to protect themselves. The activities of this curriculum are designed to help you meet existing educational requirements in the areas of social studies, theater, visual art, health education, and reading/language arts, while imparting critical safety information. The program was created by a developmental psychologist to not only educate children, but also teachers and parents. <https://safersmarterkids.org/>

Aspen Public Schools is also partnering with All4Youth, an initiative between the Fresno County Office of Education and the Fresno Behavioral Health Department, to address mental health and well being . This new partnership will expand our school-based mental health services and early intervention programs. Services include individual therapy, group therapy, intensive case management, rehabilitation, medication, and other related services. Prevention and early intervention services include screening, assessment, linkage to care, training of school personnel, suicide prevention, and expansion of school-wide Positive Behavioral Interventions and Supports. This partnership will be on top of the services Aspen Meadow already provides with a full-time counselor and/or psych-intern, full-time Licensed Registered Nurse and full-time resource officer.

We are also very excited to provide trauma training for all of our teachers and staff this coming school year. The training will provide trauma-focused information about how student learning and behavior is impacted by trauma and how educators and support staff can help students develop a greater sense of safety at school and begin to build new emotional regulation skills. Adults at Aspen Meadow will learn to not see the student's trauma responses as defiance, disrespect, boredom, or intentional manipulation, but rather a protective response that requires safety in order to settle and help the children return to their "thinking" brain.

Review of Performance

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

Greatest Progress

As a newer school, most of our California School Dashboard indicators will not be calculated until the 2019-20 school year.

Aspen Meadow "Met" the local indicators of "Basics: Teachers, Instructional Materials, Facilities", "Local Climate Survey", and "Parent Engagement".

Our greatest progress is reflected in our Chronic Absenteeism Indicator which is "Green" . While there are still areas of improvement, Aspen Meadow decreased the Chronic Absenteeism Rate 12.9% from the previous year. This is how we compare to Fresno Unified and the state:

Aspen Meadow: 7.5%

Fresno Unified: 15.8%

State of California 9%

Aspen Meadow also had a slight decrease in our Suspension Rate. This is how we compare to Fresno Unified and the state

Aspen Meadow: 3.5%, a .4% decrease

Fresno Unified: 7.3%, a .3% increase

State of California: 3.5%, a.1% decrease

Aspen Meadow would like to continue making progress in these two areas. We understand if students are not physically in school, they cannot learn and grow into leaders. We believe the programs we implemented school-wide around SEL, a robust MTSS, EL services, and SPED supports is manifested in the progress seen in these two areas. As mentioned in the "Highlights" sections, we are adding complimentary programs and partnerships to provide additional supports. We expect to see continual progress overtime.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As a newer school, Aspen Meadow does not have a color/performance category for Academic Performance. With only one year of SBAC data available on the California School Dashboard, we do not anticipate a "Color" until the fall of 2019. Our other indicators are not "Red" or "Orange".

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There is a performance gap in Aspen Meadow's Suspension Indicator. Our overall Suspension performance is "Yellow". We have two significant subgroups of students: Socioeconomically Disadvantaged students and Hispanic students. Our Socioeconomically Disadvantaged subgroup of students is performing at "Green". Our Hispanic subgroup of students is performing at "Orange".

Aspen Meadow will continue implementing SEL curriculum and integrating new safety and anti-bullying curriculum. It is a priority to provide our students with the tools they need to build new emotional regulation skills. Aspen Meadow is moving away from punitive measures and instead utilizing restorative practices to deal with discipline issues. We are also providing trauma training for all our staff and teachers. As we continue to seek out the neediest students and families in Fresno,

we want to make sure our teachers can empathize with students and understand their trauma for what it is, instead of defiance.

Comprehensive Support and Improvement

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

Schools Identified

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

Aspen Meadow was not identified for CSI

Support for Identified Schools

Describe how the LEA supported 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.

Aspen Meadow was not identified for CSI

Monitoring and Evaluating Effectiveness

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

Aspen Meadow was not identified for CSI

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

GOAL 1: BASIC SERVICES

1A. APS will ensure all core classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing, and appropriate EL authorization; all teachers will be appropriately assigned.

1B. All students, including subgroups (socioeconomically disadvantaged, Hispanic/Latino, African American, EL, foster youth), will have access to standards-aligned (including Common Core) materials and additional instructional materials as outline in the charter petition.

1C. The school facilities will be clean and maintained in good repair with daily spot checks and Site Inspection Lists with more than 90% of items in compliance or good standing. School Safety Plan. The plan will be regularly updated throughout the school year.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SARC Report,
CCCT Records, Site Safety Plans
Student,
Parent, and Staff Panorama Surveys
Parent/Student Handbook
Fire Certificate of Clearance
Health Department Certificate of Clearance
Special Education Program Manager data.

Actual

100% of students had access to standards-aligned materials and technology

100% of our teachers were properly certified and assigned. 6 teachers with Full Credentials

Daily spot checks were conducted by the resource officers.

Aspen Meadow will offer summer school in the 2018-19 school year.

Expected

18-19

100% of teachers will be properly certified and assigned (all years) as evidenced in employee folders.

100% of students will have access to standards-aligned materials and technology (all years) as evidenced by inventory lists.

A summer program will be offered to students who are at risk and EL Learners.

Daily spot checks by the resource officer.

Baseline

New School Opens in August 2016 with:

100% of teachers properly certified and assigned (all years) as evidenced in employee folders.

100% of students have access to standards-aligned materials and technology (all years) as evidenced by inventory lists.

Daily spot checks and Site Inspection List more than 90% compliance.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Offer comparable to local charter and districts salary and benefits package; clear background and credential upon hire. Provide quality professional development opportunities and leadership pathways.

Actual Actions/Services

Offered comparable to local charter and districts salary and benefits package; clear background and credential upon hire. Provide quality professional development opportunities and leadership pathways

Budgeted Expenditures

2000-2999: Classified Personnel
Salaries Base 45,500

Estimated Actual Expenditures

2000-2999: Classified Personnel
Salaries LCFF Base 44,558

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to purchase new texts and appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholders

Continued to purchase new texts and appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholders

4000-4999: Books And Supplies
Base 19,000

textbooks, core material, books, reference school supplies 4000-4999: Books And Supplies LCFF
Base 19,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain school facility; conduct regular inspections and safety checks.	Maintained school facility; conducted regular inspections and safety checks.	2200 2000-2999: Classified Personnel Salaries Supplemental and Concentration 70,642	2200 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 69,234
		3000-3999: Employee Benefits Supplemental and Concentration 18,076	3000-3999: Employee Benefits LCFF Supplemental and Concentration 18900

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow successfully implemented the actions/services articulated to achieve this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the identified metrics, we successfully implemented to identified goal and provided Basic Services for our students. We will be add the required metrics for Priority #1 for the upcoming LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were only minor differences in the Budgeted and Estimated Actual Expenditures around the costs of employee benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be modified for our 2019-20 LCAP and combined with our revised goals. These actions/services will be included with the goal that addresses State Priority 1 for Basic Services.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

GOAL 2: IMPLEMENTATION OF STATE COMMON CORE STATE STANDARDS

Aspen will continue to fully implement state-adopted ELA and Math academic content and performance standards, including subgroups, including State Board approved Science Standards (NGSS).

Teachers will participate in professional development on the implementation of the Common Core State Standards and best practices in project based learning.

All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards, including State Board-approved Science Standards (NGSS).

All EL students will gain academic content knowledge through the state-adopted academic content and performance standards. Students, including all student subgroups and students with exceptional needs, will have access to academic and educational programs as outlined in the school's charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Teacher participation in CCSS PD throughout the year provided by Lead Teachers and consultants (schedules and minutes on record) Aspen will have access to newly developed Common Core subject matter curriculum with assessments. Students will show a minimum of one level of growth on NWEA benchmarks. Curriculum across the grade levels High level access to computers and technology offered SBAC base scores in 2018 to drive instruction (SMART Goals) California School Dashboard will reflect goals in 2018 when 3rd class test is assessed. The Dashboard will show positive school climate in 2017 that will affect outcomes.</p> <p>18-19 100% implementation of Math and ELA Common Core in all grade levels and classrooms; and Next Gen Science Standard implementation (as it is released), as evidenced by lesson plans and curriculum pacing, as well as student standardized tests.</p> <p>Baseline 100% implementation of Math and ELA Common Core in all grade levels and classrooms; and Next Gen Science Standard implementation (as it is released), as evidenced by lesson plans and curriculum pacing, as well as student standardized tests.</p>	<p>100% implementation of Math and ELA Common Core in all grade levels and classrooms; and Next Gen Science Standard implementation (as it is released), as evidenced by lesson plans and curriculum pacing, as well as student standardized tests.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As each grade is enrolled over the initial charter term, develop TK-8th grade curriculum pacing, lessons and interventions aligned to CCSS and organizational goals (based on existing successful VPA model),	As each grade is enrolled over the initial charter term, develop TK-8th grade curriculum pacing, lessons and interventions aligned to CCSS and organizational goals (based on existing successful VPA model),	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 252,836	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 433,243

including hands-on and collaborative activities to facilitate critical thinking and engage learners.

Teachers will participate in ongoing PD and coaching. students will have access to a liberal arts, Common Core Standards-based education (including English, History/Social Science, Science, Math, Character Education, Art and Music).

including hands-on and collaborative activities to facilitate critical thinking and engage learners.

Teachers will participate in ongoing PD and coaching. students will have access to a liberal arts, Common Core Standards-based education (including English, History/Social Science, Science, Math, Character Education, Art and Music).

3000-3999: Employee Benefits Supplemental and Concentration 75,851

3000-3999: Employee Benefits LCFF Supplemental and Concentration 138,659

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow implemented the actions/services around PD and coaching to ensure students received a Common Core Standards-based education.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of our students had access to common core curriculum at each grade level and teachers received Professional Development around the new standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

It is unclear why there was a \$180,407 difference is what was budgeted and what was actually spent. It is unclear to our team where this number came from. We should have estimated for 8 FTE certificated teachers based on needs for this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for the 2019-20 LCAP that align with our charter petition and mission. The current goals will be integrated into the new goals. We will also focus on our budget coding to make sure it is inputted accurately.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

GOAL 3: PARENTAL INVOLVEMENT

Provide multiple opportunities for parent/guardian involvement in school life and ease of home-school communication; ensure parent/guardian involvement in decision making. VPA will provide opportunities for parent involvement through academic and social events.

Aspen will provide opportunities for parent input in committee meetings and informational sessions.

Aspen will conduct surveys to measure parent satisfaction in school's academics, safety and participation in decision-making process.

Aspen Parents/guardians will participate in WASC Accreditation process and revised petition development.

Aspen will include parents/guardians in the development and replication process, with the goal of replicating in 2017-18.

Strategic Planning with stakeholders completed in 2016-17 with continued follow-up in future years.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

After Year 1, outcomes will increase over the baseline year by 1 to 1.5% annually, with a goal of 93.5% attendance and 96% parent satisfaction in year 2 (SIS) Student attendance data.

Parent attendance reflected in meeting minutes for Parent Connection, School Site Council, Parent Lighthouse, other community meetings than include parents/guardians.

Actual

Parents participated in Parent Connection, School Site Council, Parent Lighthouse, other community meetings than include parents/guardians.

94% of parents/guardians and students were satisfied based on our survey results.

94.56% Attendance rate

Expected

18-19

After Year 3, outcomes will increase over year 2 to 3% annually, with a minimum goal of 94% attendance in year three and 94% parent/guardian, student satisfaction on surveys.

Parent/guardian participation in Parent Lighthouse, School Site Council, and Parent Connection meetings.

Baseline

After Year 1, outcomes will increase over the baseline year by 2 to 3% annually, with a goal of 93% attendance in year one and 94% parent/guardian, student satisfaction on surveys.

Parent/guardian participation in Family Lighthouse, School Site Council, town hall meetings and Panoram Surveys.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: Web site, parent portal, e-mail, newsletters, annual Parent/Student Handbook, and an annual calendar of meetings and events.	Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: Web site, parent portal, e-mail, newsletters, annual Parent/Student Handbook, and an annual calendar of meetings and events.	5000-5999: Services And Other Operating Expenditures Base 12,500	5000-5999: Services And Other Operating Expenditures LCFF Base 10,606

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All parents will be encouraged to participate on the Parent Lighthouse Team, parents of	All parents will be encouraged to participate on the Parent Lighthouse Team, parents of	5000-5999: Services And Other Operating Expenditures Base 1,000	5900: Communications LCFF Base 1,684

English Learners will be invited to participate in the English Learner meetings and classes developed through feedback. Additionally, all parents will be invited to offer input as the school prepares its annual LCAP, SARC and other strategic plans and reports.
Panorama surveys will be distributed to all stakeholders.

English Learners will be invited to participate in the English Learner meetings and classes developed through feedback. Additionally, all parents will be invited to offer input as the school prepares its annual LCAP, SARC and other strategic plans and reports.

We did not use Panorama as a survey tool in 2018-19 but did administer surveys to all stakeholders.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer annual parent satisfaction survey through Panorama, feedback throughout the school year at parent/guardian meetings and get-togethers.	Administer annual parent satisfaction survey through Panorama, feedback throughout the school year at parent/guardian meetings and get together. *We did not use Panorama but did administer the surveys.	Cost Captured in prior goal.	0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow implemented all of the listed actions/services to achieve the articulated goal. We did not use Panorama as stated but we did administer the surveys using survey monkey instead.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the identified metrics, we successfully accomplished the articulated goal. While we hit all of our metrics, we still need to increase parent participation. We will add to both our actions/services next year and metrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We over estimated for on recruitment costs and underestimated on communications. There is a wait-list and students are accepted by a lottery into Aspen Meadow. Most of our recruitment events are for both current and perspective families. It is a way to give back to the community, share our resources, and connect families.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for the 2019-20 LCAP that align with our charter petition and mission. The current goals will be integrated into the new goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

GOAL 4: PUPIL ACHIEVEMENT

2018 Pre-set goal: All students, including all student subgroups, will meet or exceed state and federal targets for growth on the CAASPP and API/AYP (or new measures) and EL reclassification rates. As ASP will not serve high school students, certain subsets of this state priority do not apply.

2018 pre-set goal: Socioeconomically Disadvantaged, and English Learners), will achieve Proficient/Advanced targets or show growth toward the targets as set by the school from the 2017 CAASPP Statewide assessment results in the areas of English Language Arts/Literacy and Mathematics.

MAP: A majority of students will achieve their growth target on the MAP Reading test by the end of the school year.

Fountas & Pinnell: A majority of students will meet reading goals by the end of the year.

CELDT: 60% of English Learners will increase their CELDT levels.

MobyMax: A majority of students (59% will meet science goals and will have Leader in Me training.

VPA will have computers readily available for students participating in assessments. (2 to 1 grades K-3)

VPA will update and maintain technology resources in each classroom. These resources are intended for remedial and extended-hour education for unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically. Note: The school is 96% FRL

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Meet Adequate Yearly Progress schoolwide and subgroup growth rates as required by ESSA.</p> <p>EL reclassification rate benchmarks established end of Year 1 with a goal of meeting or exceeding District rates. Specific growth target set annually with anticipated 1 to 3% growth (as evidenced in state reporting). CELDT Special Education students will demonstrate appropriate progress toward stated goals in their IEPs each year (as evidenced in student folders). Intervention team documentation</p> <p>MAP/NWEA Benchmark Assessments</p> <p>School Dashboard will reflect baseline achievement in 2018.</p> <p>18-19</p> <p>Meet Adequate Yearly Progress schoolwide and subgroup growth rates per (NWEA) MAP student growth goals.</p> <p>EL reclassification rate benchmarks established end of Year 3 with a goal of meeting or exceeding District rates. Specific growth target set annually with anticipated 2 to 3% growth (as evidenced in state reporting). Special Education students will demonstrate appropriate progress toward stated goals in their IEPs each year (as evidenced in student folders).</p> <p>Baseline</p> <p>Meet Adequate Yearly Progress schoolwide and subgroup growth rates as required by ESSA.</p> <p>EL reclassification rate benchmarks established end of Year 1 with a goal of meeting or exceeding District rates. Specific growth target set annually with anticipated 2 to 3% growth (as evidenced in state reporting). Special Education students will demonstrate appropriate progress toward stated goals in their IEPs each year (as evidenced in student folders).</p>	<p>"Meet Adequate Yearly Progress" is an antiquated metric and is no longer calculated. As a new school we do not have enough student achievement data to receive an academic performance indicator.</p> <p>EL reclassification rate 14.3%</p> <p>Special Education student did demonstrate appropriate progress toward stated goals inn their IEPs this year.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
Provide highly qualified educational support personnel (Counselor, LVN, aides, other SpEd support) to implement differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide two-week Summer Institute and ongoing weekly PD/coaching through Professional Learning Community model.	Provide highly qualified educational support personnel (Counselor, LVN, aides, other SpEd support) to implement differentiation based on student need through continuous monitoring of instruction and student achievement data. Provide two-week Summer Institute for teachers and ongoing weekly PD/coaching through Professional Learning Community model.	1000-1999: Certificated Personnel Salaries Base 81,084 3000-3999: Employee Benefits Base 21,481	1000-1999: Certificated Personnel Salaries LCFF Base 81,084 3000-3999: Employee Benefits LCFF Base 21,481

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize Illuminate student information system to support data-driven instruction and differentiated instructional strategies. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments. Lexia Core5 Assessments will show leveled growth for a minimum of 80% of students. SPED students will show a minimum of one level growth on Fountas and Pinnell and NWEA assessments (unless otherwise stated by the IEP)	We did not use Illuminate for the purpose of data-driven instruction. We did use the system to monitor and track behavior. Provide technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments. Lexia Core5 Assessments will show leveled growth for a minimum of 80% of students. SPED students will show a minimum of one level growth on Fountas and Pinnell and NWEA assessments (unless otherwise stated by the IEP)	4000-4999: Books And Supplies Base 60,600	4000-4999: Books And Supplies LCFF Base 40,659



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide differentiated instruction, depth and complexity for students. Provide Response to Intervention tiered support and interventions in addition to regular teacher collaboration time, to improve and support student achievement and college-readiness. Provide additional support and intervention services for students, including counseling/psycho-social support, after-school tutoring and enrichments. Provide individualized curriculum and assessments	Provide differentiated instruction, depth and complexity for students. Provide Response to Intervention tiered support and interventions in addition to regular teacher collaboration time, to improve and support student achievement and college-readiness. Provide additional support and intervention services for students, including counseling/psycho-social support, after-school tutoring and enrichments. Provide individualized curriculum and assessments	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow implemented the actions/services identified to achieve the articulated goal except for using Illuminate for data-driven instruction. Our staff and teachers did regularly review individual results on our local assessments but did not need to use Illuminate due to our small students numbers. As our student population increase, we will use tools like Illuminate to analyze our student data.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on our identified metrics and measurements of our local assessments, Aspen Meadow is effectively accomplishing our goal. We will have a better understanding when we have enough data view our overall performance and subgroup performance on the California School Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had a material difference and over estimated on our software needs. We chose programs that were free which decreased our costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for the 2019-20 LCAP that align with our charter petition and mission. The current goals will be integrated into the new goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

GOAL 5: PUPIL ENGAGEMENT
Maintain a high ADA rate, low chronic absenteeism rate, and low dropout rates.
ADA will be at least 93% with benchmarks for growth set annually as needed.
Chronic absenteeism benchmark established Year 1 with a goal of less than 3.5%. Specific schoolwide and subgroup target growth set annually as needed.
Specific schoolwide and subgroup growth target set annually.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Illuminate Student Information System (SIS) attendance reports. State Dashboard Reports Internal MAP/NWEA reports School policies found in Parent/Student Handbook The Leader in Me Process surveys (70% positive student feedback, top two questions) Panorama Surveys 90% top two responses.</p>	<p>ADA is 94.56% Chronic Absenteeism Rate is 7.5%, a decrease of 12.9%</p>

Expected

18-19

ADA as of April 30, 2019 will be 94% with benchmarks for growth set annually as needed. The authorizing district (Fresno Unified 90%). Chronic absenteeism benchmark established Year 3 with a goal of less than 12%, which is authorizing district, which was MET, with actual chronic absenteeism at specific schoolwide and subgroup target growth set annually as needed.

Baseline

ADA will be at least 93% with benchmarks for growth set annually as needed. Chronic absenteeism benchmark established Year 1 with a goal of less than the authorizing district. Specific schoolwide and subgroup target growth set annually as needed. Specific schoolwide and subgroup growth target set annually.

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor student attendance and communicate with families with applications such as Parent Square, SchoolReach or other communication software. Regular communications via newsletters, Website and Facebook. Town Hall Meetings, School Site Council meetings, Parent Lighthouse, Regular Panorama or parent/guardian surveys to track feedback.	Monitored student attendance and communicate with families with applications such as Parent Square, We did not host Town hall meetings this year but did host School Site Council meetings, Family Lighthouse. Survey were administered to parent/guardian .	5000-5999: Services And Other Operating Expenditures Base 12,500	5000-5999: Services And Other Operating Expenditures LCFF Base 12500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training and support for advisory and other non-scholastic support for students. The Leader in Me trainings for teachers and staff will prepare for the 7 Habits implementation school-wide.	Provide training and support for advisory and other non-scholastic support for students. The Leader in Me training for teachers and staff will prepare for the 7 Habits implementation school-wide	Cost captured in prior goal	Cost captured in prior goal 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Campus security greets students with a friendly face at the gate to encourage arriving to school on time. Parent outreach includes regular Parent (Leadership) Connection meetings with administrators. Community partnerships, including area churches help make the campus a welcoming and clean place to attend school.	Parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day. Campus security greets students with a friendly face at the gate to encourage arriving to school on time. Parent outreach includes regular Parent (Leadership) Connection meetings with administrators. Community partnerships, including area churches help make the campus a welcoming and clean place to attend school.	Cost captured in prior goal	Cost captured in prior goal 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow successfully implemented the actions/services identified to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As described, we accomplished the metrics set to evaluate the effectiveness of our services and actions

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures listed in Action 1 were already captured in Goal 3.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for 2019-20 that align with our charter petition and mission. The current goals will be integrated into the new goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

GOAL 6: SCHOOL CLIMATE
Maintain suspension and expulsion rates that are lower than similar charter schools and authorizing school district. Achieve 80% satisfaction on surveys regarding safety and school connectedness.
The Leader in Me Process implemented for student leadership training
Safe School Plan with secure and clean school environment for students and staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Illuminate Student Information System (SIS) Panorama student and stakeholder surveys 85% student satisfaction The Leader in Me surveys with more than 60% saying they feel safe at school After school (ASES) attendance and academic data</p> <p>18-19 Suspension and expulsion benchmark rates will be established in 2018-19 with specific schoolwide and subgroup growth targets set annually. The school will be safe and clean. The Leader in Me Process will be implemented school-wide.</p>	<p>Expulsion rate = 0 Suspension rate = 3.5% The school received a rating of "Good" on our maintenance report. The Leader in Me Process was implemented school-wide in 2018-29.</p>

Expected

Baseline

Suspension and expulsion benchmark rates will be established in 2017-18 with specific schoolwide and subgroup growth targets set to annually. 1-3% reduction in suspensions in year
Safe and clean school property

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training and support for advisory and other non-scholastic support for teachers and students; offer counseling and other interventions for students. The Leader in Me/7 Habits throughout the school day will be evident in the classrooms and in student work. Report Cards will show Social and Emotional lessons, with surveys that specifically target Social and Emotional wellbeing.	Provide training and support for advisory and other non-scholastic support for teachers and students; offer counseling and other interventions for students. The Leader in Me/7 Habits throughout the school day will be evident in the classrooms and in student work. Report Cards will show Social and Emotional lessons, with surveys that specifically target Social and Emotional well-being.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 47,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 44,235

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow successfully implemented the actions/services to achieve this articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services did not necessarily correlate with the metrics identified. Our suspension rate remains high but we expect to see improvement this coming year as we provide trauma training for all of our teachers, staff, and administrators.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We slightly over estimated on the salaries of two instructional aides.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for the 2019-20 LCAP that align with our charter petition and mission. The current goals will be integrated into the new goals.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

GOAL 7: COURSE ACCESS

All students, including all student subgroups, will have access to academic and educational enrichment programs as outlined in the school's charter, particularly in the arts and technology.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

18-19

100% of students will have full access to enrichment classes and opportunities all years, as evidenced by bell schedules and class assignments.

Actual

100% of our students had full access to enrichment classes which included PE, music and art in the 2018-19 school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Ensure all grades have exposure to a wide variety of enrichment opportunities an college-preparatory arts and technology

Actual
Actions/Services

Ensure all grades have exposure to a wide variety of enrichment opportunities an college-preparatory arts and technology

Budgeted
Expenditures

4000-4999: Books And Supplies
Supplemental and Concentration
2,000

Estimated Actual
Expenditures

4000-4999: Books And Supplies
LCFF Supplemental and
Concentration 2,000

courses, service learning and field trips/excursions in the community and beyond.

courses, service learning and field trips/excursions in the community and beyond.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Aspen Meadow implemented the stated action/service to achieve this articulate goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

100% of our students had access to PE, music and art making this action/service effective. As we continue to add more grades, we plan to offer additional courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Aspen Meadow will be creating new goals for the 2019-20 LCAP that align with our charter petition and mission. The current goals will be integrated into the new goals.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Aspen Meadow is a goal-oriented institution making decisions based on the analysis and trends of our data. Each engagement is framed around our goals. We disaggregate data in great depth and share it with the community to make decisions around what is working, and what isn't working. We research best practices to guide our actions and services. And allocate our budget to best serve ALL of our students to close the achievement gap. Below is a list of how we involved our stakeholders.

Teacher and staff engagement

- Weekly collaboration or professional times. Teachers and staff had the opportunity to collaborate at grade-levels, subject matter, or receive professional development based on the needs of our students.
- Surveys are regularly administered.
- Teacher leader focus groups were held to make strategic decisions on curriculum, instruction, actions and services
- Two week summer institute before the students return.
- End of the year retreat

Parents

- Surveys are administered several times throughout the school year to gather anonymous feedback for administrators
- All teachers and administrators had an "open-door" policy for parents to meet and discuss issues or concerns.
- Parent conferences (Twice a year)
- Parent sits on the Board of Directors (monthly meetings)
- Orientation
- Parent Connection
- Summer BBQ
- Family Lighthouse
- Family Fun Nights
- School Site Council (once a month)
- IEP, SST, and 504 meetings

Board of Directors

- Meet once a month and discusses progress of our goals, review student data, and the budget.

- School Site Council: Composed of three parents, self-nominated and elected among the parent body; three teachers, self-nominated and elected among the teachers; and a student representative. The School Site Council shall meet

regularly and shall make recommendations to the Board of Directors for all aspects of operation.

Students

- Surveys are regularly administered.
- Healthy student survey
- All teachers and administrators had an “open-door” policy for parents to meet and discuss issues or concerns.
- Family fun night
- Summer BBQ
- Orientation

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultations from the 2018-19 school year’s stakeholder engagement have encouraged us to update our goals to reflect our unique mission and vision and align with our Charter Renewal.

Impacts for next year include:

- New goals
- Trauma training
- Increased Math supports and supplements for students falling behind
- More training around illuminate and how to use it
- The need to increase our parent participation for surveys and in person events
- Continue to increase proficiency in Math
- Continue to increase proficiency in ELA
- Continue supports for EL students.
- Continue support for our SPED students

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

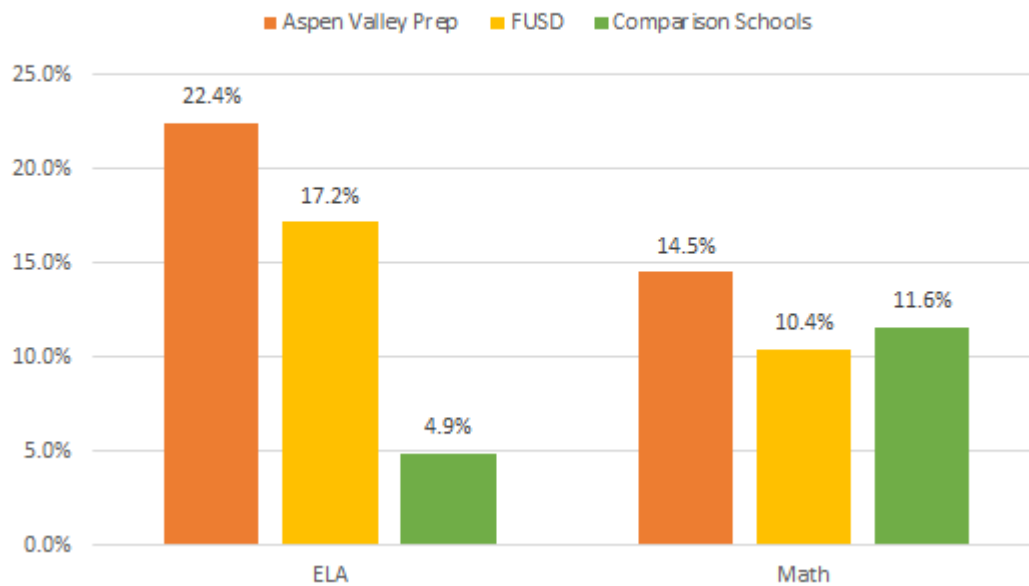
State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Great teachers that have the compassion and understanding needed to work with at-risk students
A safe school building
Engaging curriculum that is CCSS (Math, ELA, History, EL) and NGSS (science) aligned
Increase Math proficiency
Increase ELA proficiency
Increase EL reclassification rates
Supplemental supports for students who are struggling
Continue exceeding SBAC results of local district and comparison schools

2018 SBAC % Met or Exceeded Overall



Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
# of teachers appropriately assigned	6 teachers fully credentialed	6 teachers fully credentialed	6 teachers fully credentialed	7 teachers or 100% of teachers fully credentialed
% of students with access to CCSS aligned instructional material	100%	100%	100%	100%
% of English Learners with access to the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students with access to NGSS aligned instructional materials.	100%	100%	100%	100%
# of Vacant teacher positions	0 vacant teacher positions	0 vacant teacher positions	0 vacant teacher positions	0 vacant teacher positions
Rating on facilitates maintenance report	good	good	good	good
% of overall CAASPP ELA Standards Met/Exceeded Results and each significant subgroup	<p>ELA - 30% of overall students meet/exceeded ELA standards</p> <p>3rd graders 23.52% of SED students meet/exceeded ELA standards</p> <p>33.34% of Hispanic students meet/exceeded ELA standards</p> <p>7&8 graders 19.10% of SED students meet/exceeded ELA standards</p> <p>38,84% of Hispanic students meet/exceeded ELA standards</p>	New metric	<p>ELA - 30% of overall students meet/exceeded ELA standards</p> <p>3rd graders 23.52% of SED students meet/exceeded ELA standards</p> <p>33.34% of Hispanic students meet/exceeded ELA standards</p> <p>7&8 graders 19.10% of SED students meet/exceeded ELA standards</p> <p>38,84% of Hispanic students meet/exceeded ELA standards</p>	ELA - 35% of overall students meet/exceeded ELA standards
% of overall CAASPP Math Standards Met/Exceeded Results and each significant subgroup	<p>Math - 30% of overall students meet/exceeded Math standards</p> <p>3rd graders</p>	Math- 30% of overall students meet/exceeded Math standards	<p>Math- 32% of overall students meet/exceeded Math standards</p> <p>3rd graders</p>	Math- 35% of overall students meet/exceeded Math standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>23.52% of SED students meet/exceeded Math standards</p> <p>25.00% of Hispanic students meet/exceeded Math standards</p> <p>7&8 graders 10% of SED students meet/exceeded ELA standards</p> <p>16% of Hispanic students meet/exceeded ELA standards</p>		<p>23.52% of SED students meet/exceeded Math standards</p> <p>25.00% of Hispanic students meet/exceeded Math standards</p> <p>7&8 graders 10% of SED students meet/exceeded ELA standards</p> <p>16% of Hispanic students meet/exceeded ELA standards</p>	
% of CAASPP participation Rate	95%	New metric	95%	100%
Performance on SBAC exceeds that of local district	<p>Math Aspen Meadow: 25.3 points below standard Fresno Unified: 68.5 points below standard</p> <p>ELA Aspen Meadow: 20.3 points below standard Fresno Unified: 38.3 points below standard</p> <p>*See graph in Identified need section</p>	New metric	<p>Math Aspen Meadow: 25.3 points below standard Fresno Unified: 68.5 points below standard</p> <p>ELA Aspen Meadow: 20.3 points below standard Fresno Unified: 38.3 points below standard</p> <p>*See graph in Identified need section</p>	Anticipate exceeding FUSD in both ELA and Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers who attend weekly professional development	100%	100%	100%	100%
English Learner reclassification rate	14.3%	14.3%	16%	17%
% of EL learner pupils who make progress toward English proficiency as measured by the ELPAC	English Learner Progress - With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.	English Learner Progress - With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.	English Learner Progress - With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported. 26 students Level 4: 38.5% Level 3: 42.3% Level 2: 15.4% Level 1: 3.8%	"Green" on the California Dashboard
% of SPED students demonstrating appropriate progress toward stated goals in their IEPs each year	New Metric - the 2019-20 will be the baseline year	N/A	N/A	New Metric - the 2019-20 will be the baseline year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Offer comparable to local charter and districts salary and benefits package; clear background and credential upon hire. Provide quality professional development opportunities and leadership pathways.

2018-19 Actions/Services

Offer comparable to local charter and districts salary and benefits package; clear background and credential upon hire. Provide quality professional development opportunities and leadership pathways.

2019-20 Actions/Services

Teacher and Staff Development and Support:

- *Offer comparable to local charter and districts salary and benefits package; clear background and credential upon hire.
- *Conduct monthly audits of teacher credentials to ensure compliance and track credentials nearing expiration
- *Collaborate with teachers and administrators to select curriculum and supplements

		<p>*Regular walkthroughs to share best practices and to receive feedback</p> <p>*Provide quality professional development opportunities and leadership pathways for teachers. Weekly professional development opportunities for the 2019-20 school year includes:</p> <p>^ Leader in Me: SEL curriculum</p> <p>^ 7 Habits: Charter development education</p> <p>^EL GLAD and SADIE strategies</p> <p>^2 week summer institute</p> <p>^Trauma training</p> <p>^Professional Learning communities</p> <p>^Evaluating student achievement data</p> <p>^illuminate training</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	43,804	45,500	\$745,044.30
Source	Base	Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries

Amount			11,275.99
Source			Title II
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Professional Development
Amount			13,237
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Teachers' Substitute hours
Amount			10,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Teachers' Extra Duty/Stipends
Amount			154,379
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Admin Salaries
Amount			4,725
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures PD

Amount			6,489
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Certificated Sub Benefits
Amount			181,434
Source			LCFF Base
Budget Reference			3000-3999: Employee Benefits teacher benefits
Amount			58,174
Source			LCFF Base
Budget Reference			3000-3999: Employee Benefits certificated admin benefits
Amount			19,053
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Classified Instructional benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue to purchase new texts and appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholders.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue to purchase new texts and appropriate Common Core-aligned instructional materials (including online curriculum) for all grade levels after careful review by staff and stakeholders

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Teacher tools to increase student achievement :

*Each year teachers and administrators collaborate to select the following year as Aspen Meadow continues adding a grade each year

*Leader in Me: SEL, Health, Social Science

*Each teacher is provided with a laptop

*Fountas & Pinnell - local assessment given three times per year to measure growth in reading

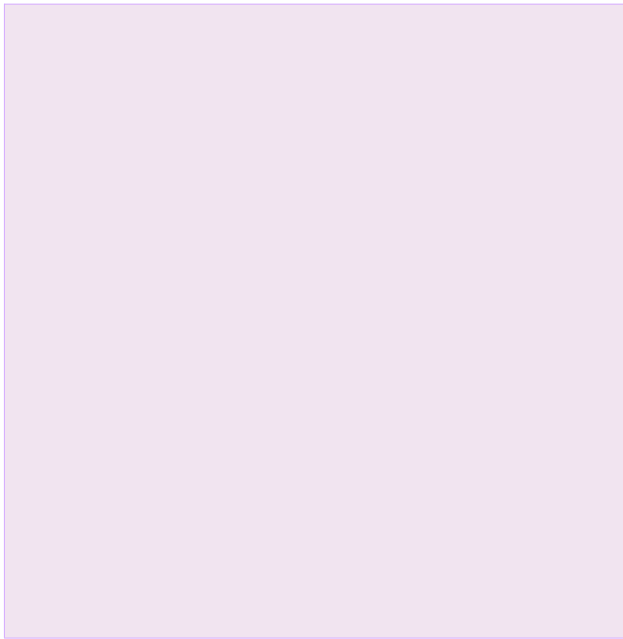
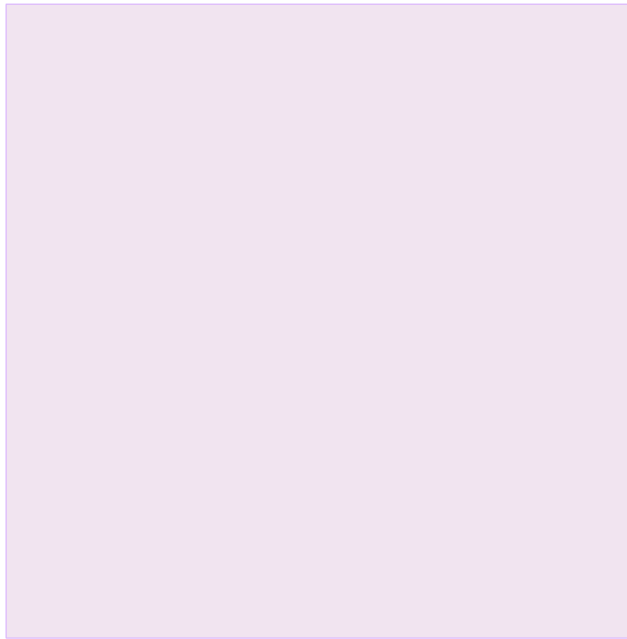
*illuminate: A student assessment and data analytics solutions

*NWEA Maps: Local assessments for reading and math

*ST Math: online Math supplement

* Eureka Math: Adaptive math curriculum

*Wit and Wisdom: Reading and Language Arts



MobyMax: adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need. It provides an excellent opportunity for differentiation in the classroom.

*Instructional Aides for each grade

*Aspen Meadow has created a robust MTSS program for academic and behavioral supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	49000	19,000	77,414
Source	Base	Base	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries Instructional Salaries
Amount			8,339
Source			Title IV
Budget Reference			2000-2999: Classified Personnel Salaries Instructional Salaries

Amount			53778
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Instructional Aides
Amount			0
Budget Reference			1000-1999: Certificated Personnel Salaries Cost Included in Goal 1, Action 1
Amount			73,100
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Software

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain school facility; conduct regular inspections and safety checks.	Maintain school facility; conduct regular inspections and safety checks.	Facilities *Maintain school facility *conduct regular inspections and safety checks. *Regular safety reporting and revising of Safety Plan as appropriate. *Campus safety officer and Campus Aide

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	63,421	70,642	5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 2200	5000-5999: Services And Other Operating Expenditures Repairs and Maintenance
Amount		18,076	42870
Source		Supplemental and Concentration	LCFF Base
Budget Reference		3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Custodian and Night Custodian Salary

Amount			0
Budget Reference			1000-1999: Certificated Personnel Salaries Cost included in Goal 1, Action 1 for Admin Salaries
Amount			5000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Security
Amount			18076
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Campus Safety Officer and Campus Aide

Action 4

All	
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		New Action
		Technology: *Laptops are available in each classroom at a 2:1 ratio for assessments, adaptive

		curriculum, and use after school for extended-hours and tutoring
		*Provide IT support for technology in the classroom and software programs.

Budgeted Expenditures

Amount			67,500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Non capitalized Equipment
Amount			0
Budget Reference			Cost captured in Goal 1, Action 1
Amount			15,914
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries IT Director

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR		
English Learners	Schoolwide	All Schools

Actions/Services

		Modified Action
		<p>EL Learner Supports:</p> <p>*All teachers of English Learners and RFEP will be appropriately certified in SDAIE and ELD instructional strategies (CLAD certification). They will continue to receive ongoing professional development and have access to the latest research on instructional strategies for ELD students.</p> <p>*After school, Spring, and Winter tutoring will be available. Summer tutoring will be made available pending facility construction</p> <p>*EL Coordinator will oversee EL intervention, instructions and adheres to the applicable legal requirements for ELs. This includes: annual notification to parents, student identification, placement, program options, ELs and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness and standardized testing requirement. Aspen Meadow implements policies to effectuate proper placement, evaluation and communication regarding ELs and the rights of parents/guardians and pupils. Student have access to the Common Core Standards in reading and ELA to prepare them for English Learning.</p>

		<p>*Continue to purchase research based materials and software for EDL instruction. Regularly review and analyze data and monitoring of personalized instruction.</p> <p>*Instructional Aides will be trained to assist in tutoring EDL and special needs students.</p> <p>*The school will apply benchmark tests like or equal to MAP testing to students a minimum of 3 times a year.</p> <p>*Provide quality instruction and intervention for ELD with EL Coordinator Monitoring.</p> <p>*One week of summer school.</p>
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Budgeted Expenditures

Amount			0
Budget Reference			cost captured in Action Goal 1 and 2

Action 6

Students with Disabilities	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		Modified Action
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SPED Student Supports:

*Through regular grade level meetings, teacher led and administration meetings, staff will review progress for IEP students and will send written recommendations to the EL Coordinator, Special Ed specialist and administration.

*Timely (RTI) process for monitoring students that do not make adequate progress.

*Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.

*Full-time special education specialist to serve IEP students and students who are in need of additional support (RTI). The specialist developed a team for RTI, including teacher consulting and interventions for EL students. The special education specialist works and consults with the EL Coordinator. Each student will be monitored with an intervention plan.

*This year we are adding a special education intern in addition to our FTE SPED specialist

*Performance Indicator Review (PIR) Process

*Provide Disproportionality technical assistance

		<p>*Program/technical support by the program specialist and other SELPA team members</p> <p>*Participation in SELPA Professional learning offerings (See SELPA PL Catalog https://charterselpa.org/professionallearning-catalog/)</p> <p>*After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p>
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Budgeted Expenditures

Amount			84,822
Source			Special Education
Budget Reference			1000-1999: Certificated Personnel Salaries Pupil Support Salaries (Covered by State SPED)
Amount			54,709
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Pupil Support Salaries (Not covered by State SPED)

Amount			26037
Source			Special Education
Budget Reference			1000-1999: Certificated Personnel Salaries Certified Teacher Salary (\$16,081 IDEA, \$9956 State SPED)
Amount			0
Budget Reference			1000-1999: Certificated Personnel Salaries Costs included in Goal 1, Action 1
Amount			5000
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures 5102: Special Education
Amount			11,110
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Certificated Pupil Supports Benefits

Action 7

Specific Student Groups: Foster Youth and Homeless [Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

Foster Youth [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

		Modified Action
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		<p>Foster or Homeless Youth Supports:</p> <ul style="list-style-type: none">*County child welfare agencies*County office of education foster youth services program:*Foster youth organizations and individual foster youth*Foster parent and foster care organizations for identification at the time of a new enrollment, or during a student's enrollment.*ALL4Youth partnership to provide mental health services*Administrators and staff attended National Association for the Education of Homeless Children and Youth
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Budgeted Expenditures

Amount			0
Budget Reference			Cost Captured in Goal 1, Action 1 and 2

Action 8

All	All Schools	
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		Modified Action
		Standards Aligned Curriculum: *Summit Learning (Math, ELA, Science, History) *Whit and Wisdom (ELA and Reading) *Foss Kits (Science) *ST Math (Math Supplement) *Fountas & Pinnel (Reading) *Saxon Phonics (Phonics) *LexiCore 5 (Reading) *Eurka (Math)

Budgeted Expenditures

Amount			56,500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Textbooks and Core Materials

Action 9

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		Unchanged Action
		<p>Academic Support for Students:</p> <p>*After school, spring, and winter tutoring available. (Summer tutoring will be made available pending the status construction on campus)</p> <p>*one week of summer school</p> <p>*Aides are provided to students who need additional academic supports</p> <p>*Provide relative, adaptive, common core aligned curriculum.</p>

Budgeted Expenditures

Amount			17,879
Source			After School Education and Safety (ASES)
Budget Reference			2000-2999: Classified Personnel Salaries Non-certified Supervisors'

Amount			69929
Source			After School Education and Safety (ASES)
Budget Reference			5000-5999: Services And Other Operating Expenditures Sub-agreement for Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Consult with parents/guardians to seek input in making decisions
Parental participation for ALL students and significant subgroups
Provide a broad course of study
Develop programs and services for unduplicated pupils and individuals with exceptional needs

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of parent attending Parent/Teacher conferences	New metric - this 2019-20 school year will be the baseline	N/A	N/A	New metric - this 2019-20 school year will be the baseline
# of parents completing surveys	31	31	29	40

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students taking electives or non-core courses	New metric - this 2019-20 school year will be the baseline	N/A	N/A	New metric - this 2019-20 school year will be the baseline
Average number of parents at a monthly meeting	New metric - this 2019-20 school year will be the baseline	N/A	N/A	New metric - this 2019-20 school year will be the baseline
% of parent participating in IEP, SST, or 504 meetings	100%	100%	95%	95%
% of parents who believe Aspen Valley's learning environment is meeting my child's needs.	84%	New question	84%	86%
# of Parents serving on the school board	1	1	1	1
% of communication translated to Spanish	100%	100%	100%	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

		Modified Action
		<p>Parent/Guardian/Family Supports:</p> <p>*Because Aspen Meadow intentionally recruits at-risk students, we will provide teachers and staff with trauma training - this develops their ability to identify trauma, tools to work with our students and family and resources to provide assistance.</p> <p>*ALL4YOUTH partnership which provides mental health services to families with Medi-Cal.</p> <p>*Have a welcoming and helpful front office staff</p> <p>*Lighthouse teams will host trainings on various topics</p> <p>*Our Family Ecosystem Map, found at our website, is an easy to use tools for families that need additional support. https://aspenps.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html</p> <p>*Sharing Aspen's program with community members</p>

Budgeted Expenditures

Amount			7,634
Source			LCFF Supplemental and Concentration
Budget Reference			5900: Communications Communications
Amount			15,000
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Public Relations/Recruitment
Amount			77,954
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Clerical and Office Staff Salaries

Action 2

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		Engaging and Consulting Parents/Guardians: *Family Fun Night *Summer Programs (pending state of
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construction on campus)

*Family Newsletters

*Family Celebration Night

*Family Lighthouse: Meets twice a month. Topics include but are not limited to: curriculum, SBAC and other assessments, importance of attendance, school resources.

*Administer parent survey

*Summer BBQ

*Orientation

*Parent/Guardian Conference

*IEP, SST, and 504 meetings

*School Site Council.

*Find way to increasing attendance in Parent Orientations, PT Conferences, surveys, and social events.

*Increasing communications through school Web site, and newsletters.

*Parents will receive frequent and clear communications about school meetings and events through multiple modes of communication: Web site, parent portal, e-mail, newsletters, annual Parent/Student Handbook, and an annual calendar of meetings and events.

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Budgeted Expenditures

Amount			0
Budget Reference			Costs captured in Goal 1, Action1 and Goal 2, Action 1
Amount			5,813
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5806: Special Activities/Field Trips

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Maintain high attendance rates
Decrease suspension rates
Maintain low chronic absenteeism
Maintain low expulsion rate
Meet our students where they are by providing necessary services to nurture the whole child and their family
Teach self-regulating tools
Provide alternatives to punitive consequences

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rates	93.68%	94.56%	95%	95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	20.4%	7.5%	7%	6.5%
Suspension Rate	3.9%	3.5%	3%	2.5%
Middle School Dropout Rate	N/A Yet	N/A Yet	N/A Yet	N/A Yet
Expulsions	0	0	0	0

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Non-Academic Student Supports to create a safe environment:

*Playworks: helps kids to stay active and build valuable social and emotional life skills through the power of play.

*Acknowledgements and awards for students with good attendance

*Full-time counselor

*Full-time LVN

*Implementing Safer, Smarter Kids curriculum: an abuse prevention education

curriculum

*Leader in Me curriculum providing SEL tools

*A robust MTSS program to assist students that need extra academic or social emotional supports

*All4Youth which provide mental health services to students and families

*Administer student surveys to provide students with a voice.

*Created a new balanced calendar with a shorter summer break and more breaks throughout the year

*Staff, teachers, and administrators will receive trauma training

*All adults need a safety check before they can volunteer on campus

*WIGS or Wildly important goals - teachers encourage students to set goal and there is an award ceremony for those that accomplish their stated goals.

*CALViva partnership for free eye glasses, dental services, free of charge (pending board authorization).

*Partnerships with local non-profit that will provide students with Target cards to

		purchase uniforms.
		*Provide educational field trips at no cost
		*Bus tokens for our FRL students

Budgeted Expenditures

Amount			600
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Nursing
Amount			0
Budget Reference			Costs captured in Goal 1, Action 1
Amount			23,680
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Registered Nurse
Amount			500
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Transportation

Amount			85,000
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Certificated Pupil Support Salaries: Speech Language Pathologist Education Specialist, School Psychologist

Action 2

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		<p>Community Partnerships:</p> <p>*Rescue the Children (RTC): Provides emergency and long-term services to at-risk, abused, homeless, or previously incarcerated women or with with children.</p> <p>*CALViva: provides free eye and dental exams. Free glasses for those that qualify</p> <p>*A local non-profit provides gift cards for students to purchase school uniforms</p> <p>*All4Youth - Provides families and students with Medi-Cal mental health services</p>
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		*Fresno Police Department provide age appropriate trainings for the students
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Budgeted Expenditures

Amount			0
Budget Reference			Costs captured in Goal 1, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$625,835

Percentage to Increase or Improve Services

32.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Aspen Meadow's mission is to serve at-risk students in Fresno. 86% of our student population is unduplicated (.9% Foster Youth, 18.9% EL, and 93.2% SED). Due to the high percentage of unduplicated students, our actions/services are school-wide, unless specifically noted for EL or SPED pupils. We are serving the most vulnerable population. Besides providing an excellent teaching staff and high quality curriculum we cannot ignore our students other needs. Below is a list of actions/services to facilitate academic achievement for our at-risk students that go beyond a basic academic program.

- *Adaptive software for students struggling in math or ELA.
- *Partnership with All4Youth to provide mental health services for our students and their families.
- *FTE LVN
- *Free Vision and Dental screening
- *SEL curriculum: Leader in Me
- *Gift cards from local non-profits to purchase uniforms
- *no-fee field trips
- *Instructional aides in each grade
- *1 FTE campus safety officer
- *After school, winter break, and spring break tutoring
- *Trauma training for teacher and staff
- *One week of summer school

- *Professional Development around EL strategies
- *FTE counselor
- *Behavior specialist coordinator
- *Translators for all meetings and communications
- *Bus tokens for families whom don't have transportation
- *provided glasses/eye exams for students SEE2Succeed
- *Free dental services
- *ALL4You mental health services

Many of our actions and services for our unduplicated students are partnerships with outside organizations. While we do not need to allocate any specific costs for the partnerships, our certificated administrators dedicate a significant amount of their time maintaining the partnerships but their salaries are sourced from Supplemental and Concentration Grant Funds.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$466,405	34.58%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

(a) Improving pupil learning, with a focus on English Learner, foster and homeless students, through academic, social and emotional supports. In 2017-18, at-risk students at Aspen Meadow had access to a full-time counselor and/or psych-intern, full-time Licensed Registered Nurse and full-time resource officer. Teachers, parents and guardians may request a referral to services. The school also refers families to community resources and provides its own parent trainings, such as workshops on The Whole Brain Child by Dr. Dan Siegel. There is also a map of Fresno Ecosystem of Family and Student Support, found at our website, is an easy to use tools for families that need additional support. <https://aspenps.org/FresnoEcosystem/23ff09df98cb241d4e8148ee5a49a231.html>

(b) Increasing learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Aspen Valley partnered with Summit Learning's (grades 4-8) individualized learning program. Aspen Meadow will implement Summit Learning in grade 4 for the 2018-19 and in the next grade level up to grade 8 for each subsequent year. The program helps students gain the skills, knowledge and habits to succeed. We believe that, through individualized learning, students harness the power within themselves, so that there's no limit to what they can achieve.

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

(d) Encouraging the use of different and innovative teaching methods, integrated with the Leader in Me process, Common Core Standards curriculum and software, Summit Learning helps students gain the skills through individualized learning. Grades kindergarten through grade three (with an additional grade added up to grade 8 each subsequent school year) are instructed using Wit and Wisdom curriculum, Lexia Core5, Eureka Math, ST Math and Foss Kits for Next Generation Science.

(e) Creating new professional opportunities for teachers to create more engaging and individualized instruction, including the opportunity to be responsible for the learning program at the school site. Also, increased professional development for schools leaders, including Valley Leadership Program, a once a month, all-day training.

(f) Effective community partnerships as seen in regular participation of Aspen Meadow staff in the Central Blackstone Merchants Association and Bringing Broken Neighborhoods Back-to-Life. These partnerships have enabled Aspen Meadow to maintain a safe environment and neighborhood for its students, staff, and families.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$260,894	27.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Over 80% of Aspen Meadow's students qualify for free or reduced lunch and at least 19% of student population are ELs. To help support these students, Aspen Meadow hired an additional Special Education teacher and provided CPI (Crisis Prevention Intervention) training for all intervention, administration, and security. An intervention spring break session was offered for a week for 2 hours per day for some of our at-risk students per teacher recommendation.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	722,070.00	939,843.00	156,225.00	153,218.00	2,112,969.29	2,422,412.29
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	87,808.00	87,808.00
Base	255,665.00	0.00	92,804.00	64,500.00	0.00	157,304.00
LCFF Base	0.00	233,572.00	0.00	0.00	1,186,901.30	1,186,901.30
LCFF Supplemental and Concentration	0.00	706,271.00	0.00	0.00	630,372.00	630,372.00
Special Education	0.00	0.00	0.00	0.00	110,859.00	110,859.00
Supplemental and Concentration	466,405.00	0.00	63,421.00	88,718.00	0.00	152,139.00
Title I	0.00	0.00	0.00	0.00	77,414.00	77,414.00
Title II	0.00	0.00	0.00	0.00	11,275.99	11,275.99
Title IV	0.00	0.00	0.00	0.00	8,339.00	8,339.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	722,070.00	939,843.00	156,225.00	153,218.00	2,112,969.29	2,422,412.29
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	333,920.00	514,327.00	0.00	0.00	1,173,228.30	1,173,228.30
2000-2999: Classified Personnel Salaries	163,142.00	158,027.00	107,225.00	116,142.00	335,904.00	559,271.00
3000-3999: Employee Benefits	115,408.00	179,040.00	0.00	18,076.00	276,260.00	294,336.00
4000-4999: Books And Supplies	83,600.00	63,659.00	49,000.00	19,000.00	197,100.00	265,100.00
5000-5999: Services And Other Operating Expenditures	26,000.00	23,106.00	0.00	0.00	86,029.00	86,029.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	36,813.99	36,813.99
5900: Communications	0.00	1,684.00	0.00	0.00	7,634.00	7,634.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	722,070.00	939,843.00	156,225.00	153,218.00	2,112,969.29	2,422,412.29
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	81,084.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	81,084.00	0.00	0.00	899,423.30	899,423.30
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	433,243.00	0.00	0.00	162,946.00	162,946.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	110,859.00	110,859.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	252,836.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	17,879.00	17,879.00
2000-2999: Classified Personnel Salaries	Base	45,500.00	0.00	43,804.00	45,500.00	0.00	89,304.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	44,558.00	0.00	0.00	42,870.00	42,870.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	113,469.00	0.00	0.00	189,402.00	189,402.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	117,642.00	0.00	63,421.00	70,642.00	0.00	134,063.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	77,414.00	77,414.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	0.00	0.00	0.00	8,339.00	8,339.00
3000-3999: Employee Benefits	Base	21,481.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	21,481.00	0.00	0.00	239,608.00	239,608.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	157,559.00	0.00	0.00	36,652.00	36,652.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Supplemental and Concentration	93,927.00	0.00	0.00	18,076.00	0.00	18,076.00
4000-4999: Books And Supplies	Base	81,600.00	0.00	49,000.00	19,000.00	0.00	68,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	61,659.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,000.00	0.00	0.00	197,100.00	197,100.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	69,929.00	69,929.00
5000-5999: Services And Other Operating Expenditures	Base	26,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	23,106.00	0.00	0.00	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	11,100.00	11,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	25,538.00	25,538.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	11,275.99	11,275.99
5900: Communications	LCFF Base	0.00	1,684.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	7,634.00	7,634.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	153,218.00	151,692.00	156,225.00	153,218.00	1,896,788.29	2,206,231.29
Goal 2	328,687.00	571,902.00	0.00	0.00	106,401.00	106,401.00
Goal 3	13,500.00	12,290.00	0.00	0.00	109,780.00	109,780.00
Goal 4	165,165.00	145,224.00	0.00	0.00	0.00	0.00
Goal 5	12,500.00	12,500.00	0.00	0.00	0.00	0.00
Goal 6	47,000.00	44,235.00	0.00	0.00	0.00	0.00
Goal 7	2,000.00	2,000.00	0.00	0.00	0.00	0.00
Goal 8			3,000.00	0.00	0.00	3,000.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					