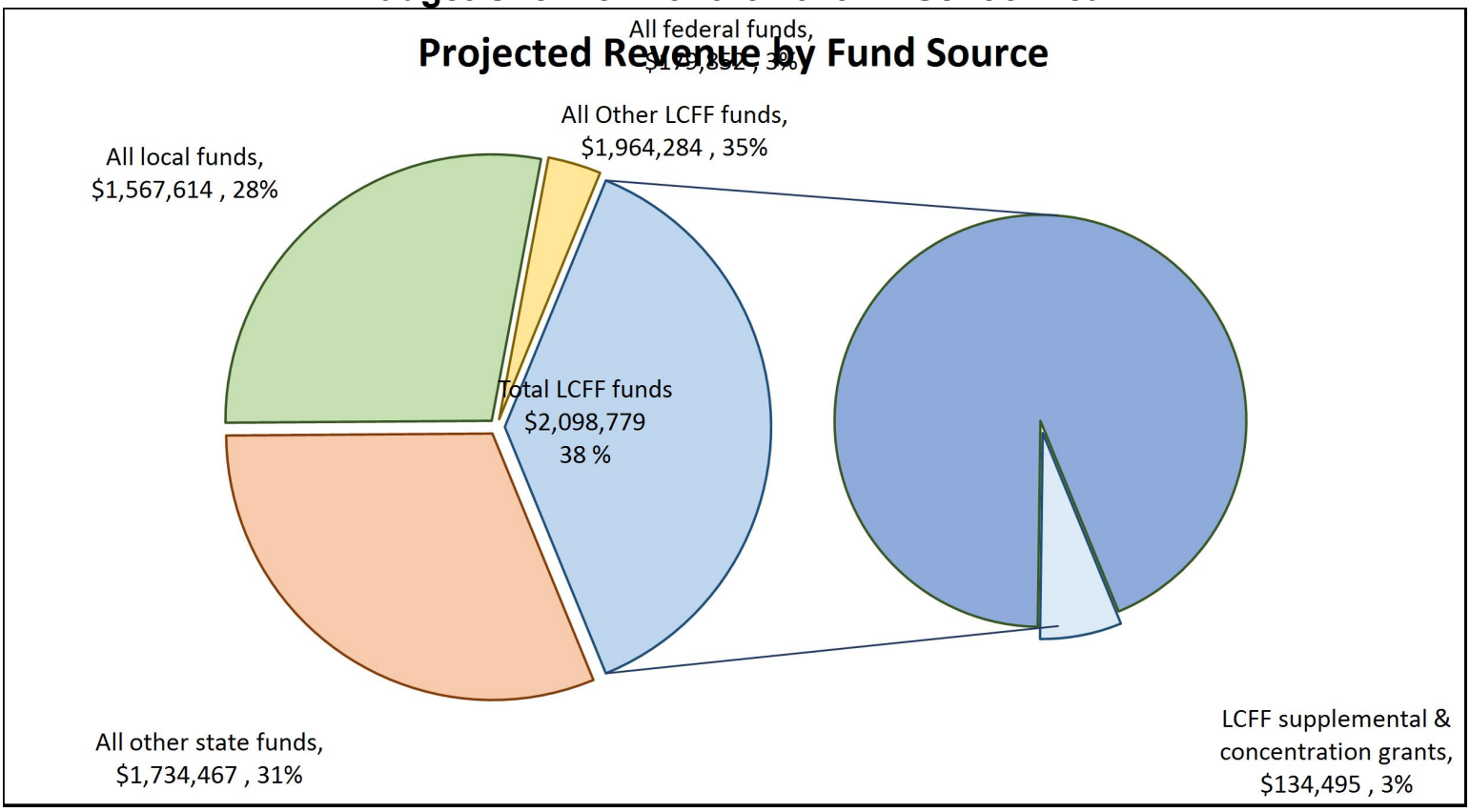
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson School of Leaders
CDS Code: 19648810113472
School Year: 2026-27
LEA contact information:
Kelly Jung
Acting Site Director
kellyjung@aveson.org
626-797-1440

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

Budget Overview for the 2026-27 School Year

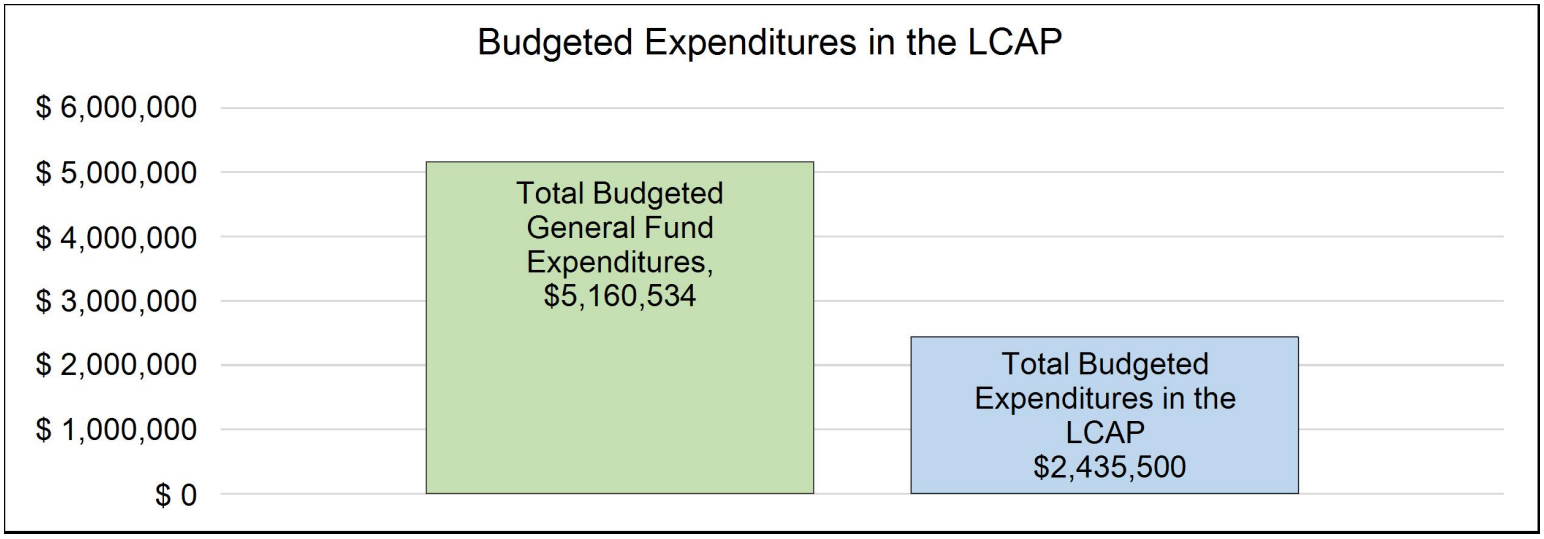


This chart shows the total general purpose revenue Aveson School of Leaders expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson School of Leaders is $5,580,712, of which $2,098,779 is Local Control Funding Formula (LCFF), $1,734,467 is other state funds, $1,567,614 is local funds, and $179,852 is federal funds. Of the $2,098,779 in LCFF Funds, $134,495 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 Aveson School of Leaders plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson School of Leaders plans to spend $5,160,534 for the 2026-27 school year. Of that amount, $2,435,500 is tied to actions/services in the LCAP and $2,725,034 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

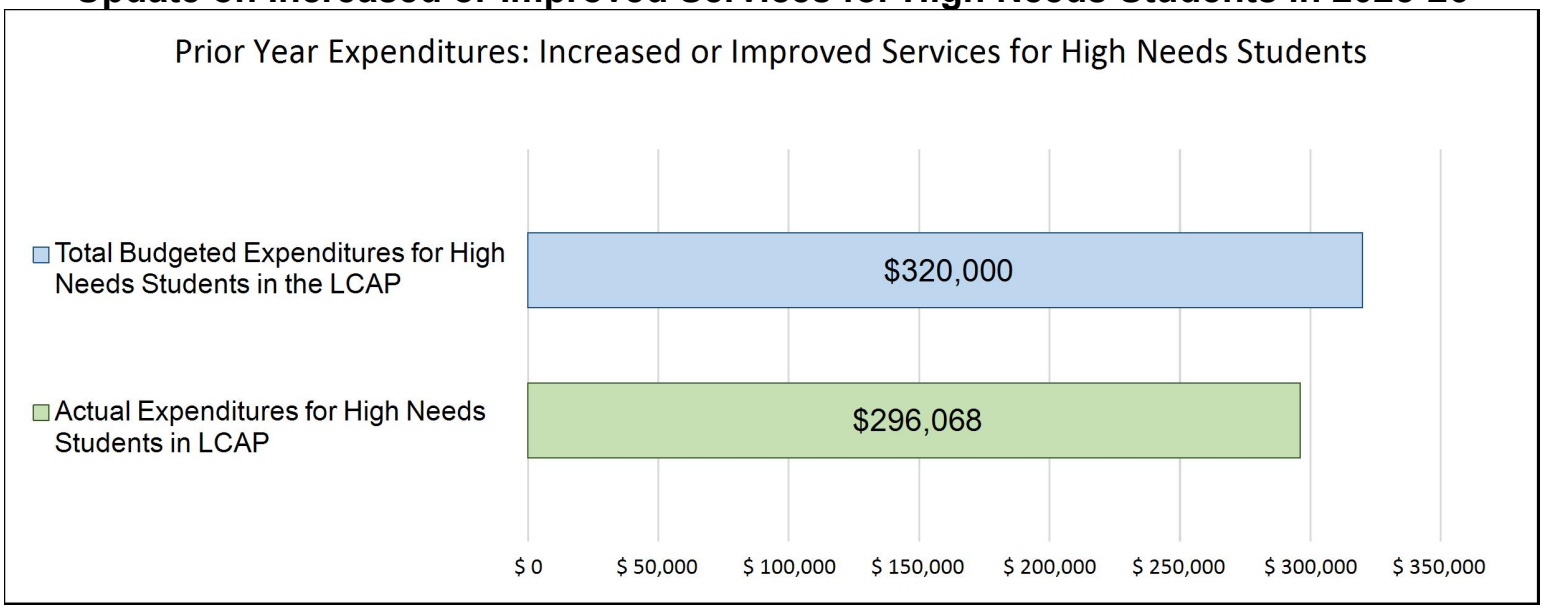
General Fund Budget Expenditures include personnel salaries, taxes and benefits, facilities and maintenance costs, operations and infrastructure, and Special Education services as needed.

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

In 2026-27, Aveson School of Leaders is projecting it will receive $134,495 based on the enrollment of Foster Youth, English learner, and low-income students. Aveson School of Leaders must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson School of Leaders plans to spend $304,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Aveson School of Leaders's LCAP budgeted $320,000 for planned actions to increase or improve services for high needs students. Aveson School of Leaders actually spent $296,068 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $23,932 had the following impact on Aveson School of Leaders's ability to increase or improve services for high needs students:

ASL had an enrollment decrease due to the relocation of the school and the 2025 Eaton Fire.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Kelly Jung Acting Site Director	kellyjung@aveson.org 626-797-1440

Plan Summary [2026-27]

General Information

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

Aveson School of Leaders (ASL) provides over 200 TK-5th-grade students with an innovative educational experience that encourages them to be self-motivated lifelong learners and prepared to make a difference in the world they live. Aveson focuses on personalized mastery learning, social leadership and healthy living. Through an academically challenging, project-based program, students become inquisitive and confident learners who are prepared to be successful leaders in the global community.

Aveson redefines teaching and learning so all children have the opportunity to experience an exemplary public education. Aveson believes in providing the right instruction for every student every day by supporting innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

Aveson's mission is supported by the following Guiding Principles:

- Vision means seeing what could be and what will be and living the difference.
- There is no such thing as too much truth.
- How you say it is as important as what you say.
- When identifying problems, offer strategies and solutions.
- Everyone's time is valuable.
- Your commitment is to make others around you successful.
- Our growth together requires us to grow individually.
- Integrity is everything.

Aveson's advisors (teachers) support students by celebrating their individuality and by teaching them about learning itself. Students master all the necessary skills and content while building confidence in their ability to learn. Aveson provides opportunities to develop intellectually, physically and socially through the exchange of ideas and experiences. Wisdom and the ability to communicate effectively are rooted in these experiences, thereby fostering responsibility to others which in turn creates leaders.

Personalized Mastery Learning (PML) allows for students and advisors to have a conversation about what gets learned, how it gets learned and when the learning happens. Students and advisors work together to establish relationships and relevance in learning, to define each student's learning path, to determine learning expectations and then to develop methods for students to reflect and defend their learning in order to show mastery.

In addition to our promise of personalized mastery learning, Aveson adheres to two other tenets: Social Leadership and Healthy Living. The three, in combination, are the foundation of the charter. Aveson believes that social leadership skills are every bit as important as content in preparing today's students for a life of success - however they choose to define that success. By focusing on communication skills, self-managed projects and cooperative learning, Aveson guides students so that their unique potentials develop. Aveson believes...

- Social Leadership requires personal responsibility;
- Personal responsibility develops by connecting ideas and people;
- Connecting ideas and people require empathy, access to knowledge and a willingness to learn;
- It is both how we pursue our learning and what we do with our knowledge that sets us apart.

Aveson students apply these beliefs with global "take action projects" each year. Every classroom identifies a global issue and develops a take action plan to make it local and personal.

Lastly, Aveson defines healthy living as a focus on learning about and managing emotional, mental and physical health. These topics are integrated into the school day through explicit units and small projects during an advisory period at the start of each day. This may include interdisciplinary projects, and enrichment activities such as gardening, yoga, nature walks and hiking in Eaton Canyon. Students also have Culinary Arts classes, teaching not only healthy cooking, but food sustainability and accessibility, socio-economics and food choices, and culturally diverse food alternatives.

At Aveson, healthy living also focuses on social emotional learning. Advisors help students learn about how their brains work in times of stress so they can make healthy decisions, provide supportive environments so students feel safe and teach conflict resolution skills so children understand how to stay connected even in times of disagreement. Staff members model these practices and explicitly reinforce them in their language with students. Students are asked to consider and examine their own responses and behaviors given different situations.

Aveson's commitment to see every child dictates that its number one goal is to commit itself to all learners in its two schools, Aveson School of Leaders (ASL), Tk-5th grades and Aveson Global Leadership Academy (AGLA), 6th-12th grades. It is not an option to systemically overlook any individual or groups of students within its schools. The work of this LCAP will focus on Aveson's TK-5 campus, Aveson School of Leaders (ASL).

Reflections: Annual Performance

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

State Priorities:
2 – Implementation of State Standards
3 – Parent Involvement
4 – Pupil Achievement
5 – Pupil Engagement
6 – School Climate
8 – Other Pupil Outcomes

Successes
The 2024–2025 California School Dashboard shows accelerated growth in English Language Arts (ELA) and Mathematics, even in a year deeply affected by the Eaton Fires. In the area of Mathematics, overall scores declined by 22.3 Points, which should be interpreted with caution, given the impact on our students who lost their school and homes to the Eaton fire. While that score declined overall, 81.5% of our students improved their scores from the prior year, indicating that the professional development we are providing to teachers and the interventions we are providing to students are effective. Math scores are 16.2 above the standard. Our scores maintained overall at 6.1 points above the standard and 79.6% of our students improved their score from the prior year. Chronic absenteeism declined by 7.8%, to 12.1%, down from 19.9%. Our suspension rate declined by 0.9%.

Identified Needs
Math performance remains an area of need. In addition to targeted professional development and small group intervention in the classroom, the school will hire an intervention teacher for targeted pull out intervention support.

Outcomes
In direct response to these findings, ASL took focused actions this year and has concrete steps planned for the year ahead:

Priority 2 & 4 – State Standards & Pupil Achievement: This year, we implemented our targeted small-group literacy intervention in the classroom. We also sustained SIPPS, and Heggerty to address phonemic awareness and foundational skills. To support classroom advisors, we designated a Literacy Lead to provide coaching in phonics and reading rigor. Next year, we will add an intervention teacher to the staffing roster. The instructional leadership team met weekly to plan for student achievement.

Priority 5 – Pupil Engagement: To build on improved attendance, we will maintain proactive communication with families, hold community meetings, implement PBIS, and provide an inviting, safe playground environment that students enjoy.

Priority 6 – School Climate: To address last year’s higher suspension rate, we created a dedicated behavior support team, trained playground staff with SELPA support, and built clear, responsive behavior systems. This resulted in zero suspensions this year, positioning us for a significantly better outcome next year.

Priority 3 – Parent Involvement: We held “Coffee with the Director” gatherings and sent regular newsletters through ParentSquare. ParentSquare provides translation services to ensure families receive clear, timely information in their home language. TK and Kindergarten advisors connect with new families over the summer to keep them informed and prepared for a smooth start. Going forward, the TK and K advisors will send incoming families "I Can" statements for students to practice independent skills at home before the school year starts.

Staff Feedback: This year, the full three-cycle evaluation schedule was interrupted by the Eaton Fires, and we completed two cycles. Next year, we will restore the full three-cycle evaluations and add regular support staff meetings and peer-coaching opportunities so every staff member has structured ways to share ideas, receive timely feedback, and collaborate effectively.

Community Resilience & Well-Being: The lead LMFT facilitated community circles and staff PD.

Through these targeted actions, ASL continues to address Dashboard results and local feedback in a focused, responsive way, strengthening standards implementation, family partnership, student achievement, engagement, and a positive climate where every student, family, and staff member feels supported and heard.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Advisors (Teachers)	Staff Meetings and Surveys
ILT (Instructional Leadership Team)	Parent Coffees and Parent Education
Community Members (Families and Partners)	LCAP Surveys

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

Aveson School of Leaders (ASL) believes strongly in a connected community. This connection is rooted in listening, perspective-taking and inclusivity. For this reason, ASL reached out to all stakeholder groups and provided a variety of opportunities for input on the LCAP. Stakeholder groups included students, families, educators/staff, and directors. Aveson also increased its effort into reaching stakeholders from our BIPOC and English Learner populations to ensure that their opinions were included in writing the LCAP. The platforms and methods written below were used as a system to inform the LCAP. A description is listed below each of the platforms used for the gathering of the data.

Staff and Community Member Surveys
Surveys conducted among staff and community members provided a detailed understanding of the school's needs and priorities. Staff feedback highlighted the necessity for professional development opportunities, better classroom resources, and support for student mental health. Community members emphasized the importance of community engagement and partnerships. These inputs directly influenced LCAP goals related to teacher training programs, resource allocation for classrooms, and the establishment of mental health initiatives. Additionally, strategies to foster community involvement and leverage local partnerships were incorporated into the plan.

Interviews with Parents
Interviews with parents offered a qualitative perspective on the school community's needs and expectations. These interviews revealed a strong desire for increased parental involvement, better support for English language learners, and more personalized student learning experiences. Based on this feedback, the LCAP included actions to create more opportunities for parent engagement, implement targeted support programs for English language learners, and develop personalized learning plans for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ASL will elevate student engagement in challenging and relevant transformative learning experiences that support high achievement for all students that align with ability/grade-based State outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

According to stakeholder survey responses, student and community feedback expressed that rigor and challenging coursework that elevates student experience and opportunity was highly requested. Focusing on the goal to elevate student engagement in challenging and relevant learning experiences at ASL is essential because it directly correlates with higher academic achievement and better prepares students for future success. Engaged students are more likely to be motivated, attend school regularly, and participate actively in their learning, leading to deeper understanding and retention of material. By ensuring that learning experiences are both challenging and relevant, ASL can foster critical thinking, creativity, and real-world problem-solving skills, which are crucial for students' long-term academic and personal development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Consistent Classroom Observation that follow transformative and diversified instructional modalities that meet the needs of diverse learners at all levels.	Bi/Weekly informal observations completed by Site Directors. The Aveson Hub was created to help teachers implement new teaching modalities were later observed with reflective practices for teacher practice goal	70 % of bi-weekly observations demonstrate at least UDL + two additional modalities. Goal setting with Advisors' meetings 3 times a year, formal	75% of bi-weekly observations demonstrate at least UDL + two additional modalities. Goal setting with Advisors' meetings 3 times a year, formal	All ASL Advisors will implement transformative, consistent classroom experiences that include UDL Practices and multiple modalities.	30 percentage-point increase in UDL-based, multimodal instruction—supported by three annual advisor goal-setting meetings, formal observations, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		setting. There have also been more intentional experiential learning opportunities.	observations, and reflection on their UDL practices and multiple modalities.	observations, and reflection on their UDL practices and multiple modalities.		reflective debriefs on practice.
1.2	Intentional classroom curriculum design with multi-tiered experiences for all learners parceled out in a year-long syllabus.	Advisors plan their units back and were given planning and professional development time to support this requirement with a deadline set early in the beginning of the year. Templates, resources, and director-modeled pacing plans were supplied as guides for teachers to emulate.	70 % of courses publish a year-long syllabus with three tiers of support. All advisors plan their unit projects with their cadre and a lead coordinator. Advisors have pacing plans for each content course.	75% of courses publish a year-long syllabus with three tiers of support. All advisors plan their unit projects with their cadre and a lead coordinator. Advisors have pacing plans for each content course.	Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery.	All advisors co-plan unit projects with their cadre and lead coordinator and maintain pacing plans for every content course.
1.3	Data analysis, tools and supports for Advisor and Student-guided processes reflecting individual learning and student mastery.	Data shows that 40% of our Advisors consistently use Outcome Trackers to monitor student progress and support personalized rigor. Professional development to support data talks occurred, but more focus needs to continue. Intentional studies of in-house assessment data can continue to evolve.	60 % of Advisors consistently use Outcome Trackers to monitor and plan for personalized rigor. 90 % of Advisors have developed and presented academic portfolios at every Student-Led Conference 100 % of grade-level teams hold structured, data-	80% of Advisors consistently use a year long scope and sequence to monitor and plan for instruction. 100% of Advisors have developed and presented academic portfolios at every Student-Led Conference 100% of grade-level teams hold structured, data-	All advisors will consistently support student interaction using Outcome Trackers and create academic portfolios for Student Led Conference meetings. Advisors will also hold monthly data discussion team meetings	20 % more advisors now consistently use Outcome Trackers to guide personalized rigor. 50 % more advisors develop and present academic portfolios at every Student-Led Conference. Each grade-level team held three structured data-discussion meetings—one

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			discussion meetings 3 times this school year, after each benchmark cycle.	discussion meetings 2 times this school year, after each benchmark cycle.		after each benchmark cycle.
1.4	Learning outcomes aligned to each essential content standard.	Advisors currently follow state standards in contents but more consistent and intentional alignment	80% of assignments include a CCSS tag in both the task and its rubric.	80% of assignments include a CCSS tag in both the task and its rubric.	Every assignment and instructional practice must be appropriately aligned with Common Core State Standards.	20% of assignment and instructional practice must be appropriately aligned with Common Core State Standards.
1.5	Rigorous project-based learning	Teachers attended multiple full-day PBL professional development workshops that offered scaffolded resources for teachers to explore PBL--based on philosophy that could then be translated into authentic practice in their current lesson planning. Teachers then progressively applied new PBL learning theory to their coursework while their products were being vetted and provided feedback from the administration to improve and evolve their implementation.	75% of courses now include at least one scaffolded, cross-disciplinary PBL unit (spanning 2–4 subject areas), assessed by rubric and culminating in student defenses each semester—driving an 80 % increase in instructional rigor.	75% of courses now include at least one scaffolded, cross-disciplinary PBL unit (spanning 2–4 subject areas), assessed by rubric and culminating in student defenses each semester—driving an 80 % increase in instructional rigor.	As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense	Moved from isolated pilots to broad, school-wide practice. Expanded from single-subject experiments to cross-disciplinary projects. Shifted from informal feedback to structured, rubric-based evaluation with public presentations. Introduced clear metrics: 75 % adoption + 80 % rigor gain, replacing purely descriptive progress.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Over the past year, we took several deliberate steps to bring our goal of transforming learning experiences into daily practice. We established collaboration meetings in which advisors analyzed student assessment data to inform targeted small-group instruction, led hands-on PD sessions, and developed a shared planning document to streamline cross-grade project design. In tandem, we revisited and redesigned our writing rubrics for clearer, more effective feedback, and our interim Site Director conducted frequent informal walkthroughs alongside evaluations to reinforce UDL and multimodal strategies in the classroom.

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

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

Our data-analysis meetings and small-group planning have sharpened instructional focus. Targeted PD and a shared planning tool have deepened the quality and consistency of project units. Redesigned writing rubrics have improved clarity of expectations, though full advisor adoption is still evolving. Informal and formal observations by the interim Site Director have reinforced UDL and multimodal strategies, driving more intentional lesson delivery. While the Eaton Fires disrupted our on-site routines and our priorities were readjusted to rebuild our program, these practices, despite the interruption, continued with fidelity until the end of the school year.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring & Data Analysis	Development/revision of course of study	$355,000.00	No
1.2	Development and Use of Assessment Rubrics	Development of student learning outcomes	$261,500.00	No
1.3	Math Professional Development	development/revision of assessments to monitor student progress towards goal mastery	$287,500.00	No
1.4	Project based rubrics	Development/revision of project based rubrics	$76,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Belonging GOAL: In the next three years, ASL will be comfortable, educated and confident in their ability to provide an equitable, transformative education for students from all backgrounds, with a focus on those students from marginalized social groups, including, but not limited to a marginalized race, ethnicity, different ability, gender, LGBTQ+, religion, culture, or language. ASL will integrate Belonging and Inclusive themes into our established SEL pedagogy and curriculum to ensure access to SEL content and themes for all of our diverse staff and students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

- Stakeholder input from the Belonging survey brought to light that our school was not serving our BIPOC students, staff and families in inclusive ways and that our school community did not know how to adequately address issues of racism on our campus.
- ASL Staff Culture and Climate Survey showed that staff could be more confident in having honest conversations with students about race, Possip surveys were also used to inform the goal.
- strategies to address sensitive issues of diversity in class, including exclusion of students due to membership in a marginalized social group
- having a student who could not communicate well with anyone in class because their home language was unique In addition, 3 out of 24 staff members reported that they feel that some of the time, they are marginalized or treated unfairly due to the membership in a particular social group
- In addition, the California School Dashboard shows that our African American, Hispanic and Socioeconomically disadvantaged students are scoring one or more performance levels below White students in ELA and two or more performance levels below White students in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Community survey will reflect 75% of BIPOC respondents feel seen, heard and a sense of belonging within the Aveson Charter School community	2023 - less than 50%	85% feel seen, heard, and a sense of belonging.	90% feel seen, heard, and a sense of belonging.	75% of BIPOC will feel seen, heard, and a sense of belonging.	35% increase
2.2	80% of staff will report that when a sensitive issue of diversity arises in class, they can confidently think of strategies to address the situation.	2023 - 61% were quite/extremely confident)	64% of staff will report that they feel confident to address the situation.	90.9% of staff will report that they feel confident to address the situation.	80% of staff will report that they feel confident to address the situation.	4 % increase
2.3	Learning for Justice Standards (Identity, Diversity, Justice, Action) are integrated into the current SEL curriculum in all classrooms.	Learning for Justice Standards have not been discussed with staff	Learning for Justice Standards have not been discussed with staff	Learning for Justice Standards have not been discussed with staff	Learning for Justice Standards will be implemented with SEL curriculum.	N/A

Goal Analysis [2025-26]

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

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

Restorative practices have given students a clear, respectful process for resolving conflicts. In Advisory, structured discussions on social justice, equity, and inclusion are now routine, helping students name and explore these topics. Finally, the consent curriculum in our 1st–2nd grade combination class has introduced key concepts in an age-appropriate way, laying a solid foundation for respectful relationships moving forward.

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

N/A

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

Restorative-practice meetings have effectively surfaced and resolved conflicts, and collaborative team planning has ensured timely Belonging responses. To deepen our progress toward transformative, justice-centered learning, we now need more structured collaboration—embedding social-justice and equity planning directly into our SEL curriculum design and advisory agendas.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuation of Anti Racist Education Team	To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences of marginalized populations. The ARE team will continue to provide leadership in the areas of PD, curriculum, Policy and community engagement.	$29,500.00	No
2.2	Continue to offer monthly PD for all staff centered on Belonging and Inclusion topics.	With support from Administration, the ARE Team (now the AAA Team) will plan PD focused on Policy, Curriculum and Community Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEI and Anti Racist Topics.	$101,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Provide Parent Education / Community Involvement Opportunities	To build community, evolve beliefs, increase knowledge and establish safety/belonging for BIPOC community, Aveson will offer opportunities for community discourse and education focused on Culturally Responsive Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events.	$15,000.00	No
2.4	Provide targeted Belonging, SpEd, and Inclusion PD to Aides and support staff.	Many behavior incidents, including those related to race, diversity and inclusion are most prevalent during non-instructional campus hours (hallway, on the playground, during lunch, dismissal). To reduce these occurrences, Aides and support staff should receive high quality PD to learn how to prevent these incidents as well as respond appropriately when they do occur.	$42,500.00	No
2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	This action will address community and staff concerns about inconsistent, unfair and racist policies, practices, and procedures at ASL. The work started by the ARE Policy Team needs to be continued and implemented with integrity and consistency. In addition, data regarding behavior incidents needs to be managed and assessed with consistency and insight.	$21,000.00	No
2.6	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.		$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ASL will enhance intentional student dialogue and discourse around content by integrating structured collaborative learning opportunities into the curriculum. This will foster critical thinking, communication skills, and deeper understanding of the subject matter for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of collaborative learning activities conducted per month per class.	Current average frequency (e.g., 2 activities per month). Inconsistent intentional student discourse that aligns with the rigor established in professional development.	Average of 4 collaborative activities per month.	Average of 4 collaborative activities per month.	Increase by 80% (e.g., 8 activities per month within three years.	increased by 2 average activities.
3.2	Percentage of students actively participating in structured dialogues and discussions.	Current participation rate (e.g., 60% of students actively participate) and stay on topic or structured in discussions	80% current participation rate of students actively participate and stay on topic or structured in discussions	85% current participation rate of students actively participate and stay on topic or structured in discussions	Achieve 95% active participation within three years.	increase by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Survey results on student perceptions of engagement and understanding of content.	Does not currently exist	Student survey responses indicate strong perceptions of engagement and content understanding across multiple items; however, our survey lacks a dedicated question on curriculum-specific engagement, so we cannot yet quantify that aspect directly.	Student survey responses indicate strong perceptions of engagement and content understanding across multiple items.	Increase positive responses to 85% within three years.	N/A
3.4	Performance on rubrics evaluating critical thinking and communication during collaborative activities.	Does not currently exist	60% of collaborative learning activities were evaluated using our PBL rubrics—providing consistent data on students' critical thinking and communication performance.	70% of collaborative learning activities were evaluated using our PBL rubrics—providing consistent data on students' critical thinking and communication performance.	Increase to 90% of teachers using these strategies regularly within three years.	Increased by 60%
3.5	Classroom observation data on the quality and effectiveness of student dialogue and discourse.	Does not currently exist	3/5 observation rating. During evaluations and observations, the Site Director delivers targeted feedback to advisors on student discourse. Developing a	4/5 observation rating. During evaluations and observations, the Site Director delivers targeted feedback to advisors on student discourse. Developing a	Improve average observation ratings to 4 out of 5 within three years.	Implementing observations focused on student discourse.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dedicated data tracker to monitor specific discourse patterns will enable more precise measurement of this criterion.	dedicated data tracker to monitor specific discourse patterns will enable more precise measurement of this criterion.		

Goal Analysis [2025-26]

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

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

Over the past year, we rolled out our PBL rubric to evaluate students' critical thinking and communication during collaborative activities and achieved 70% adoption—meeting our Year 1 target—but implementation has been uneven. While routine rubric data highlighted both strengths and gaps in teamwork skills and advisors who embraced the tool reported richer debriefs and more targeted next steps, many reverted to informal grading when rubric descriptors felt vague or time-consuming. To address this, we will refine the rubric language for greater clarity and ease of use and reinforce consistent application through targeted professional development and quarterly calibration sessions.

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

N/A

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

To date, the interim Site Director's feedback during observations has successfully raised advisor awareness of student discourse—prompting more intentional questioning and turn-taking in classrooms. Advisors also completed a PD series on leveraging discourse to deepen math rigor, which has begun to enrich problem-solving discussions and push students' conceptual thinking. However, without a structured tracking tool, we still lack consistent data to gauge growth over time; a dedicated discourse tracker will turn these qualitative insights into measurable trends and help advisors refine targeted communication and rigor strategies.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development for Teachers	Provide ongoing training for teachers on effective collaborative learning strategies, including techniques for facilitating meaningful student discussions and dialogues. This will include workshops, coaching sessions, and peer observation opportunities to ensure teachers are equipped to implement and sustain these practices.	$126,000.00	Yes
3.2	Curriculum Integration of Collaborative Activities	Incorporate structured collaborative learning activities into the curriculum across all subjects. This will involve designing and embedding activities such as group projects, peer review sessions, and discussion-based assignments that align with curriculum standards and learning objectives.	$87,500.00	No
3.3	Student Engagement Surveys	Conduct regular surveys to gauge student perceptions of their engagement and understanding of content through collaborative activities. These surveys will help monitor progress and identify areas for improvement, ensuring that student voices are central to the process.	$22,000.00	No
3.4	Development and Use of Assessment Rubrics	Create and utilize rubrics to assess students' critical thinking and communication skills during collaborative activities. These rubrics will provide clear criteria for evaluation and help teachers give targeted feedback to students to enhance their skills.	$69,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Aveson School of Leaders will increase Math CAASPP Scale Scores to from 7.3 to 10.0 (+2.7 points) compared to the distance from standard for the State of California, school-wide and significant student subgroups.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Having the goal to increase Math CAASPP Scale Scores at Aveson School of Leaders is vital for driving student achievement, guiding instructional decisions, promoting accountability, and addressing equity concerns. It ensures that students are mastering mathematical concepts, aligns with state standards, and demonstrates the school's commitment to continuous improvement and equitable access to high-quality education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Math Scores for All Students	7.3 Above standard	7.1 Above Standard	15.2 points below standard	10.0 Above standard	.2 decrease

Goal Analysis [2025-26]

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

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

Our math score dropped below standard. This is a direct result of the impact of the Eaton fires and the school being closed for 6 weeks, and the loss of a significant amount of enrollment due to students being displaced to other areas. While the overall score dropped, 81.5% students improved their score from the prior year.

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

N/A

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

Continued Math PD for all advisors and implementation of pull out intervention for Math.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	$5,000.00	No
4.2	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	$22,500.00	Yes
4.3	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	$9,000.00	No
4.4	Intervention Teacher	Intervention Teacher will provide additional direct Math instructional support and progress monitoring to identified students and student groups.	$79,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Math Instructional Parent Communication and Resources	Increase parent communication regarding and involvement in Math instruction and student progress towards goals by maximizing use of Eureka parent tip sheets, Eureka In Sync video access, and iReady Math Diagnostic Family Reports.	$36,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Implement a consistent, comprehensive Positive Behavioral Interventions and Supports (PBIS) framework to cultivate a positive school climate, reduce disruptive behaviors, and foster a safe and supportive learning environment for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Establishing the goal to implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework is imperative for ASL to cultivate a positive school climate and reduce disruptive behaviors. PBIS provides a proactive approach to behavior management, emphasizing prevention, early intervention, and the teaching of appropriate social-emotional skills. By fostering a safe and supportive learning environment through PBIS, ASL can create a culture of respect, inclusivity, and support where students feel valued and connected to their school community. This approach not only reduces disruptive behaviors but also supports the needs of all students, including those with behavioral challenges or special needs, ensuring that every student has access to the support and resources they need to succeed. Ultimately, implementing PBIS aligns with ASL's commitment to promoting student success, fostering positive school culture, and creating an environment where all students can thrive academically and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Evaluation of adherence to PBIS practices and procedures by staff.	PBIS launched this year and is wrapping it's development phase to implementation phase starting next year.	80% adherence to PBIS practices	90% adherence to PBIS practices	Achieve 90% adherence to PBIS practices within the three years.	increased 80%
5.2	Average daily attendance percentage.	The current average attendance rate is approx is 91%	95.% attendance	94.5% attendance	Achieve 96% attendance goal in three years.	increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Number of disciplinary incidents, including suspensions, expulsions, and office referrals, per semester.	Current rate of disciplinary incidents are approx 40-50 incidents a semester.	8 incidents per sementer	7 incidents per sementer	Decrease the rate by at least 80% within three years.	Decreased by 92% percent
5.4	Staff satisfaction surveys assessing perceptions of school climate and supportiveness.	Has not been implemented yet.	55% Staff satisfaction surveys assessing perceptions of school climate and supportiveness.	90% Staff satisfaction surveys assessing perceptions of school climate and supportiveness.	Achieve 90% Satisfaction in three years.	Implemented in staff satisfaction survey.

Goal Analysis [2025-26]

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

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

We held regular PBIS team meetings and delivered targeted PD for staff and advisors to reinforce our positive behavior systems. After the Eaton Fire, we recreated and reinstalled all PBIS signage, tickets, and recognition jars, and resumed our PBIS celebrations to rebuild community morale. Throughout this transition, we also reteached and reinforced schoolwide expectations, ensuring consistency and continued student engagement.

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

N/A

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

We revisited and reinforced PBIS expectations during August PD through targeted retraining for both staff and students. We will provide more parent education about PBIS.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS Training and Professional Development:	Provide comprehensive training and professional development opportunities for all staff members on the principles and practices of PBIS. This training should include workshops, seminars, and ongoing support to ensure that staff understand the framework and are equipped to implement it effectively.	$32,000.00	No
5.2	Development of School-wide Expectations	Collaboratively develop clear and consistent behavioral expectations for all students across all settings (e.g., classrooms, hallways, cafeteria). These expectations should be positively stated, easy to understand, and explicitly taught to students.	$416,500.00	No
5.3	Tiered Interventions for Behavior Support	Implement a tiered system of interventions to address the behavioral needs of students. This includes universal interventions for all students, targeted interventions for those at risk, and intensive interventions for students with persistent or severe behavior challenges. Develop individualized behavior support plans for students who require additional assistance.	$156,000.00	No
5.4	Data Collection and Analysis	Establish a consistent system for collecting and analyzing behavioral data to monitor trends, identify areas for improvement, and evaluate the effectiveness of PBIS strategies. Use data to inform decision-making, adjust interventions as needed, and track progress toward goals.	$156,000.00	Yes
5.5	PBIS Leadership Team	Form a PBIS leadership team consisting of administrators, teachers, support staff, and possibly students and parents. This team will provide guidance, support, and oversight for PBIS implementation, including developing action plans, monitoring progress, and promoting a positive school climate.	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Professional Learning Communities	Create opportunities for staff to collaborate and share best practices related to PBIS implementation through professional learning communities (PLCs). These collaborative forums provide space for reflection, problem-solving, and peer support.	$21,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$134,495	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.847%	0.000%	$0.00	6.847%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Math Professional Development **Need:** Intentional focus on content data using internal assessments and CAASPP state testing to better instructional practice. **Scope:**	Form data groups will help focus on developing strategies to support all learners.	To measure the effectiveness of focusing on content data from internal assessments and CAASPP state testing, analyze trends in student performance over time to identify areas of improvement. Compare results from internal assessments with

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			CAASPP scores to ensure consistency and alignment. Use data to inform and adjust instructional practices, then track subsequent changes in student outcomes. Additionally, gather teacher feedback on the impact of data-driven instruction on their teaching effectiveness and student engagement.
1.4	**Action:** Project based rubrics **Need:** Consistent and concise use of rubrics that are content appropriate and engaging for student use **Scope:**	Using rubrics is a tool that supports student reflection and goal setting, which are both pivotal for students engaging with mastery learning.	To measure the effectiveness of students using rubrics for assessment, track improvements in student performance and the quality of their work over time. Collect student feedback on how helpful and clear they find the rubrics. Observe how students use the rubrics during the assessment process to guide their work. Additionally, analyze the consistency between student self-assessments and teacher assessments to gauge understanding and alignment.
3.4	**Action:** Development and Use of Assessment Rubrics	Using rubrics is a tool that supports student reflection and goal setting, which are both pivotal for students engaging with mastery learning.	To measure the effectiveness of students using rubrics for

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Consistent and concise use of rubrics that are content appropriate and engaging for student use **Scope:**		assessment, track improvements in student performance and the quality of their work over time. Collect student feedback on how helpful and clear they find the rubrics. Observe how students use the rubrics during the assessment process to guide their work. Additionally, analyze the consistency between student self-assessments and teacher assessments to gauge understanding and alignment.
5.4	**Action:** Data Collection and Analysis **Need:** Consistent and concise use of a system that is content appropriate and engaging for student use **Scope:** LEA-wide	Using a tool that supports student reflection and goal setting, which are both pivotal for student engagement	To measure the effectiveness of students using the system, track improvements in student behavior over time. Collect student feedback on how helpful and clear they find the system. Observe how students use the system during the assessment process to guide them. Additionally, analyze the consistency between student self-assessments and teacher assessments to gauge understanding and alignment.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Progress Monitoring & Data Analysis **Need:** Ensure our ELL students are getting the appropriate support and pull-outs to meet their needs. **Scope:**	Having more data for ELL accommodations and supports will support student learning needs and curricula that may be implemented.	Regularly assessing students in listening, speaking, reading, and writing, and analyzing these results, helps identify trends and tailor individualized instruction. This approach provides an objective measure of progress, facilitates data-driven decisions, and ensures accountability. By setting and monitoring specific proficiency goals, educators can confirm that ELL supports are effectively meeting students' needs.
1.2	**Action:** Development and Use of Assessment Rubrics **Need:** Ensure all sources, specifically rubrics, of self-reflection are accessible for all learners. **Scope:**	Ensuring students have access to self-reflection and assessment materials will support student engagement and learning.	To ensure rubrics for self-reflection are accessible to all learners, use the Usability and Accessibility Score. This means checking rubrics against accessibility standards, getting feedback from students, and testing how easy they are to use. Based on this feedback, make necessary improvements. This

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			approach ensures all students can understand and use the rubrics effectively.
1.3	**Action:** Math Professional Development **Need:** **Scope:**	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	To ensure ELL Development Advisors develop expertise in math instruction and effectively use the Eureka Math Curriculum, schools should track professional development hours, conduct regular classroom observations with feedback, and use self-assessment tools for teachers. Additionally, student performance data should be analyzed to measure instructional impact, and teachers should participate in collaborative activities to share strategies. By focusing on these metrics, schools can ensure teachers are well-equipped to deliver high-quality, culturally relevant math instruction. This approach helps integrate best practices and culturally responsive methods effectively.
3.1	**Action:** Professional Development for Teachers	Develop Advisor (Teacher) expertise in best Math instructional practices and effective	To ensure ELL Development Advisors

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Ensure our ELL students are getting the appropriate support and pull-outs to meet their needs. **Scope:** Limited to Unduplicated Student Group(s)	implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	develop expertise in math instruction and effectively use the Eureka Math Curriculum, schools should track professional development hours, conduct regular classroom observations with feedback, and use self-assessment tools for teachers. Additionally, student performance data should be analyzed to measure instructional impact, and teachers should participate in collaborative activities to share strategies. By focusing on these metrics, schools can ensure teachers are well-equipped to deliver high-quality, culturally relevant math instruction. This approach helps integrate best practices and culturally responsive methods effectively.
4.2	**Action:** Math Data Teams **Need:** Ensure our UDP students are getting the appropriate support and pull-outs to meet their needs.	Having more data for ELL & other accommodations and supports will support student learning needs and curricula that may be implemented.	Regularly assessing students in listening, speaking, reading, and writing, and analyzing these results, helps identify trends and tailor individualized instruction.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		This approach provides an objective measure of progress, facilitates data-driven decisions, and ensures accountability. By setting and monitoring specific proficiency goals, educators can confirm that additional supports are effectively meeting students' needs.

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

Additional Concentration Grant Funding

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

N/A, ASL is not over 55%

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:24	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	1:24	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,964,284	$134,495	6.847%	0.000%	6.847%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,054,500.00	$364,500.00	$0.00	$16,500.00	$2,435,500.00	$2,286,500.00	$149,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Progress Monitoring & Data Analysis	All	No			All Schools		$355,000.00	$0.00	$244,500.00	$103,500.00		$7,000.00	$355,000.00	
1	1.2	Development and Use of Assessment Rubrics	All	No			All Schools		$118,500.00	$143,000.00	$224,500.00	$34,500.00		$2,500.00	$261,500.00	
1	1.3	Math Professional Development	All	No			All Schools		$287,500.00	$0.00	$198,000.00	$84,000.00		$5,500.00	$287,500.00	
1	1.4	Project based rubrics	All	No			All Schools		$76,000.00	$0.00	$52,500.00	$22,000.00		$1,500.00	$76,000.00	
2	2.1	Continuation of Anti Racist Education Team	All	No			All Schools		$29,500.00	$0.00	$29,500.00				$29,500.00	
2	2.2	Continue to offer monthly PD for all staff centered on Belonging and Inclusion topics.	All	No			All Schools		$101,500.00	$0.00	$72,000.00	$29,500.00			$101,500.00	
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	No			All Schools		$15,000.00	$0.00	$10,500.00	$4,500.00			$15,000.00	
2	2.4	Provide targeted Belonging, SpEd, and Inclusion PD to Aides and support staff.	All	No			All Schools		$42,500.00	$0.00	$30,000.00	$12,500.00			$42,500.00	
2	2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	All	No			All Schools		$21,000.00	$0.00	$15,000.00	$6,000.00			$21,000.00	
2	2.6	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Professional Development for Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$126,000.00	$0.00	$126,000.00				$126,000.00	6.41
3	3.2	Curriculum Integration of Collaborative Activities	All	No					$87,500.00	$0.00	$62,000.00	$25,500.00			$87,500.00	
3	3.3	Student Engagement Surveys	All	No			All Schools		$22,000.00	$0.00	$15,500.00	$6,500.00			$22,000.00	
3	3.4	Development and Use of Assessment Rubrics	All	No			All Schools		$69,000.00	$0.00	$69,000.00				$69,000.00	
4	4.1	iReady Math Diagnostics	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	Math Data Teams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$22,500.00	$0.00	$22,500.00				$22,500.00	1.15
4	4.3	Math Professional Development	All	No			All Schools		$9,000.00	$0.00	$6,500.00	$2,500.00			$9,000.00	
4	4.4	Intervention Teacher	All	No			All Schools		$79,000.00	$0.00	$56,000.00	$23,000.00			$79,000.00	
4	4.5	Math Instructional Parent Communication and Resources	All	No			All Schools		$36,000.00	$0.00	$25,500.00	$10,500.00			$36,000.00	
5	5.1	PBIS Training and Professional Development:	All	No			All Schools		$32,000.00	$0.00	$32,000.00				$32,000.00	
5	5.2	Development of School-wide Expectations	All	No			All Schools		$416,500.00	$0.00	$416,500.00				$416,500.00	
5	5.3	Tiered Interventions for Behavior Support	All	No			All Schools		$156,000.00	$0.00	$156,000.00				$156,000.00	
5	5.4	Data Collection and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$156,000.00	$0.00	$156,000.00				$156,000.00	3.18
5	5.5	PBIS Leadership Team	All	No			All Schools		$7,000.00	$0.00	$7,000.00				$7,000.00	
5	5.6	Professional Learning Communities	All	No			All Schools		$21,500.00	$0.00	$21,500.00				$21,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,964,284	$134,495	6.847%	0.000%	6.847%	$304,500.00	10.740%	26.242 %	**Total:**	$304,500.00
								LEA-wide Total:	$156,000.00
								Limited Total:	$148,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.1**	Professional Development for Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$126,000.00	6.41
4	**4.2**	Math Data Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$22,500.00	1.15
5	**5.4**	Data Collection and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,000.00	3.18

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,763,000.00	$2,708,824.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Progress Monitoring & Data Analysis	No	$459,000.00	$469,310
1	**1.2**	Development and Use of Assessment Rubrics	No	$342,500.00	$316,668
1	**1.3**	Math Professional Development	No	$367,000.00	$379,917
1	**1.4**	Project based rubrics	No	$92,000.00	$100,566
2	**2.1**	Continuation of Anti Racist Education Team	No	$36,500.00	$39,109
2	**2.2**	Continue to offer monthly PD for all staff centered on Belonging and Inclusion topics.	No	$128,500.00	$134,088
2	**2.3**	Provide Parent Education / Community Involvement Opportunities	No	$18,500.00	$20,113
2	**2.4**	Provide targeted Belonging, SpEd, and Inclusion PD to Aides and support staff.	No	$55,000.00	$55,870
2	**2.5**	Bi-annually assess and adjust behavioral as well as instructional	No	$27,500.00	$27,935

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		policies, practices, and procedures to ensure BIPOC inclusion.			
2	**2.6**	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	No	$1,000.00	$1,000
3	**3.1**	Professional Development for Teachers	Yes	$126,500.00	107,825
3	**3.2**	Curriculum Integration of Collaborative Activities	No	$89,000.00	$81,320
3	**3.3**	Student Engagement Surveys	No	$22,500.00	$20,500
3	**3.4**	Development and Use of Assessment Rubrics	No	$69,000.00	$58,886
4	**4.1**	iReady Math Diagnostics	No	$5,000.00	$14,260
4	**4.2**	Math Data Teams	Yes	$24,000.00	$27,043
4	**4.3**	Math Professional Development	No	$9,500.00	$10,817
4	**4.4**	Director of Curriculum and Instruction	No		
4	**4.5**	Math Instructional Parent Communication and Resources	No	$34,500.00	$31,034
5	**5.1**	PBIS Training and Professional Development:	No	$35,000.00	$31,887
5	**5.2**	Development of School-wide Expectations	No	$451,500.00	$429,867

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Tiered Interventions for Behavior Support	No	$169,500.00	$161,200
5	**5.4**	Data Collection and Analysis	Yes	$169,500.00	$161,200
5	**5.5**	PBIS Leadership Team	No	$7,000.00	$7,151
5	**5.6**	Professional Learning Communities	No	$23,000.00	$21,258

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$102,011	$320,000.00	$296,068.00	$23,932.00	5.930%	17.120%	11.190%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Professional Development for Teachers	Yes	$126,500.00	107,825	2.80	6.24%
4	**4.2**	Math Data Teams	Yes	$24,000.00	27,043	0.82	1.56%
5	**5.4**	Data Collection and Analysis	Yes	$169,500.00	161,200	2.31%	9.32%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,728,859	$102,011	0	5.900%	$296,068.00	17.120%	34.245%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-26

Date of Board Approval
June 25, 2025

LEA Name
Aveson School of Leaders

CDS Code:
19648810113472

Link to the LCAP:
(optional)
Aveson.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

1. Title I, Part A
2. Title II, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Aveson School of Leader's strategy for using federal funds to supplement and enhance local priorities funded with state funds are reflected in our LCAP. Our federal funds are used to support the accomplishment of our three LCAP goals with specific strategic actions to achieve those goals.

Goal #1 Aveson School of Leaders will continue promoting a safe, clean and learner centered environment with all staff ensuring each student exemplifies the following statement: "My school expects me to achieve personal excellence and use my voice to advocate for myself and others"

Students at Aveson have voice and ownership in their educational experience. In this learner centered environment, students are expected to be social leaders on campus and in their communities. Currently there are many students who take ownership of and contribute to the physical, socioemotional and intellectual safety of others. However, Aveson needs to ensure all students acquire and exhibit social leadership skills resulting in the highest good of all members of the school community. All staff at Aveson will model, explicitly teach and set clear expectations for students as social leaders.

Goal #2: All students will collaborate with their advisors to determine what gets learned based on Common Core Standards, how the information gets learned based on the best instructional practices, and when the learning meets criteria of mastery. This will result in increased academic achievement for all students on local and state assessments.

There continues to be a gap between the SBAC Math scores of All students, African American and Latino/Hispanic students. With few exceptions, White and Asian students are outperforming all other subgroups including, African American, Latino/Hispanic, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

Goal #3: Parents participate in their students' learning process in a manner consistent with Personalized Mastery Learning which will result in a culture that supports student learning, through student/Advisor/family collaboration.

The Aveson learner centered model expects student and parents to be active participants by collaborating with Advisors and school staff. Reports and data on academic, socioemotional and social leadership goals need to be readily accessible so parents can provide support to their students.

Although parent Action Teams allow for parents to be directly involved with the activities of the schools, and stakeholders provide input on budget and LCAP goals, parents could be more involved in the progress monitoring of the goals and any modifications in activities and funding towards goals.

Federal funds supplement all the actions and strategies of the LCAP by funding the additional instructional assistants in every classroom.

All stakeholders are in agreement with the additional adult support in each classroom needed to ensure Personalized Mastery Learning and Social Emotional Learning is happening for every student especially students needing targeted assistance. Federal funds used to staff the Instructional assistants will also benefit all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Aveson Mission: Aveson redefines teaching and learning so all children experience an exemplary public education. We support innovative teaching methods and a personalized, experience-based learning environment to ensure no child is left unknown.

In order to provide a personalize learning environment, Aveson keeps class sizes below 26 students and staffs an additional adult as an instructional assistant in every classroom. Title 1 federal funds offsite the cost of the additional IA support.

Title 2 federal funds are used to provide professional development for teachers to deliver Personalized Mastery Learning teaching strategies every day.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. LEA is a charter School

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	• An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

1. Development and Distribution of the Parent and Family Engagement Policy
Policy Development:
The Parent and Family Engagement Policy at Aveson School of Leaders was developed collaboratively with input from parents, family members, teachers, and school administrators. This process involved holding meetings, conducting surveys, and hosting focus groups to gather comprehensive feedback.

Agreement and Approval:
The policy was reviewed and agreed upon by a representative group of parents and family members. It was then presented to the school's governance team for final approval.

Distribution:
The policy is distributed to parents and family members through multiple channels:

School website
Printed copies available at the school office
Email distribution
Inclusion in the parent-student handbook
2. Assistance to Parents on Academic Standards and Assessments
Aveson School of Leaders provides assistance to parents in understanding key educational topics through the following initiatives:

Workshops and Seminars: Regularly scheduled workshops that cover state academic standards, local assessments, and requirements of the ESSA.

Parent-Teacher Conferences: One-on-one meetings with educators to discuss student progress and ways to support learning at home.

Information Sessions: Sessions dedicated to explaining assessment results and how they impact student learning and progress.

3. Materials and Training for Parents
To help parents support their children's academic achievement, Aveson School of Leaders offers:

Literacy Training: Programs designed to help parents support reading and writing at home.

Technology Training: Workshops on using educational technology, including responsible internet use and understanding copyright issues.

Resource Materials: Handouts, guides, and online resources that provide strategies for helping children with homework and school projects.

4. Educating School Staff on Parent Engagement
Aveson School of Leaders emphasizes the importance of parent contributions through:

Professional Development: Training for teachers, support personnel, and school leaders on effective communication and collaboration with parents.

Parent-Led Workshops: Sessions where parents share their experiences and insights, helping staff understand the value of parental involvement.

Collaborative Committees: Formation of committees that include parents to plan and implement engagement activities.

5. Coordination with Other Programs
Aveson School of Leaders coordinates parent involvement programs with other educational initiatives:

Public Preschool Programs: Partnering with local preschool programs to ensure a smooth transition for children entering kindergarten.

Federal and State Programs: Integrating efforts with Title I, Head Start, and other federally funded programs to maximize resources and support.

Parent Resource Center: Establishing a resource center where parents can access materials and receive support for participating in their children's education.

6. Accessible Communication
To ensure effective communication, Aveson School of Leaders:

Multilingual Communication: Provides information in multiple languages based on the needs of the parent community.

Clear and Concise Formats: Uses simple and understandable formats for all communications, including newsletters, emails, and announcements.

Accessibility Options: Offers alternative formats such as large print and audio recordings for parents with disabilities.

7. Additional Support for Parental Involvement
Aveson School of Leaders is committed to responding to parental requests for involvement activities by:

Feedback Mechanisms: Regularly seeking feedback through surveys and meetings to understand parent needs and preferences.

Flexible Scheduling: Offering events and meetings at various times to accommodate different schedules.

Resource Allocation: Allocating funds and resources to support requested activities, such as family learning nights and cultural events.

8. Inclusive Participation for All Parents
Aveson School of Leaders ensures inclusive participation by:

Language Support: Providing translation services and bilingual staff to assist parents with limited English proficiency.

Accessibility Accommodations: Making physical accommodations for parents with disabilities, such as ramps and accessible meeting spaces.

Migratory Families: Tailoring support and resources to meet the unique needs of migratory families, including flexible enrollment and transition support.

Conclusion
Aveson School of Leaders is dedicated to fostering strong partnerships with parents and family members. By implementing these comprehensive strategies and continually seeking feedback, Aveson School of Leaders ensures that all parents have the opportunity to be actively involved in their children's education and contribute to their academic success.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All parents at Aveson School of Leaders understand they are welcome on the Aveson campus to volunteer if they have completed the appropriate level of security clearance. and staff are excited to have family members drop in to support personalized student learning. All persons need to arrange with the advisors or administrators and sign in at the front office and then report to the classroom or school activity.

Aveson School of Leaders believes families are best engaged at their student's school when they can offer time and expertise in an area they are passionate about supporting. At Aveson School of Leaders, parents/families are encouraged to join Action Teams ("AT") for involvement in Charter School activities and operations.

Each Action Team is led by an AT Facilitator. All AT Facilitators meet with the Executive Director to discuss progress of AT initiatives and how to leverage resources for all teams. The Executive Director is also responsible for ensuring all AT initiatives are compliant with Education Code and are in line with the vision of the charter.

Parent Liaisons organize volunteers to serve students during academic time, gather necessary resources for learning activities not covered in the classroom budget, and ensure all families have access to the latest communication from the Charter School and/or teacher/Advisor.

The Executive Director and Directors meet with all Parent Liaisons and Action Team facilitators on a regular basis. This meeting ensures coordination of calendar, vision and all resources. This group also advises the Aveson Board on any and all matters related to the strengthening of the ASL community.

Parents of students at Aveson School of Leaders have access to all student learning outcomes (Common Core and State Standards) and can monitor a student's progress towards mastery by logging onto their student's SIS portal.

Training on how to use the student SIS portal to support student achievement is provided at the beginning of each school year. Teachers and school leadership attend and conduct the training as a positive way to partner with parents on the importance of monitoring and supporting student mastery.

Parents are informed about the programs, meetings and activities through a monthly newsletter called the Aveson Bite as well as weekly updates from their child's advisor.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Aveson School of Leaders is committed to providing comprehensive educational programs that support the diverse needs of all students, including those who are living in local institutions for neglected or delinquent children, as well as those participating in community day school programs. The following describes the nature of these programs:

Title I Schoolwide Programs (Section 1114)
Our schoolwide programs are designed to improve the academic achievement of all students, particularly those who are failing or at risk of failing to meet state academic standards. Key components of these programs include:

Comprehensive Needs Assessment: Regular assessment of student performance data to identify needs and develop targeted strategies for improvement.
Schoolwide Reform Strategies:
Differentiated Instruction: Tailoring instruction to meet the diverse learning needs of students.
Professional Development: Ongoing training for teachers to enhance instructional practices.
Evidence-Based Interventions: Implementing research-based strategies to support student learning.
Parental Involvement: Engaging parents in their children's education through regular communication, workshops, and involvement in school decision-making processes.
Extended Learning Opportunities: Providing after-school and summer programs to reinforce and extend learning.
Targeted Assistance Programs (Section 1115)
For students who do not qualify for schoolwide programs, we offer targeted assistance programs that focus on helping the most at-risk students achieve proficiency. These programs include:

Individualized Support Plans: Developing tailored plans that address the specific needs of each student.
Supplemental Instruction: Providing additional instructional time and resources outside of the regular classroom.
Small Group Tutoring: Offering focused, small group sessions to provide intensive support in areas of need.
Mentorship Programs: Pairing students with mentors to provide academic and emotional support.
Services for Neglected or Delinquent Children
In addition to the programs within our school, we extend educational services to children in local institutions and community day school programs. These services include:

Collaborative Partnerships: Working with local institutions to ensure continuity of education for students transitioning in and out of the school setting.
Customized Learning Plans: Creating educational plans that address the unique needs and circumstances of neglected or delinquent children.
Access to Technology: Providing access to digital learning tools and resources to support remote learning when necessary.
Counseling and Support Services: Offering counseling services to address the social-emotional needs of these students, facilitating a smoother reintegration into the traditional school environment.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to close the achievement gap, Aveson has created classrooms with no more than 26 students in the classroom with two adults supporting Personalized Mastery Learning. One of the adults is a highly qualified credential teacher/Advisor and the other adult is an Instructional Assistant. Personalized Mastery Learning ensures the Advisor and the learning collaborate on what gets learned, how the learning happens and when the learning is mastered. Aveson utilizes Tile 1 funds to fund the additional Instructional Assistant in each classroom. When students are not meeting benchmarks for ELA or Math achievement, they are provided supplemental intervention and supports in and out of the classroom. The students are progress monitored every three weeks to determine if further supports are needed.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson's Homeless Policy ensures homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness. In order to help facilitate the enrollment, placement, and transfer of homeless children and students to the Charter School, the Governing Board designates the Executive Director as the Charter School's liaison. The role of the liaison is to facilitate the appropriate placement and enrollment for homeless students, and serve as the primary resource person to students, families, and staff.

In order to ensure the needs of homeless students are met at Aveson School of Leaders, the Homeless Student Liaison will gather and maintain listings of appropriate resources for students and their families and will ensure they are maintained informed of the educational rights and responsibilities of the school as outlined in the school's Homeless Student Policy. Furthermore, the Liaison will identify and provide school employees with information and best practices for meeting the academic, social, and emotional needs of homeless students. Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4))

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Aveson School of Leaders recognizes the importance of early childhood education as a foundation for future academic success. To support, coordinate, and integrate services provided under this part with early childhood education programs, we implement a comprehensive approach that ensures a seamless transition for young learners into our elementary school programs. Our efforts are focused on the following key areas:

Support and Coordination of Services
Early Childhood Program Partnerships:

Collaboration with Local Preschools: Establishing partnerships with local preschools and early childhood education centers to align curriculum and instructional practices.
Joint Professional Development: Offering joint professional development opportunities for preschool and elementary school teachers to ensure consistency in teaching strategies and classroom management.
Integrated Services:

Family Engagement Activities: Conducting workshops and activities that involve both preschool and elementary school families to foster a strong home-school connection from an early age.
Health and Social Services: Coordinating with local health and social services agencies to provide comprehensive support for families, addressing physical, emotional, and social needs.
Transition Plans for Early Childhood Participants

Transition Planning:

Transition Teams: Forming transition teams that include preschool and kindergarten teachers, parents, and support staff to develop individualized transition plans for each child.
Orientation Programs: Hosting orientation sessions for incoming kindergarten students and their families to familiarize them with the elementary school environment, routines, and expectations.
Continuity of Learning:

Aligned Curriculum: Ensuring that the preschool curriculum aligns with the kindergarten curriculum, focusing on key developmental areas such as literacy, numeracy, social-emotional skills, and physical development.

Shared Assessments: Utilizing common assessment tools to monitor student progress and identify areas of need early on, facilitating targeted interventions as students transition to elementary school.
Parent and Family Engagement:

Parent Workshops: Providing workshops for parents on topics such as school readiness, supporting learning at home, and understanding the transition process.
Communication Channels: Maintaining open lines of communication between preschool and elementary school staff and families to address concerns and provide updates on student progress.
Support Services for Young Learners:

Early Intervention Programs: Offering early intervention services for children identified with developmental delays or special needs, ensuring they receive the necessary support before entering kindergarten.
Counseling and Social-Emotional Support: Providing access to counseling services and social-emotional learning programs to help young children adjust to the elementary school environment.

Conclusion
Aveson School of Leaders is committed to a holistic approach that supports, coordinates, and integrates early childhood education services with our elementary school programs. By fostering strong partnerships with local preschools, aligning curriculum and instructional practices, and implementing comprehensive transition plans, we ensure that every child experiences a smooth and successful transition into our elementary school. Our goal is to provide a nurturing and supportive environment that lays the groundwork for lifelong learning and success.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders helps students transition from elementary school to middle school through bridging days and activities. Throughout the 2nd semester of their 5th grade year, students spend a day on the campus of ASL's sister school Aveson Global Leadership Academy shadowing as current 6th grades student. A bridging experience is also offered to 2nd grade students who will be transitioning to 3rd grade. Shadow days are also available to any new or prospective ASL students who have been accepted and will attending ASL the following academic year.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders is dedicated to utilizing available funds effectively to meet the diverse needs of our student population and to achieve the purposes outlined under Title I. Below are specific strategies we propose to use funds to support our goals, particularly in identifying and serving gifted and talented students, and in developing effective school library programs:

Assisting Schools in Identifying and Serving Gifted and Talented Students

Professional Development for Educators:

Training on Identification: Providing professional development for teachers and staff to recognize and identify gifted and talented students using a variety of assessment tools and criteria.
Differentiated Instruction: Training teachers on strategies to differentiate instruction within the classroom to challenge and engage gifted and talented students.

Enrichment Programs:

Advanced Learning Opportunities: Creating enrichment programs and extracurricular activities, such as advanced math clubs, Celebration of Learning, and creative arts projects, tailored to the interests and abilities of gifted students.
Mentorship and Coaching: Pairing gifted students with mentors or coaches who can provide guidance, support, and advanced learning opportunities in their areas of interest.

Curriculum Enhancement:

Project-Based Learning: Incorporating project-based learning and inquiry-based activities into the curriculum to promote higher-order thinking skills and creativity.
Acceleration Options: Offering options for subject acceleration or grade skipping when appropriate, to ensure gifted students are adequately challenged.

Reading Programs: Implementing reading programs such as SIPPS, and book clubs, reading challenges, and author visits to promote a love of reading and improve literacy skills.
Research Skills Workshops: Offering workshops and classes that teach students how to conduct research, evaluate sources, and use digital tools effectively.

Parental and Community Involvement:

Family Literacy Nights: Organizing family literacy nights and other events that involve parents in their children's reading and learning activities.
Community Partnerships: Establishing partnerships with local libraries, universities, and businesses to expand resources and provide additional learning opportunities for students.

Conclusion
Aveson School of Leaders is committed to the thoughtful and strategic use of funds to enhance educational opportunities for all students. By focusing on the identification and support of gifted and talented students, and by developing robust school library programs, we aim to foster an environment where every student can thrive academically and develop essential digital literacy skills. Through these initiatives, we are dedicated to nurturing the potential of our students and preparing them for future success.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title I, Part D funding.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Aveson School of Leaders supports new teachers by providing collaboration time and coaching from the Personalized Mastery Learning Coach. Personalized professional development plans are created collaboratively including goals for continuous improvement.

New school leaders are coached and mentored by Site Administration or the Executive Director. The school supports this work through a Cognitive Coaching approach.

Provide four full-day professional development sessions for advisors.

Every Wednesday afternoon is a dedicated student free time for all staff to receive whole group and personalized professional development.

The professional development systems and processes are evaluated through a collaborative process with the Site Director, Personalized Mastery Learning Coach and the teacher/Advisor.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable. LEA is a charter school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The use of data to inform instruction is a key feature that guides the classroom practice at Aveson. Advisors meet in content data teams for collect, analyze, synthesize, and report student performance using various data points to create a broad picture of student learning. These data points include CAASPP scores, SBAC Interim Assessment Scores and classroom assessments.

Analysis from the data teams drives conversations regarding instructional growth areas for teacher/Advisors. The Personalized Mastery Learning Coach consults with each teacher/Advisor to determine the strongest personalized professional development plan and how to assess the success of the plan through classroom observations, student and family feedback and Celebrations of Learning and Student Led Conferences.

Title II funded professional development activity decisions are made through a collaborative process with the Executive Director, Personalized Mastery Learning Coach and the teacher/Advisor.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Aveson School of Leaders does not receive Title III, Part A funding.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Aveson School of Leaders, Title IV funds are utilized to support activities that promote the health and well-being of our students under Section 4108. Specifically, these funds are allocated to our Healthy Living Coordinator, Ms. Arlynn Page. Ms. Page plays a pivotal role in developing and implementing programs that encourage healthy living and foster a holistic approach to learning. Here's how her work contributes to supporting safe and healthy students:

Healthy Living Programs
Garden Program:
Ms. Arlynn Page oversees our school garden, an integral part of our healthy living curriculum. Through hands-on activities in the garden, students learn about the importance of nutrition, sustainable agriculture, and environmental stewardship. They engage in planting, cultivating, and harvesting a variety of fruits, vegetables, and herbs. This experiential learning not only teaches students about where their food comes from but also instills a sense of responsibility and connection to nature.

Foods Program:
In the foods program, Ms. Page educates students on the principles of healthy eating. She conducts cooking classes where students learn to prepare nutritious meals using ingredients from the school garden. These classes emphasize the importance of balanced diets, the benefits of eating fresh produce, and the skills needed to make healthy food choices. The foods program also incorporates lessons on food science, helping students understand the nutritional content and health benefits of different foods.

Holistic Learning Support
Grounding and Mindfulness:
Ms. Page integrates grounding and mindfulness practices into the daily routine of students. These activities include mindfulness meditation, yoga, and breathing exercises, which help students develop self-awareness, manage stress, and improve their focus and emotional regulation. By incorporating these practices, students learn to approach their education and personal lives with a balanced and calm mindset.

Holistic Approach to Learning:
Ms. Page's programs are designed to support the overall well-being of students, promoting a holistic approach to learning. She collaborates with teachers to integrate healthy living principles across various subjects, ensuring that students receive a comprehensive education that values physical, mental, and emotional health. This approach helps students develop resilience, empathy, and a lifelong appreciation for healthy living.

Evaluation and Impact
To ensure the effectiveness of these programs, Ms. Page conducts regular evaluations and collects feedback from students, parents, and staff. Metrics such as student participation rates, changes in eating habits, and improvements in mindfulness practices are monitored to assess the impact of the programs. The positive outcomes observed, such as increased student engagement, better nutritional choices, and enhanced emotional well-being, demonstrate the success of Ms. Page's efforts in supporting safe and healthy students at Aveson School of Leaders.

In summary, Title IV funds are instrumental in supporting the work of Ms. Arlynn Page, our Healthy Living Coordinator, who is dedicated to fostering a holistic and healthy learning environment. Through her innovative garden and foods programs, along with her focus on grounding and mindfulness, Ms. Page helps our students develop the knowledge, skills, and habits needed to thrive both academically and personally.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Aveson School of Leaders	Kelly Jung Acting Site Director	kellyjung@aveson.org 626-797-1440

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	7	71.4%	0	0	0	0	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Aveson School of Leaders have used various measuring protocols and tools to monitor ELA student progress. Standardized Tests: Aveson monitors data via iReady assessments three times a year. Aveson also used CAASPP state standardized testing scores to set goals and monitor progress. Curriculum Alignment: LEAs used curriculum mapping tools and frameworks to ensure that classroom instructional materials and lesson plans aligned with the state academic standards, which helped Aveson align at a curricular level. Classroom Observations: LEAs conduct classroom observations and walkthroughs to assess how well teachers incorporate the state educational standards into their instructional practices. These observations also provided valuable qualitative data about how measures are being implemented effectively. Data Management Systems: LEAs employ data management systems to collect and analyze student performance, curriculum implementation, and professional development data. Google Classrooms, Progress Reports, and Map data were all referenced throughout the year. Teacher Professional Development: LEAs provide professional development opportunities for teachers to enhance their understanding and implementation of state academic standards and PML practice. Tracking participation and evaluating the impact of these professional development programs also helped Aveson measure the progress.

Implementing the academic standards adopted by the SBE involves various measures and tools depending on the specific academic standards. English Language Arts (ELA) - Common Core State Standards for ELA:
The ELA curriculum and instructional materials align with the Common Core State Standards for ELA and our school-chosen curriculum of Lucy Calkins. Student-centered assessment rubrics and three writing assessments were implemented each trimester. Teachers receive professional development focused on understanding and implementing the ELA standards effectively during our SIPPS training and other online self-pacing guides. Student progress in ELA was assessed through standardized tests that are already aligned with the Common Core ELA standards and pre- and post-writing assessment data.

English Language Development (ELD) (Aligned to Common Core State Standards for ELA): Specialized instruction for English language learners (ELLs) to develop their language proficiency and meet the Common Core ELA standards through differentiation. ELD curriculum and instructional strategies may be aligned with the Common Core ELA standards. ELLs' progress in language development was assessed using language proficiency tests aligned with the ELD standards and ELPAC data.

Mathematics - Common Core State Standards for Mathematics: The mathematics curriculum and instructional materials align with the Common Core Math standards using our Great Minds/Eureka curriculum. Teachers received professional development through the Teacher Development Group (TDG) to deepen their understanding of the Math standards and effective instructional practices via online instructional materials and personalized pacing plans for teacher learning. Student achievement in Math was assessed through standardized tests aligned with the Common Core Math standards via iReady and testing modules after every math unit.

The Projects class incorporates the Next Generation Science Standards (NGSS): The science curriculum and instructional materials are aligned with the NGSS via the Mystery Science curriculum. Teachers received professional development to enhance their understanding of NGSS and incorporate inquiry-based instruction into their science lessons. Student performance in science may be assessed through NGSS-aligned assessments, projects, or performance tasks.

The project's class also incorporates Social Science: Social studies curriculum and instructional materials with the Social Science standards aligned with the Rethinking Schools curriculum and rubrics. Teachers received professional development to deepen their knowledge of the content and instructional strategies related to the means through online resources with self-pacing teacher learning opportunities and our onsite Projects professional development coordinator. Student progress in history-social science was assessed through various methods, including tests, projects, and presentations, and was presented at our two school-wide Celebration of Learning events.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district maintains frequent, proactive communication with families through various channels and languages via ParentSquare.
The district ensures multiple avenues for families and staff to offer their input in diverse formats.
The district fosters numerous opportunities to establish relationships and partnerships.
Schools within the district create inviting environments that embrace and welcome families, including student-led conferences and celebration of learning events.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We strongly advocate for teachers and families to work together in creating objectives for students' growth and progress. Ongoing professional development is essential for teachers to effectively engage with families and address students' specific needs and goals. We must also explore ways to enhance the involvement of underrepresented families and improve their engagement in the educational process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

(1) We will increase the number of family engagement activities through Parent Action Teams.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district actively involved parents and families in their child's education through initiatives such as parent action teams, family engagement workshops, and home-school communication platforms. We also met several times a year with families for triads and student led conferences, as well as school learning celebrations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While we already have established progress-reporting periods, we also enhance each family's experience by including personalized, data-driven comments that clearly explain your child's growth and next steps. In addition, To further strengthen communication, our bilingual office staff and ACO partners help gather and share feedback, and we use ParentSquare, complete with automatic translations, to ensure every family receives timely updates in their preferred language.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect, through home visits, community events, and culturally relevant workshops. We will engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families. In addition, our TK and Kindergarten advisors will reach out over the summer to keep families informed and engaged, previewing what's ahead so everyone can start the year feeling prepared and confident.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district identifies relevant stakeholders: Identify and engage stakeholders directly affected by or have expertise or knowledge related to the decision. The district considered diverse perspectives, including individuals or groups who may have historically been marginalized or underrepresented. The district also provided multiple avenues for input: Offered various channels for stakeholders to provide feedback. This can include surveys, focus groups, public forums, online platforms, or one-on-one meetings. Providing multiple avenues ensures that different preferences and accessibility needs are accommodated.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to attempt various engagement strategies to reach a broad range of stakeholders. This can include surveys, focus groups, interviews, workshops, town hall meetings, online forums, or social media campaigns. A mix of strategies will help us capture input from different stakeholders and encourage diverse participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The district will proactively reach out to underrepresented families and build relationships based on trust and mutual respect. This can involve home visits, community events, or culturally relevant workshops. Engage community leaders, organizations, and cultural liaisons to bridge the gap between schools and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The results of the student LCAP survey indicate that students feel that:
(1) teachers care about me - 95.1% agree
(2) the school has clear rules for behavior - 95.1% agree
(3) the school wants me to do well - 93.4% agree
(4) they feel accepted at school - 91.2% agree

Students also reported strong feelings of:
(1) Belonging - 86.9% agree
(2) Adult support - 88.6% agree
(3) Safety - 77.1% agree
(4) Academic encouragement - 74% agree
(5) This school teaches me about healthy habits - 73.8% agree

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The results of the student LCAP survey indicate that students feel that (1) teachers care about me, (2) the school has clear rules for behavior, (3) the school wants me to do well, and (4) they feel accepted at school.

Students also reported strong feelings of:
(1) Belonging
(2) Adult support
(3) Safety
(4) Academic encouragement
(5) This school teaches me about healthy habits

Opportunities for growth were identified in the area of peer respect and student relationships.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address our climate and culture findings, ASL will sharpen and reestablish the practices that were paused during recovery and introduce targeted ways for every voice to be heard. For our advisors and support staff, we'll add regular team meetings and peer-coaching sessions, so that those who hesitate to speak up have structured "voice spaces," and everyone benefits from shared ideas and timely feedback. We'll also restore our full three-cycle evaluation rhythm, after completing two this year, and cultivate mentoring relationships, ensuring growth conversations happen naturally throughout the year. Finally, we'll refine our data-use procedures to disaggregate survey results by grade level, language, and support status, ensuring every improvement—and every success—is grounded in equity and shared ownership.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Curriculum: All curriculum is vetted and standards based. A two teacher specialty model in first-fifth grades allows teachers to focus on their subject area and become experts to provide higher quality curriculum access to students.

Individualized Education Programs (IEPs), 504 plans, Student Study Teams (SSTs): For students with exceptional needs, our school implements IEPs and 504 plans. These documents outline specific accommodations, modifications, and support services required to ensure that students can access a broad course of study. Regular monitoring and review of these plans help ensure that they are up to date. Teachers or family members can also refer a student to our SST process, which uses a data driven system to support additional individualized support.

Data tracking systems: Our school utilizes data tracking systems to monitor student achievement in literacy and math over time. This data allows us to track achievement gaps. In addition, our literacy intervention program tracks data over time to support additional needs for student intervention.

Student support services: Our school provides daily social emotional learning opportunities and an instructional assistant dedicated to behavior support as well as MFT trainees available for all students.

Equity audits: Periodic equity audits are conducted to assess the distribution and availability of courses across grade spans and student groups. These audits help identify any gaps or disparities in access and enrollment and guide decision-making to ensure equitable opportunities for all students.

Parent and student feedback: Our school actively seeks feedback from parents and students regarding their school experience. Surveys, focus groups, and individual meetings provide valuable insights into the perceptions and experiences of different student groups. This feedback is used to make informed decisions and improvements to enhance access to educational opportunity.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

As a school, based on the locally selected measures and tools, we have determined the extent to which all students have access to and are enrolled in a comprehensive course of study. The summary reveals the following information:

Overall access and enrollment: Our analysis of the locally selected measures indicates that most students at our school site have access to and are enrolled in a comprehensive course of study. The selected curriculum for each grade and subject area are vetted and standards based.

Differences across school sites: We are an LEA made up of one school site. Therefore, there are no differences.

Differences among student groups: Our analysis reveals achievement gaps. We plan on continuing our SST process and working on quickly identifying students in need of higher levels of support in order to lessen this gap.

Progress over time: Through ongoing data collection and analysis, we have observed improvement over time in the extent to which all students have access to and are enrolled in a broad course of study. By implementing strategies to address disparities and promote inclusivity, we have seen enrollment rates improved among historically underserved student groups. However, we recognize that more work needs to be done to ensure equitable access and enrollment for all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

As a school, based on the tool's results or locally selected measures, we have identified several barriers that prevent the LEA (Local Education Agency) from providing access to a comprehensive course of study for all students. These barriers include:

Limited resources: One of the primary barriers is limited resources, both financial and human. There needs to be more funding to allow diverse courses, specialized programs, and support services to be available. Additionally, more qualified teachers and staff may be required to offer a wide range of courses or provide individualized attention to students.

Lack of teacher expertise and training: Another barrier is the need for teacher expertise and training in delivering a comprehensive course of study. Many teachers come to us within their first year or two of entering the profession.

Systemic biases and cultural barriers: Systemic biases and cultural barriers can create barriers to accessing a comprehensive course of study for specific student groups. Historical inequities, stereotypes, or cultural prejudices may influence course recommendations, placement decisions, or tracking practices, limiting opportunities for some students. Addressing these barriers requires a concerted effort to promote equity, cultural sensitivity, and inclusive practices throughout the LEA.

Limited awareness and engagement: Some students and their families may need more awareness of the options available to their student or face barriers to actively engaging with the school. Language barriers, lack of communication channels, or inadequate outreach efforts can hinder students' and families' ability to access information about course options, enrollment procedures, and available support services.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Resource reallocation: The LEA has revisited its resource allocation strategy to ensure a more equitable distribution of resources across schools. Additional funding has been allocated to schools with limited course offerings, allowing them to expand their curriculum and provide a broader range of courses. This includes investing in instructional materials, technology, and teacher professional development opportunities.

Professional development: The LEA plans to expand our learning opportunities for teachers, especially new teachers, to include specific instruction in each of our designated curricula. We believe that this will increase teacher efficacy, leading to higher student achievement and access.

Expanded student support services: The LEA has developed student support services to ensure all students can access necessary services. Social-emotional needs will be supported so that students can all access the curriculum.

Inclusive course placement policies: The LEA has reviewed and revised its policies to promote equitable access to instruction.

Community partnerships and outreach: The LEA has partnered with local organizations, businesses, and higher education institutions to expand course options and provide students with enriched learning experiences inside and outside of the classroom.

Improved communication and engagement: The LEA has enhanced communication and engagement efforts with students and families to raise awareness about available opportunities and support services. This includes regular communication through newsletters, websites, and social media platforms and targeted outreach to underrepresented communities. The goal is to ensure that all students and families are informed, involved, and empowered to make choices that align with their educational goals.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within					5

Coordinating Instruction	1	2	3	4	5
the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				4	
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				4	

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				4	
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.				4	
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.				4	
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.				4	
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.				4	
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.				4	