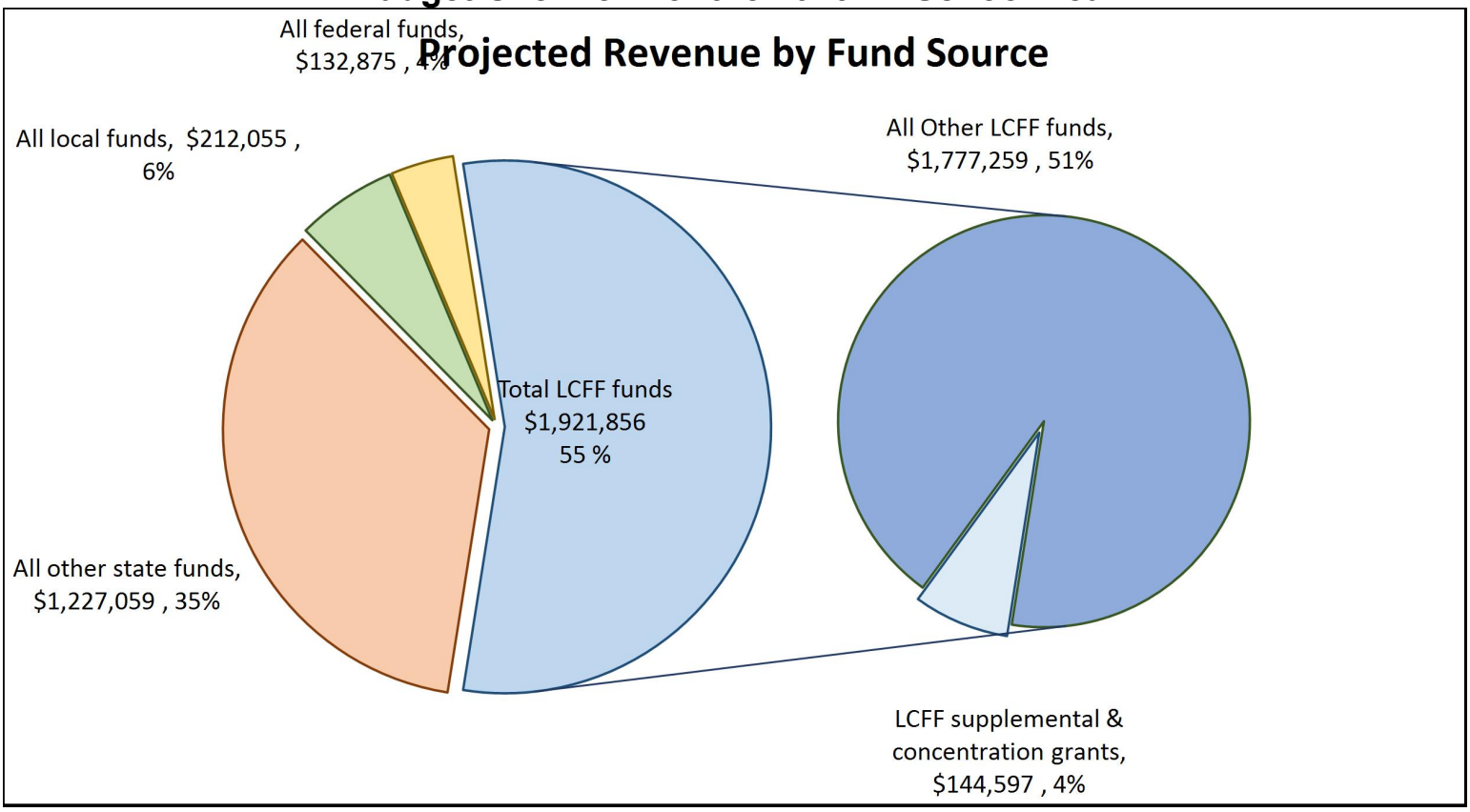
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson Global Leadership Academy
CDS Code: 19648810113464
School Year: 2026-27
LEA contact information:
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Executive Site Director
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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

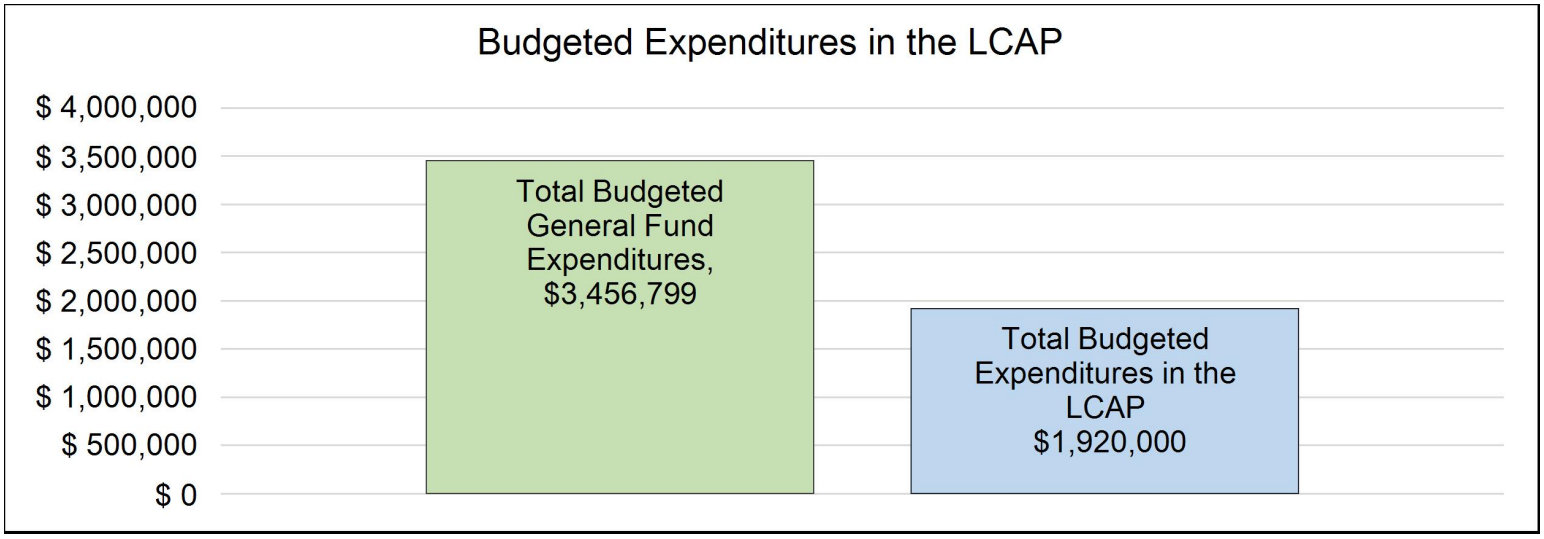


This chart shows the total general purpose revenue Aveson Global Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson Global Leadership Academy is $3,493,845, of which $1,921,856 is Local Control Funding Formula (LCFF), $1,227,059 is other state funds, $212,055 is local funds, and $132,875 is federal funds. Of the $1,921,856 in LCFF Funds, $144,597 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 Global Leadership Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aveson Global Leadership Academy plans to spend $3,456,799 for the 2026-27 school year. Of that amount, $1,920,000 is tied to actions/services in the LCAP and $1,536,799 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

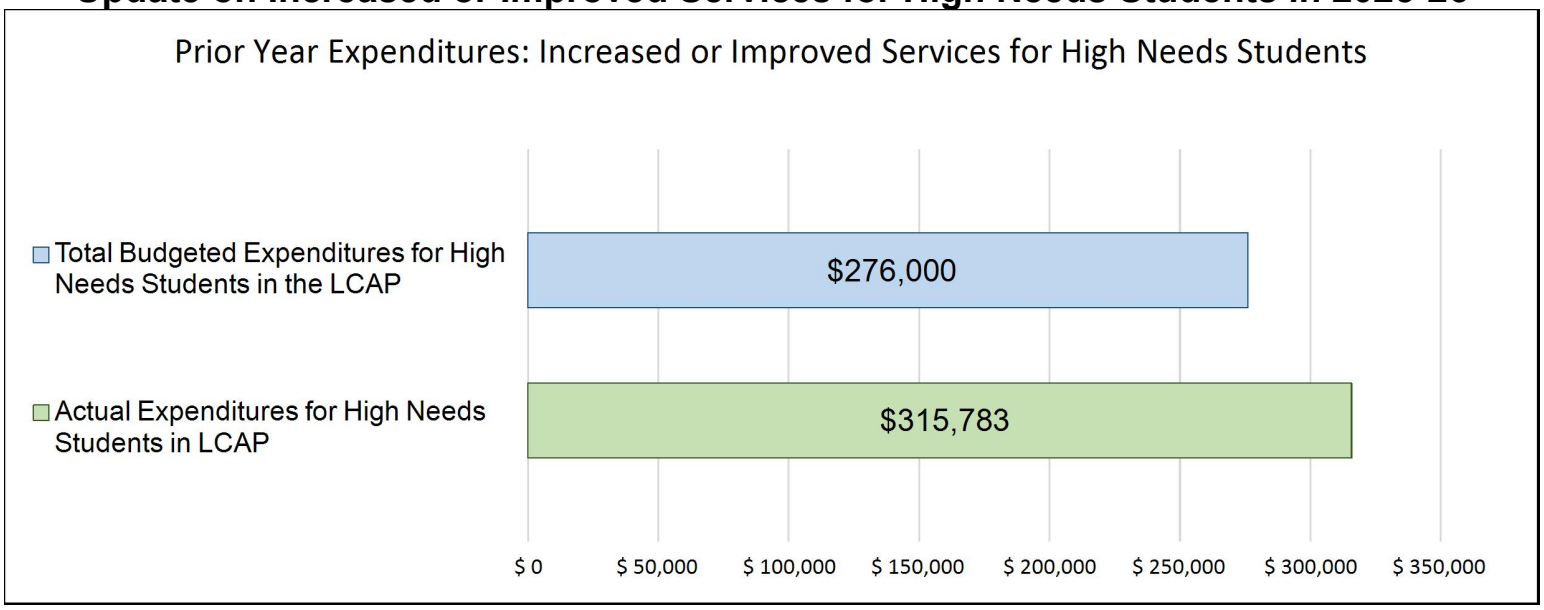
General Fund Budget Expenditures include personnel salaries, taxes and benefits, facilities and maintenance costs, operations and infrastructure, and Special Education services as needed.

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

In 2026-27, Aveson Global Leadership Academy is projecting it will receive $144,597 based on the enrollment of Foster Youth, English learner, and low-income students. Aveson Global Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aveson Global Leadership Academy plans to spend $215,500 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 Global Leadership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aveson Global Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Aveson Global Leadership Academy's LCAP budgeted $276,000 for planned actions to increase or improve services for high needs students. Aveson Global Leadership Academy actually spent $315,783 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Aaron Gerwer Executive Site Director	Aarongerwer@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 Global Leadership Academy serves just over 170 6th-12th grade students from diverse backgrounds in a setting that received national recognition for delivering on the ambitious promise to personalized mastery learning for all students. Aveson's highly dedicated staff worked hard to target instruction for every student's distinct needs and set the conditions for students to take agency over their learning. Community engagement continued its robust and diverse tradition of forging strong relationships with parents and community members as well as realizing extraordinary experiences for all students including student-led conferences, community days, and celebrations of learning. Aveson's culture is created and sustained through our community's commitment to transformative and culturally sustaining pedagogy and our Guiding Principles.

The Guiding Principles are as Follows:

Integrity is everything
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
Vision means seeing what could be and what will be and living the difference
Our growth together requires us to grow individually

AGLA implements a challenging curriculum based on California Common Core standards and covers all core subject areas with a special focus on mastering essential literacy and math skills and demonstrating the ability to transfer those skills as represented by project based assessment. A second area of focus is in the development of social leadership skills which aims at communication skills, self-managed projects, and cooperative learning. A third area of instruction is in healthy living practices which focuses on social, emotional, and physical well-being.

Reflections: Annual Performance

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

AGLA experienced a year marked by both significant challenges and meaningful progress. The Eaton Fires and resulting campus relocation disrupted normal school operations and created academic, social-emotional, and attendance challenges for students and families. Despite these circumstances, the school demonstrated resilience by maintaining continuity of learning, strengthening systems of support, and continuing to advance its long-term goals for academic achievement, school climate, and equity.

Student Demographics

AGLA continues to serve a diverse student population that reflects a wide range of academic, cultural, and social-emotional needs. The school serves a substantial population of students with disabilities and socioeconomically disadvantaged students while continuing efforts to recruit and retain a student body reflective of the surrounding community. This diversity remains a strength of the school and informs ongoing efforts to provide equitable access to rigorous learning opportunities, targeted interventions, and inclusive school practices.

Student Achievement

Student achievement data reveals both areas of growth and areas requiring continued focus. English Language Arts performance remained relatively stable, with students demonstrating consistent achievement across grade levels despite the disruptions experienced throughout the year. Schoolwide literacy instruction, advisory support, and increased access to intervention opportunities helped maintain student engagement and achievement.

Mathematics remains an identified area of need, particularly in grades 6 through 8. While middle school math performance did not yet meet the school's aspirations, analysis of both local and state assessment data demonstrates improvement from prior baselines. High school mathematics outcomes, particularly in grade 11, were stronger and suggest that targeted instructional approaches and teacher expertise can produce positive results. The school has identified mathematics as a priority area for continued improvement through curriculum refinement, professional development, tutoring, and intervention supports.

In response to academic needs, AGLA expanded tutoring opportunities, strengthened Academic Advisory structures, and implemented systems designed to provide more individualized support to students. These efforts reflect a shift toward a more proactive and data-informed approach to academic intervention.

College and Career Readiness

AGLA remains committed to preparing students for success beyond high school through college and career exploration, externship opportunities, and individualized support for postsecondary planning. Students continue to participate in experiences designed to connect academic learning to real-world applications while developing leadership skills and personal agency. The school will continue expanding pathways that support college readiness, career exploration, and authentic learning experiences.

School Climate

School climate continues to be an area of strength for AGLA. During the 2025-2026 school year, the school continued implementation of its PBIS framework centered on the S.E.E. values: Safe, Engaged, and Empathetic. These values are reinforced through advisory, assemblies, schoolwide recognition systems, and classroom practices.

The school maintained zero expulsions and continued to emphasize restorative practices and proactive student supports. While incident reporting increased this year, the increase largely reflects improvements in documentation and systems rather than a deterioration in student behavior. Staff increasingly utilized restorative conversations, behavior reflection processes, and collaborative problem-solving to support students.

Family satisfaction remained strong, with over 80% of families expressing satisfaction with the school experience. Staff climate data similarly reflected strengths in collaboration, administrative support, and alignment with the school's values. Staff reported feeling supported professionally and committed to the mission of the school while also identifying opportunities for growth related to workload balance, differentiated professional development, and behavioral supports for students.

Attendance and Engagement

Attendance represented one of the school's most significant successes. Despite the disruption caused by the Eaton Fires and temporary relocation, AGLA demonstrated resilience and rebounded to approximately 93% Average Daily Attendance during the school year. The school credits this progress to strong relationships with students and families, consistent advisory structures, proactive communication, and increased attention to student engagement and belonging.

Reflection and Future Direction

This year reinforced the importance of strong systems, shared values, and responsive leadership. AGLA has grown from focusing primarily on individual initiatives to building sustainable structures that support students academically, socially, and emotionally. The school recognizes that mathematics achievement, staff capacity, and expanded student supports remain important priorities. At the same time, improvements in attendance, school climate, PBIS implementation, and community engagement provide strong evidence that the school is moving in a positive direction.

Looking ahead, AGLA will continue refining instructional systems, strengthening interventions, expanding mental health and behavioral supports, and deepening opportunities for student voice and belonging. The school remains committed to continuous improvement and to ensuring that every student is known, challenged, and supported to thrive.

Reflections: Technical Assistance

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

AGLA did not participate in formal technical assistance during the 2025-2026 school year; however, the school continued to engage in ongoing reflection and continuous improvement informed by local data, stakeholder feedback, and implementation of its Local Control and Accountability Plan.

A central area of focus this year was strengthening equitable systems of support for all students. AGLA continued implementation of its PBIS framework centered on the S.E.E. values of Safe, Engaged, and Empathetic. These values are reinforced through advisory, assemblies, restorative practices, and schoolwide recognition systems designed to create a positive and inclusive learning environment. The school has maintained zero expulsions for three consecutive years and continues to emphasize proactive interventions, relationship-building, and restorative approaches to student behavior.

Academic equity also remained a priority. Analysis of state and local assessment data identified middle school mathematics as an area requiring additional support. In response, the school expanded tutoring opportunities, strengthened Academic Advisory structures, and increased the use of targeted interventions to address individual student needs. English Language Arts outcomes remained comparatively stronger, demonstrating the effectiveness of literacy supports and instructional consistency.

AGLA continues to serve a diverse student population, including students with disabilities, English Learners, and socioeconomically disadvantaged students. The school remains committed to ensuring that all students have access to rigorous instruction, meaningful support systems, and opportunities for leadership and personal growth. Staff, family, and student feedback gathered through surveys and the School Planning Committee continue to inform decision-making and guide improvements in school climate, communication, and student supports.

These ongoing efforts reflect AGLA's commitment to continuous improvement and to providing an equitable educational experience in which every student is known, supported, and challenged to succeed.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
School Planning Committee (parents, student, staff)	Two formal meetings to review data, discuss progress toward LCAP goals, and provide recommendations for revisions and future actions
All Staff	Beginning-of-year LCAP review, mid-year progress review, end-of-year evaluation of goals and actions, surveys, and staff meetings
Students	Surveys, School Planning Committee representation, advisory feedback, Student Advisory Council, and informal discussions
Community Members (Parents and Families)	Possip surveys, School Planning Committee representation, meetings, informal discussions

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

The adopted Local Control and Accountability Plan (LCAP) for AGLA was developed through ongoing consultation with educational partners throughout the 2025-2026 school year. Feedback was gathered through staff surveys, Possip surveys, staff meetings, community outreach, and the School Planning Committee (SPC). These multiple avenues ensured that staff, students, parents, and community members had meaningful opportunities to participate in shaping school priorities and future actions.

School Planning Committee

During the 2025-2026 school year, AGLA convened a School Planning Committee consisting of parents, a student representative, and staff members. The committee met twice to review school performance data, discuss progress toward LCAP goals, analyze student needs, and provide recommendations regarding priorities and actions for the coming year. Committee feedback emphasized the importance of academic intervention systems, mental health supports, school climate, and maintaining a strong sense of belonging and equity for students.

Staff Engagement

Staff participated in the LCAP process throughout the school year. At the beginning of the year, staff reviewed the school's goals and priorities. Mid-year, staff discussed progress toward goals and identified areas requiring additional support or adjustment. At the end of the year, staff engaged in a comprehensive review of LCAP goals, actions, and outcomes, including completion of a staff climate and satisfaction survey.

Staff feedback highlighted several priorities:

Increased collaboration and planning time.
Differentiated and content-specific professional development.
Additional behavioral and mental health supports for students.
Improved communication and clarity regarding systems and roles.
Continued emphasis on equity, inclusion, and a supportive school culture.

Parent and Student Feedback

Parents provided feedback through Possip surveys, meetings, and participation on the School Planning Committee. Student voice was incorporated through student participation on the School Planning Committee as well as through ongoing school discussions and feedback opportunities. Educational partners emphasized the importance of academic support, social-emotional learning, communication with families, and maintaining an inclusive school environment where students feel supported and connected.

Overall Influence on the LCAP

Educational partner feedback directly influenced the adopted LCAP by reinforcing the need to:

Strengthen PBIS and MTSS systems to support student behavior and well-being.
Expand academic interventions and tutoring opportunities.
Provide differentiated professional development and collaboration opportunities for staff.
Increase mental health and behavioral supports for students.
Continue cultivating an inclusive and equitable school culture that promotes belonging and student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	AGLA 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.	Focus 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 and WASC self-study 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 AGLA 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, AGLA 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	In Year 1, we implemented a staff-wide professional learning initiative anchored in Cultivating Genius, with a focus on designing learning	In Year 2, AGLA strengthened the implementation of transformative instructional practices through consistent observation, coaching, and	All AGLA Advisors will implement transformative, consistent classroom experiences that include UDL Practices and multiple modalities.	The primary difference from baseline is AGLA's transition from informal instructional monitoring to a more comprehensive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for teacher practice goal setting. There have also been more intentional experiential learning opportunities.	experiences that affirm student identity and develop critical thinking. This work was woven into monthly professional development sessions and reinforced through our observation and feedback cycles. Observation feedback was structured using an inquiry-based format—“I noticed, I wonder, what if”—that also incorporated reflections on the Aveson Way in Action. All teachers were observed and provided with feedback at least monthly, with increased frequency and targeted coaching for individuals based on identified areas of need.	professional learning cycles. Advisors increasingly incorporated student-centered learning experiences, higher-order questioning, and multiple modalities of instruction aligned with Universal Design for Learning (UDL) principles. Classroom walkthrough data demonstrated strong evidence of student engagement and meaningful discourse across multiple content areas. Observations showed students actively responding to questions, participating in cooperative learning structures such as Think-Pair-Share and		and coherent system of instructional improvement. Classroom observations are now regularly used to provide targeted feedback, identify schoolwide trends, and inform professional learning priorities. Walkthrough data demonstrates that classrooms are generally organized, expectations are aligned with schoolwide goals, and teachers consistently foster positive relationships and authentic praise. Students are actively engaged in learning through questioning, discussion, and collaborative activities, with many classrooms demonstrating strong evidence of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			To ensure instructional planning was aligned with rigorous, student-centered outcomes, we introduced Understanding by Design as our unit planning framework. Teachers developed comprehensive units driven by essential questions, and the Site Director provided individualized feedback and planning support for implementation. Additionally, we deepened teacher learning through experiential, field-based professional development. Staff participated in two immersive learning opportunities—one at the Wilson Observatory and	paired discussion, and demonstrating understanding through written and verbal responses. Teachers utilized inquiry-based questioning, real-world applications, and project-based learning experiences that encouraged students to make connections across disciplines and apply their learning in authentic contexts. In addition, AGLA implemented shared instructional expectations through observation and feedback cycles, professional development focused on culturally responsive pedagogy, and increased collaboration		student understanding and participation. The data also provides clear next steps for continuous improvement, including strengthening active supervision, increasing cooperative learning opportunities, embedding behavior-specific praise, and making classroom routines more explicit and visible. Rather than relying on isolated instructional innovations, AGLA has developed a shared framework for observing, discussing, and improving teaching and learning across the school. This shift represents movement from a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			another at the Armory for the Arts—bridging their own development with real-world, authentic learning contexts.	around instructional routines and assessment practices. These efforts have increased instructional consistency while maintaining the school's emphasis on student voice, engagement, and authentic learning experiences.		system centered primarily on informal observations to one characterized by shared instructional expectations, ongoing professional learning, evidence-based feedback, and a culture of continuous improvement focused on meeting the needs of diverse learners.
1.2	Intentional course 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.	This year, Advisors focused on developing standards-based units that culminated in high-quality projects designed to assess not only student knowledge, but also skills, conceptual understanding, and transfer. California State Standards served as anchor points for yearlong	In Year 2, AGLA strengthened intentional course design by moving from the development of standards-based units to the implementation of coherent year-long learning progressions that provide multiple pathways to success for diverse learners. Advisors continued to utilize backward design and project-	Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery	Since the baseline year, AGLA has established a more coherent and intentional approach to course design that extends beyond backward planning and pacing guides. Advisors now utilize year-long learning progressions, standards-aligned learning outcomes, and competency-based rubrics that clearly define

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			curriculum mapping and instructional pacing. To further support intentional course design, cross-grade themes and essential questions were established for each grade level. These served as unifying elements to foster student inquiry, meaning making, and curricular coherence. This thematic and standards-driven approach ensured that unit plans aligned with our commitment to multi-tiered instruction and authentic, project-based assessment.	based learning while increasingly aligning instruction to shared learning outcomes, common rubrics, and competency-based progressions that articulate growth from Emerging to Advanced levels of performance. Across disciplines, courses incorporated authentic assessments, inquiry-based learning experiences, collaborative projects, and opportunities for student reflection and self-assessment. Learning outcomes in mathematics, science, humanities, and world languages were intentionally designed to emphasize critical thinking,		pathways to mastery for diverse learners. Courses increasingly incorporate authentic assessments, project-based learning experiences, and multiple opportunities for students to demonstrate understanding through varied modalities. Cross-grade themes and essential questions have strengthened coherence across courses while allowing advisors to design differentiated experiences that support student agency, inquiry, and deeper learning. In addition, student outcome trackers have been implemented to increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				communication, real-world application, and transfer of knowledge rather than simple content acquisition. Advisors provided differentiated supports and varied modalities for students to demonstrate understanding while maintaining high expectations for rigorous academic achievement. Professional learning, instructional coaching, and observation cycles supported advisors in refining course design and instructional practices. Classroom walkthroughs demonstrated increased consistency in the use of student-		ownership of learning and provide students with regular opportunities to reflect on progress toward academic goals. Instructional coaching, advisor evaluations, and classroom walkthroughs now provide a shared framework for continuous improvement in course design and instructional practice. As a result, AGLA has moved from isolated planning structures to a more unified instructional system that intentionally aligns curriculum, assessment, differentiation, and student ownership in support of equitable and rigorous learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				centered instructional strategies, authentic learning experiences, and clear learning progressions aligned to schoolwide expectations. As a result, students experienced more personalized, engaging, and intentionally scaffolded learning experiences throughout the academic year that promoted both academic growth and the development of durable skills necessary for college, career, and civic life.		experiences for all students.
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	This year, we engaged in multiple professional development sessions focused on the effective use of Outcome Trackers and provided a		All advisors will consistently support student interaction using Outcome Trackers and create academic portfolios for Student Led Conference	To strengthen outcome tracker implementation and promote student ownership of learning, we are making key structural and strategic shifts. A new 90-minute

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		more focus needs to continue. Intentional studies of in-house assessment data can continue to evolve.	resource bank to support implementation. While data use was introduced schoolwide, overall adoption remained aligned with baseline levels. Many advisors cited challenges in integrating trackers into their classroom practice or found it difficult to sustain regular student use. To address these barriers, we introduced data talk protocols and supported advisors in engaging in focused, data-informed conversations during team meetings. Despite progress, consistent data use in classrooms—particularly to support student ownership of learning and		meetings. Advisors will also hold monthly data discussion team meetings	midweek academic advisory period will focus explicitly on student goal setting, data reflection, and personalized support. Additionally, two weekly study halls will provide opportunities for students to meet with advisors to review outcome tracker progress and receive targeted academic guidance. Advisors will receive continued training and support from administration to improve understanding and ensure consistent use of outcome trackers. Monthly data discussion meetings will reinforce implementation and provide a space to calibrate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			mastery—remains an area for targeted improvement in the coming year.			effective practices across teams.
1.4	Learning outcomes aligned to each essential content standard.	Advisors currently follow state standards in contents but more consistent and intentional alignment	Although we did not provide explicit professional development solely focused on unpacking state standards, our emphasis on high-quality unit design and aligned instruction ensured meaningful engagement with the standards. Through collaborative planning and unit review, Advisors developed learning experiences that intentionally addressed priority standards. As a result, the majority of instruction delivered this year reflected purposeful alignment with grade-level content expectations.	In Year 2, AGLA strengthened standards alignment through the implementation of shared learning outcomes, competency-based progressions, and student outcome trackers across all classrooms. One hundred percent of advisors utilized outcome trackers aligned to standards-based learning goals, allowing students to monitor their progress toward mastery and engage in ongoing reflection regarding their academic growth. Advisors increasingly aligned assignments, assessments, and	Every assignment and instructional practice must be appropriately aligned with Common Core State Standards.	At baseline, advisors generally aligned instruction to California State Standards, but practices varied across classrooms and there was a need for more intentional systems to ensure rigorous, equitable access to grade-level content for all learners. Since that time, AGLA has strengthened standards alignment through the development of shared learning outcomes, competency-based progressions, common rubrics, and year-long course planning structures designed to make expectations for mastery more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				instructional practices to California State Standards and grade-level learning expectations through year-long course planning, shared rubrics, and common learning outcomes. Professional learning, instructional coaching, and collaborative planning supported advisors in refining curriculum and assessment practices to ensure greater coherence across classrooms. As a result, standards alignment became more visible to both students and educators, and instructional practices increasingly emphasized mastery, authentic assessment, and		explicit and accessible. A significant advancement this year was the implementation of student outcome trackers in 100% of classrooms. These tools provide students with clear learning targets aligned to standards and allow both students and advisors to monitor progress toward mastery throughout the academic year. Advisors increasingly utilize formative assessment data, outcome trackers, and differentiated instructional practices to identify student needs and provide targeted supports while maintaining high expectations for all learners.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				student ownership of learning.		Additionally, instructional coaching, advisor evaluations, and collaborative planning processes have created greater consistency in instructional practice and reinforced the expectation that curriculum, assessment, and instruction remain aligned to grade-level standards. This work has moved AGLA from general standards alignment toward a more coherent, transparent, and student-centered system of teaching and learning that positions the school to achieve full alignment of assignments and instructional practices to Common Core State Standards in Year 3.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	All teachers were expected to conclude each unit with a summative project that demonstrated student learning. While this expectation was in place schoolwide, the quality and consistency of implementation varied across classrooms. Teachers received ongoing feedback and participated in dialogue-based coaching to support high-quality project-based instruction. Each quarter culminated in a "Celebration of Learning" event, where students presented their projects to peers and community members. These events were well received and served as early indicators of	In Year 2, AGLA strengthened the rigor and coherence of project-based learning through the development of shared learning outcomes, competency-based rubrics, and authentic summative assessments aligned to schoolwide expectations for student mastery. Advisors increasingly designed projects that required students to engage in inquiry, research, critical thinking, collaboration, and authentic demonstrations of learning across content areas. Through collaborative summer planning, advisors developed a	As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense	At baseline, advisors participated in professional development designed to build foundational understanding of project-based learning and began translating PBL philosophy into classroom practice with support and feedback from school leadership. While project-based learning was an emerging instructional priority, implementation varied across classrooms and there was a need for greater consistency in rigor, assessment practices, and expectations for student mastery. Since that time, AGLA has moved toward a more intentional and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			growth in PBL integration and student engagement.	shared summative project rubric grounded in Gholdy Muhammad's Historically Responsive Literacy framework. The rubric evaluates student growth across the domains of Identity, Knowledge, Skills, Criticality, and Engagement, with rubric criteria intentionally derived from advisor-developed outcome trackers and course learning outcomes. This work strengthened coherence across classrooms while preserving advisor creativity and disciplinary expertise. Students increasingly demonstrated their learning through		unified project-based learning model supported by shared learning outcomes, competency-based rubrics, and authentic performance assessments. The creation of a common summative project rubric rooted in Identity, Knowledge, Skills, Criticality, and Engagement represents a significant advancement in how the school defines and measures rigorous student work. This shift reflects movement from project-based learning as an instructional initiative to project-based learning as a core component of AGLA's instructional model, in which

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				presentations, written analysis, collaborative inquiry, authentic projects, and opportunities to connect academic content to their identities, communities, and lived experiences. Celebrations of Learning continued to provide authentic audiences for student work and further promote student agency, reflection, and ownership of learning.		students increasingly demonstrate mastery through inquiry, research, presentations, reflection, and authentic application of learning while building the skills necessary to defend and communicate their understanding across disciplines.

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.

In Year 2, AGLA continued to make meaningful progress toward its goal of elevating student engagement through challenging, relevant, and transformative learning experiences aligned to grade-level state standards. The school successfully expanded many of the instructional systems introduced in Year 1, including standards-aligned learning outcomes, competency-based progressions, project-based learning, outcome trackers, instructional coaching, and advisor collaboration focused on instructional improvement.

A significant accomplishment this year was the implementation of student outcome trackers in 100% of classrooms. Advisors increasingly used these tools to communicate learning expectations, monitor student progress toward mastery, and engage students in reflection and goal setting. Shared learning outcomes and competency-based progressions strengthened instructional coherence across content areas and provided students with clearer pathways toward mastery.

Project-based learning also evolved substantially during Year 2. While Year 1 focused on establishing the expectation that all units culminate in meaningful projects, Year 2 emphasized increasing rigor, standards alignment, and authenticity. Advisors designed projects that required students to engage in inquiry, research, critical thinking, collaboration, and authentic demonstrations of learning. Celebrations of Learning continued to provide opportunities for students to present their work to peers, families, and community members, strengthening student ownership and engagement.

At the same time, the school recognizes the need to continue elevating the quality and rigor of student presentations and projects so that Celebrations of Learning more consistently reflect highly engaged, intellectually challenging, and transformative learning experiences. Future work will focus on strengthening common expectations for project quality, increasing opportunities for student voice and defense of learning, and utilizing shared rubrics grounded in Identity, Knowledge, Skills, Criticality, and Engagement to ensure student work demonstrates both academic mastery and authentic engagement.

An additional success was the collaborative development of a shared summative project rubric grounded in Gholdy Muhammad's Historically Responsive Literacy framework. The rubric assesses student work across the domains of Identity, Knowledge, Skills, Criticality, and Engagement and is intentionally aligned to advisor-developed outcome trackers and learning outcomes. This work represents an important step toward establishing common expectations for rigorous and transformative student learning experiences across the school.

The school also continued to strengthen instructional systems through classroom walkthroughs, advisor evaluations, and professional learning opportunities focused on culturally responsive teaching, inquiry-based learning, and differentiated instruction. Walkthrough data demonstrated strengths in student engagement, positive classroom climate, authentic relationships, and meaningful student discourse.

Despite these successes, challenges remain. Academic performance data, particularly in mathematics, indicates a continued need for greater instructional rigor, stronger standards alignment across all assignments and assessments, and more consistent implementation of differentiated supports that provide equitable access to grade-level content. Variability in the depth and rigor of project-based learning experiences also remains an area for continued refinement.

Overall, Year 2 reflects a transition from building foundational instructional systems to strengthening coherence, rigor, and shared expectations across classrooms. These successes and challenges will continue to guide AGLA's efforts to provide all students with transformative learning experiences that foster engagement, achievement, critical thinking, and authentic demonstrations of mastery.

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.

Overall, the actions implemented in Year 2 have been effective in strengthening AGLA's instructional systems and advancing the goal of providing challenging, relevant, and transformative learning experiences for all students. The school moved beyond establishing foundational

practices and made meaningful progress toward creating a more coherent instructional model centered on standards alignment, student ownership, authentic assessment, and project-based learning.

One of the most effective actions was the full implementation of student outcome trackers across all classrooms. With 100% of advisors utilizing outcome trackers, students have greater clarity regarding learning expectations and increased opportunities to monitor their progress toward mastery, reflect on their learning, and engage in goal setting. Shared learning outcomes and competency-based progressions have also strengthened instructional coherence and increased consistency in how mastery is defined and communicated across content areas.

Instructional coaching, advisor evaluations, and classroom walkthroughs continued to be highly effective in supporting professional growth and reinforcing schoolwide instructional priorities. Walkthrough data reflected positive classroom climates, strong advisor-student relationships, meaningful student engagement, and increasing use of inquiry-based and student-centered instructional practices. Professional learning focused on culturally responsive teaching, differentiated instruction, and authentic learning experiences further supported advisors in refining their instructional practice.

Project-based learning initiatives were also effective in increasing student engagement and providing authentic opportunities for students to demonstrate learning. Celebrations of Learning remained an important component of the instructional program and provided students with opportunities to present their work to peers, families, and community members. The recent development of a shared summative project rubric grounded in Identity, Knowledge, Skills, Criticality, and Engagement represents an important advancement in establishing common expectations for rigorous and transformative student work across the school.

At the same time, academic performance data, particularly in mathematics, indicates that continued work is needed to strengthen instructional rigor, ensure consistent standards alignment across all assignments and assessments, and further elevate the quality of student projects and presentations. While students are increasingly engaged in authentic learning experiences, the school seeks to ensure that Celebrations of Learning consistently reflect highly engaged, intellectually challenging projects that showcase student mastery through research, presentation, critical thinking, and defense of ideas.

Overall, the actions implemented to date have been effective in building stronger systems for student ownership, instructional coherence, and transformative learning while also identifying important next steps related to rigor, consistency, and authentic demonstrations of mastery.

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

No substantive changes were made to the overall goal, which remains focused on providing all students with challenging, relevant, and transformative learning experiences aligned to grade-level state standards. However, reflections on Year 2 implementation resulted in several refinements to the actions and implementation strategies for the coming year.

Most notably, AGLA developed a shared summative project rubric grounded in Gholdy Muhammad's Historically Responsive Literacy framework. This rubric, organized around Identity, Knowledge, Skills, Criticality, and Engagement, will provide greater consistency in how rigorous student work is designed, assessed, and communicated across classrooms.

Additionally, the school will place increased emphasis on strengthening the rigor and quality of project-based learning experiences, ensuring that student presentations and Celebrations of Learning more consistently reflect highly engaged, intellectually challenging, and authentic demonstrations of mastery. Continued attention will also be given to strengthening standards alignment, differentiated supports, and instructional coherence across all content areas to ensure equitable access to rigorous learning experiences for every student.

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	$270,000.00	No
1.2	Development and Use of Assessment Rubrics	Development/revision of student learning outcomes	$340,000.00	No
1.3	Math Professional Development	Development/revision of assessments to monitor student progress towards goal mastery	$158,500.00	No
1.4	Project based rubrics	Development/revision of project based rubrics	$95,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	In the next three years, AGLA will strengthen its capacity 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 DEI and Anti Racist 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 DEI 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%	While our Family LCAP survey did not disaggregate responses by racial identity, results indicate that approximately 87% of families feel AGLA celebrates diversity, affirms student identity, and addresses equity with care. These results suggest we are on track to meet or exceed our goal that 75% of BIPOC respondents feel seen, heard, and a sense of belonging at Aveson.	In Year 2, AGLA continued to strengthen its capacity to provide equitable and transformative educational experiences for students from diverse backgrounds through culturally responsive instruction, Social Emotional Learning, advisory programming, and identity-affirming school practices. Student survey results demonstrate substantial progress toward this goal. Specifically, 93.5% of students reported that adults at school care about them, 90.8% reported having at least one trusted adult on campus, and 92% reported feeling safe at school. Additionally, 92.1%	75% of BIPOC will feel seen, heard, and a sense of belonging.	At baseline in 2023, fewer than 50% of BIPOC respondents reported feeling seen, heard, and a sense of belonging within the Aveson community. Since that time, AGLA has intentionally strengthened equitable and identity-affirming practices across curriculum, instruction, Social Emotional Learning, and school culture to create a more inclusive and transformative educational environment. Current student survey results demonstrate meaningful progress in the conditions that contribute to belonging and inclusion. Specifically, 93.5% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				of students reported that they see different identities, cultures, and voices represented within the school community, while 78.9% reported that they feel respected for who they are. Staff survey results further reflected growth in institutional capacity, with 68.8% of staff reporting that they feel equipped to support students and families from diverse backgrounds and 62.5% reporting that Diversity, Equity, and Inclusion values are reflected in school policies, practices, and culture. The school deepened this work through		reported that adults at school care about them, 90.8% reported having at least one trusted adult on campus, and 92% reported feeling safe at school. Additionally, 92.1% of students reported that they see different identities, cultures, and voices represented within the school community, while 78.9% reported that they feel respected for who they are. These results suggest that students increasingly experience AGLA as a welcoming and affirming environment where diverse identities and perspectives are valued. The school has further strengthened this work through the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				professional learning grounded in culturally responsive teaching and Gholdy Muhammad's Historically Responsive Literacy framework. Advisors collaborated to develop a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement, ensuring that student identity, voice, and critical consciousness are intentionally incorporated into curriculum, assessment, and authentic demonstrations of learning. These results indicate meaningful progress toward ensuring that students from historically		integration of Diversity, Equity, Inclusion, and Anti-Racist themes into Social Emotional Learning and advisory programming, the implementation of culturally responsive instructional practices, and the adoption of Gholdy Muhammad's Historically Responsive Literacy framework. The development of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement represents an additional step toward embedding equity, identity, and student voice throughout the educational experience. While AGLA remains committed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				marginalized communities feel seen, heard, valued, and supported within the AGLA community.		to improving its ability to specifically measure belonging outcomes for BIPOC students through more refined survey practices and disaggregated data analysis, current results indicate meaningful progress from the baseline and demonstrate increasingly strong conditions for students from historically marginalized communities to feel seen, heard, respected, and a sense of belonging within the AGLA community.
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)	78% of staff stated that they felt equipped to support the needs of students and families from diverse backgrounds.	In Year 2, AGLA continued to strengthen staff capacity to support students and families from diverse backgrounds and to address issues	80% of staff will report that they feel confident to address the situation.	At baseline in 2023, 61% of staff reported being quite or extremely confident in addressing sensitive issues related to diversity. Since that time,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				related to diversity, identity, and equity through culturally responsive and identity-affirming practices. Professional learning focused on culturally responsive teaching, Diversity, Equity, Inclusion, and Anti-Racist themes, and Gholdy Muhammad's Historically Responsive Literacy framework provided staff with shared language, practical strategies, and opportunities for reflection and collaboration. Staff survey results indicate that 68.8% of staff report feeling equipped to support students and families from diverse backgrounds, while 62.5% report that Diversity,		AGLA has intentionally invested in building staff capacity through ongoing professional learning, advisory and Social Emotional Learning programming, culturally responsive instructional practices, and frameworks that intentionally center identity, belonging, and equity. The school has implemented professional development grounded in Cultivating Genius and Gholdy Muhammad's Historically Responsive Literacy framework, integrated Diversity, Equity, Inclusion, and Anti-Racist themes into school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Equity, and Inclusion values are reflected in school policies, practices, and culture. In addition, the school continued to strengthen advisory, Social Emotional Learning, affinity groups, and identity-centered instructional practices that promote equitable and transformative educational experiences for all students. n addition, AGLA re-established its Anti-Racist Educators Team as a staff-led space for dialogue, reflection, and action around issues of equity, identity, belonging, and anti-racist educational practice. The team provided educators with opportunities		programming, and created instructional and assessment systems that elevate Identity, Knowledge, Skills, Criticality, and Engagement as essential components of student learning. Current staff survey results indicate that 68.8% of staff feel equipped to support students and families from diverse backgrounds and 62.5% affirm that DEI values are reflected in school policies, practices, and culture. These findings suggest meaningful growth from the baseline condition and reflect AGLA's continued progress toward its Year 3 goal that 80% of staff report confidence in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				to collaboratively discuss challenging topics, share strategies for addressing sensitive issues in classrooms, and strengthen collective responsibility for creating inclusive and affirming learning environments. This work complemented the school's broader professional learning efforts and contributed to increased staff confidence in supporting students from diverse backgrounds and engaging in equity-centered conversations. Through these efforts, AGLA has continued to build staff knowledge, confidence, and responsiveness while creating		addressing sensitive diversity-related situations in ways that are equitable, culturally responsive, and supportive of all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school environments where diverse identities, cultures, and perspectives are valued and affirmed.		
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	The Learning for Justice Standards were not used this year. We utilized the Pollyanna curriculum for advisory as well as character strong. Our teachers engaged in a book study on the text Cultivating Genius that focused on an equity framework for culturally and historically responsive literacy and applied these principles to their teaching and SEL work.	In Year 2, AGLA continued to strengthen the integration of the Learning for Justice domains of Identity, Diversity, Justice, and Action throughout Social Emotional Learning, advisory programming, and instructional practices. While the Learning for Justice Standards were not adopted as a standalone curriculum, the principles underlying the framework became increasingly embedded within schoolwide practices that promote identity affirmation, equity, belonging, and student voice.	Learning for Justice Standards will be implemented with SEL curriculum.	At baseline, the Learning for Justice Standards had not been discussed with staff. In Year 1, equity work centered primarily on advisory curriculum and professional learning through Cultivating Genius. Since that time, AGLA has expanded this work considerably by embedding the core principles of Identity, Diversity, Justice, and Action throughout Social Emotional Learning, advisory, professional learning, curriculum, and assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				A significant component of this work was the establishment of Educator Inquiry Groups, in which staff engaged in collaborative study and presentations on texts including Cultivating Joy by Gholdy Muhammad, Grading for Equity, Kagan Cooperative Learning structures, and Teaching with AI. These inquiry groups strengthened staff capacity to facilitate culturally responsive and identity-affirming learning experiences and deepened the school's collective understanding of equity and transformative education.		The establishment of Educator Inquiry Groups and the adoption of Gholdy Muhammad's Historically Responsive Literacy framework represent significant advancements from the baseline condition. Additionally, the collaborative development of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement has institutionalized identity, equity, and critical consciousness as core elements of student learning and assessment. While AGLA will continue working toward the full implementation of the Learning for Justice Standards within the SEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				In addition, AGLA adopted Gholdy Muhammad's Historically Responsive Literacy framework as a guiding influence on curriculum and assessment. Advisors collaboratively developed a shared summative project rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement, intentionally elevating student identity, voice, and critical consciousness within authentic demonstrations of learning. Student survey results reflect the impact of these efforts. Specifically, 92.1% of students reported that they see different		curriculum by Year 3, the school has made substantial progress by creating instructional, cultural, and assessment systems that reflect the spirit and goals of the Identity, Diversity, Justice, and Action framework throughout the student experience.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				identities, cultures, and voices represented within the school community, 78.9% reported feeling respected for who they are, 93.5% reported that adults at school care about them, 90.8% reported having at least one trusted adult on campus, and 92% reported feeling safe at school.		

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.

In Year 2, AGLA made meaningful progress toward strengthening its capacity to provide an equitable and transformative educational experience for all students, particularly those from historically marginalized communities. The school expanded beyond foundational equity conversations and increasingly embedded identity, belonging, and culturally responsive practices throughout professional learning, curriculum, assessment, Social Emotional Learning, and school culture.

A significant success this year was the establishment of Educator Inquiry Groups as a sustained professional learning model. Staff engaged in collaborative book studies and facilitated presentations to colleagues centered on Cultivating Joy by Gholdy Muhammad, Grading for Equity, Kagan Cooperative Learning structures, and Teaching with AI. These inquiry groups strengthened staff understanding of culturally responsive instruction, equitable assessment practices, student engagement, and identity-affirming learning environments while creating a culture of shared reflection and continuous improvement.

The school also deepened its commitment to historically responsive and equitable teaching through the adoption of Gholdy Muhammad's Historically Responsive Literacy framework. Advisors collaborated to develop a shared summative project rubric centered on Identity,

Knowledge, Skills, Criticality, and Engagement, ensuring that student identity, voice, critical consciousness, and authentic engagement are intentionally incorporated into curriculum and assessment practices across content areas.

Student survey results suggest that these efforts are positively impacting students' experiences at school. Specifically, 93.5% of students reported that adults at school care about them, 90.8% reported having at least one trusted adult on campus, 92% reported feeling safe at school, 92.1% reported seeing different identities, cultures, and voices represented within the school community, and 78.9% reported feeling respected for who they are. These findings indicate strong conditions for belonging, identity affirmation, and positive relationships within the AGLA community.

Staff survey results also demonstrated progress in institutional capacity. Specifically, 68.8% of staff reported feeling equipped to support students and families from diverse backgrounds, while 62.5% reported that Diversity, Equity, and Inclusion values are reflected in school policies, practices, and culture.

While the Learning for Justice Standards have not yet been formally adopted as the SEL curriculum, AGLA has made substantial progress toward the Year 3 goal by embedding the principles of Identity, Diversity, Justice, and Action throughout advisory, Social Emotional Learning, professional learning, curriculum, and assessment. Continued work will focus on further aligning SEL experiences with the Learning for Justice Standards and strengthening the consistency and impact of identity-affirming and equitable practices across all classrooms.

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.

The actions implemented during Year 2 have been effective in strengthening AGLA's capacity to provide an equitable and transformative educational experience for students from diverse backgrounds. A particularly successful strategy was the establishment of Educator Inquiry Groups as a sustained model of professional learning. Through collaborative book studies and staff-led presentations focused on Cultivating Joy, Grading for Equity, Kagan Cooperative Learning structures, and Teaching with AI, educators deepened their understanding of culturally responsive teaching, equitable assessment practices, student engagement, and identity-affirming instruction. This approach fostered shared ownership of equity work and created ongoing opportunities for reflection and application to classroom practice.

Additionally, AGLA re-established its Anti-Racist Educators Team, creating a dedicated space for staff leadership, dialogue, and continuous reflection on issues of equity, belonging, and anti-racist educational practices. This team has helped sustain the school's commitment to equity by elevating staff voice, supporting identity-affirming practices, and reinforcing a culture of shared responsibility for creating inclusive and transformative learning environments.

The adoption of Gholdy Muhammad's Historically Responsive Literacy framework and the development of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement have also been highly effective in embedding equity and belonging

within curriculum and assessment. Rather than existing as isolated initiatives, these principles are increasingly reflected in authentic learning experiences, project-based learning, and opportunities for student voice and critical thinking across content areas.

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.

The overall intent of Goal 2 remains unchanged: AGLA is committed to providing an equitable and transformative educational experience for all students, with particular attention to students from historically marginalized communities. However, following reflection on Year 2 implementation, the language of the goal was refined to more clearly emphasize the school's ongoing responsibility to strengthen its institutional capacity to provide equitable educational experiences rather than focusing primarily on staff comfort or confidence.

This revised language better reflects the systems and practices that have emerged through implementation, including culturally responsive instructional practices, Educator Inquiry Groups, the re-establishment of the Anti-Racist Educators Team, identity-affirming Social Emotional Learning and advisory programming, and the integration of Gholdy Muhammad's Historically Responsive Literacy framework into curriculum and assessment.

No substantive changes were made to the overarching focus of the goal or its intended outcomes. Instead, the revisions clarify the school's commitment to embedding equity, belonging, identity affirmation, and culturally responsive practices throughout all aspects of the student experience while continuing progress toward the established Year 3 outcomes.

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.	$5,000.00	No
2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism 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	$79,500.00	No

Action #	Title	Description	Total Funds	Contributing
		updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEIand Anti Racist Topics.		
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.	$16,000.00	No
2.4	Provide targeted DEI,SpEd, and Anti-Racist 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.	$47,500.00	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.	$24,000.00	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	AGLA 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.

Integrating structured collaborative learning opportunities to enhance student dialogue and discourse is essential because it promotes critical thinking, effective communication, and deeper comprehension of content. Engaging students in meaningful conversations about their learning not only helps them to articulate their understanding but also encourages diverse perspectives and collaborative problem-solving, which are vital skills for academic and real-world success.

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.	During Year 1, classroom observation data indicated a moderate increase in the frequency of collaborative learning activities, with an average of 3–4 structured collaborative tasks per month observed in most classrooms. These	In Year 2, AGLA made significant progress in increasing structured collaborative learning opportunities and student discourse across all classrooms. Classroom walkthrough data indicated that	Increase by 80% (e.g., 8 activities per month within three years.	At baseline, collaborative learning activities occurred an average of approximately two times per month and student discourse was often inconsistent in both structure and alignment with instructional goals. During Year 1,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			activities included strategies such as group investigations, “turn and talk,” peer review sessions, and small group problem-solving. This reflects early movement toward our goal, especially in classrooms where teachers regularly integrated discussion-based or project-based learning. Despite this growth, implementation was inconsistent across grade levels and departments. Professional development emphasized the role of collaboration in building critical thinking and engagement, but this has not yet translated into	Kagan Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class session, demonstrating that collaborative learning has become a consistent and expected component of instruction schoolwide. This growth was supported by the establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning structures. Through collaborative study and staff-led presentations, advisors developed strategies to increase equitable		classrooms demonstrated growth, averaging three to four structured collaborative activities per month. In Year 2, AGLA made significant progress in moving beyond isolated collaborative activities toward a more intentional and schoolwide approach to student dialogue and discourse. Classroom walkthrough data indicated that Kagan Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class session. This represents a substantial shift from the baseline condition and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			universal practice. Going forward, we aim to support teachers in planning with intentionality and incorporating collaborative tasks more consistently into unit pacing.	participation, academic discourse, and student engagement across content areas. These practices were reinforced through instructional coaching, collaborative planning, and classroom walkthroughs, which increasingly reflected students engaging in partner discussions, collaborative problem solving, peer feedback, inquiry-based dialogue, and cooperative learning activities. Project-based learning and quarterly Celebrations of Learning further expanded opportunities for students to collaborate,		reflects the successful integration of collaborative learning as a consistent instructional practice rather than an occasional activity. This growth has been supported by sustained professional learning, including the establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning structures, instructional coaching, collaborative planning, and project-based learning experiences that require students to engage in discussion, collaboration, presentations, and defense of ideas. The development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				present ideas, respond to questions, and defend their thinking before authentic audiences. In addition, the development of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement reinforced expectations for student voice, collaboration, and critical discourse across disciplines. Student survey results further support the effectiveness of these efforts. Specifically, 93% of students reported that their advisors help them understand what they are learning, 73.4% reported that their ideas and opinions matter at school, and 68%		of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement has further strengthened expectations for student voice and academic discourse across content areas. While AGLA will continue working toward increasing the frequency and rigor of collaborative learning experiences to meet its Year 3 target, current evidence demonstrates meaningful progress from the baseline condition and an increasing consistency of high-quality student dialogue and collaboration throughout the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				reported that their schoolwork challenges them in a good way. Together, these findings indicate that AGLA is making meaningful progress toward creating classrooms where students actively participate in dialogue, collaborate with peers, engage in rigorous learning, and develop the communication and critical thinking skills necessary for transformative educational experiences.		
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	Classroom observation data shows that 76.2% of classrooms included structured opportunities for student dialogue and discourse, such as Socratic seminars, peer-led investigations, “turn and talk” routines, and	In Year 2, AGLA made meaningful progress in increasing student participation in structured dialogue and academic discussions across classrooms. Classroom walkthrough data indicated that Kagan	Achieve 95% active participation within three years.	At baseline, approximately 60% of students actively participated in structured dialogue and discussions, and participation was often inconsistent or lacked clear structures to support equitable engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			collaborative group projects. Within these settings, observers noted that a majority of students were actively engaged, demonstrating behaviors such as consistent verbal participation, group collaboration, and thoughtful contributions to shared meaning-making. However, depth and consistency of active participation varied by class, grade level, and instructional context. While several teachers regularly incorporated practices that encouraged equitable dialogue, in other settings participation was more teacher-directed or dominated by a few students.	Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class session, demonstrating that structured collaboration and student discourse have become consistent instructional practices throughout the school. Students regularly engaged in Think-Pair-Share activities, collaborative inquiry, peer feedback, Socratic discussions, project-based learning teams, and advisory circles that required them to share ideas, explain their thinking, consider diverse		During Year 1, classroom observations showed that 76.2% of classrooms included structured opportunities for student dialogue and discourse. In Year 2, AGLA continued to build on this progress through the intentional implementation of collaborative learning structures across all classrooms. Walkthrough data demonstrating that Kagan Cooperative Learning structures were observed in 100% of classrooms at least once during each class session represents a significant advancement from the baseline condition. Student participation is increasingly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			To address this, we will focus Year 2 efforts on: Strengthening protocols for inclusive student talk, Increasing staff capacity to facilitate equitable discourse, Utilizing student outcome trackers and observation feedback to monitor active engagement, Elevating exemplar classrooms where high-quality structured dialogue was evident. These efforts will lay the groundwork for achieving our Year 3 goal of 95% active student participation in structured dialogue and discussion.	perspectives, and collaborate with peers to construct understanding. Project-based learning and quarterly Celebrations of Learning further expanded opportunities for students to present their ideas publicly, respond to questions, and defend their thinking before authentic audiences. Student survey results also reflect growth in student voice and engagement. Specifically, 73.4% of students reported that their ideas and opinions matter at school, 93% reported that their advisors help them understand what they are learning, and 68% reported that their schoolwork		supported through structured discussion protocols, collaborative inquiry, project-based learning, and instructional practices that prioritize student voice and equitable participation. While continued work is needed to ensure that all students consistently participate at high levels across all settings, AGLA has made meaningful progress in moving from inconsistent student discourse toward a schoolwide culture where structured dialogue, collaboration, and active engagement are integral parts of the learning experience.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				challenges them in a good way. These findings suggest that students are increasingly experiencing classrooms as spaces where their voices are valued and where active participation in meaningful academic dialogue is an expected part of the learning process. While AGLA continues to work toward its Year 3 goal of 95% active participation in structured dialogue and discussion, Year 2 results indicate substantial progress in building a culture of student voice, collaboration, and rigorous academic discourse across the school.		
3.3	Survey results on student perceptions of engagement and	Does not currently exist	In Year 1, we administered a comprehensive student feedback	In Year 2, AGLA continued to strengthen student engagement and	Increase positive responses to 85% within three years.	This metric did not exist at baseline. However, Year 1 established an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	understanding of content.		survey to assess perceptions of engagement and understanding of content. Results indicate a promising foundation for growth: 77% of students reported that their teachers help them understand what they are learning most of the time or always, affirming that clarity of instruction is a strength across classrooms. However, only 57% of students indicated that their schoolwork challenges them in a good way most of the time or always, suggesting that the rigor and relevance of learning tasks remain areas for improvement.	understanding of academic content through structured collaborative learning, project-based learning, intentional advisory practices, and rigorous instructional design. Student survey results indicate meaningful growth in both students' perceptions of instructional support and the rigor of their learning experiences. Specifically, 93% of students reported that their advisors help them understand what they are learning, an increase from 77% in Year 1. Additionally, 68% of students reported that their schoolwork challenges them in a good way, representing		important benchmark for understanding student perceptions of engagement and instructional effectiveness. In Year 1, 77% of students reported that teachers help them understand what they are learning, while 57% reported that their schoolwork challenges them in a good way. Year 2 survey results indicate meaningful growth in both areas. The percentage of students reporting that advisors help them understand what they are learning increased to 93%, while the percentage reporting that schoolwork challenges them in a good way increased to 68%. Additionally, 73.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			These findings shaped our instructional priorities for the coming year. Specifically, we will emphasize the design of cognitively demanding, project-based learning experiences that promote inquiry and deeper student engagement.	growth from the Year 1 result of 57%. These findings suggest that students increasingly experience instruction as both supportive and intellectually engaging. Student voice and engagement also remain strengths of the AGLA learning experience. 73.4% of students reported that their ideas and opinions matter at school, reflecting the school's emphasis on collaborative learning, student discourse, and authentic participation in classroom experiences. These results align with AGLA's continued implementation of project-based		of students reported that their ideas and opinions matter at school, suggesting that students increasingly experience classrooms as environments that value their voices and encourage active participation. These improvements reflect AGLA's continued focus on collaborative learning, project-based instruction, academic discourse, and authentic student engagement. While the school will continue working to increase rigor and ensure all students are consistently challenged and engaged, current results demonstrate meaningful

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				learning, structured collaborative learning opportunities, Kagan Cooperative Learning strategies, and the development of a shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement. Together, these instructional practices are helping to create classrooms where students are engaged in meaningful learning, challenged academically, and empowered to actively participate in the learning process.		progress in creating engaging, supportive, and intellectually stimulating learning experiences for students.
3.4	Performance on rubrics evaluating critical thinking and communication during collaborative activities.	Does not currently exist	Schoolwide rubrics evaluating critical thinking and communication during collaborative	In Year 2, AGLA made significant progress toward establishing common expectations for	Increase to 90% of teachers using these strategies regularly within three years.	This metric did not exist at baseline, and in Year 1 schoolwide rubrics evaluating critical thinking and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			activities were not implemented this year.	evaluating critical thinking, communication, and student engagement during collaborative learning experiences. Building upon the prior year's work, advisors collaborated during summer planning to develop a shared summative project rubric aligned to Gholdy Muhammad's Historically Responsive Literacy framework. The rubric is centered on five core domains: Identity, Knowledge, Skills, Criticality, and Engagement, with criteria drawn directly from teacher outcome trackers and learning goals. This shared rubric is now used to		communication during collaborative activities had not yet been implemented. In Year 2, AGLA made substantial progress by developing and adopting a shared summative rubric aligned to Gholdy Muhammad's Historically Responsive Literacy framework and centered on the domains of Identity, Knowledge, Skills, Criticality, and Engagement. Unlike traditional assessment tools that focus exclusively on content mastery, this rubric intentionally evaluates students' ability to communicate ideas, think critically, engage meaningfully in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				support the evaluation of authentic learning experiences, including project-based learning, collaborative inquiry, presentations, and Celebrations of Learning. The rubric provides students with clear expectations while promoting consistent assessment practices across classrooms and encouraging students to demonstrate not only content mastery, but also communication skills, critical thinking, engagement, and the ability to connect learning to their identities and communities. The implementation of this shared rubric represents a		collaborative learning, and connect academic content to their identities and lived experiences. The rubric also establishes common expectations across classrooms and strengthens alignment between outcome trackers, instructional practices, project-based learning, and authentic assessments. As implementation continues, AGLA will focus on refining rubric calibration, analyzing student work collaboratively, and ensuring consistent use across grade levels and content areas. These efforts position the school well to achieve its Year 3 goal of broad and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				significant advancement from the baseline condition and establishes a common framework for assessing the skills most essential to collaborative and transformative learning experiences at AGLA.		consistent implementation of shared strategies that promote critical thinking, communication, and high-quality collaborative learning experiences.
3.5	Classroom observation data on the quality and effectiveness of student dialogue and discourse.	Does not currently exist	76.2% of observations included evidence of structured opportunities for student dialogue and discourse—such as inquiry-based learning, peer collaboration, student-led discussion, or presentations. This indicates strong initial alignment with AGLA's goal of enhancing intentional student discourse around content.	In Year 2, AGLA made substantial progress in strengthening the quality and consistency of student dialogue and discourse across classrooms. Classroom walkthrough data demonstrated that Kagan Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class	Improve average observation data such that 95% of observations include structured opportunities for quality student dialogue and discourse within three years.	This metric did not exist at baseline. In Year 1, classroom observations demonstrated promising early implementation, with 76.2% of observed classrooms including structured opportunities for student dialogue and discourse. In Year 2, AGLA made substantial progress in both the consistency and quality of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Observation feedback consistently highlighted practices that support dialogue, including student-to-student questioning, peer feedback, and opportunities for meaning-making through collaborative exploration. For example, inquiry-based observation forms noted frequent use of strategies like “turn and talk,” group investigations, and Socratic dialogue formats. However, depth and consistency of implementation varied across classrooms. To strengthen alignment with our sitewide goal—to integrate structured collaborative learning to	session, representing a significant increase in the intentional use of structured student dialogue and collaborative learning practices schoolwide. Observation data consistently highlighted evidence of high-quality student discourse, including student-to-student questioning, peer feedback, collaborative problem solving, inquiry-based discussions, and opportunities for students to explain and defend their thinking. Advisors increasingly incorporated structured dialogue routines such as Think-Pair-Share, cooperative learning teams, project-based inquiry, advisory		these practices by intentionally embedding collaborative learning and structured discourse throughout the instructional program. Classroom walkthrough data indicated that Kagan Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class session. Observation data also consistently reflected students engaging in partner discussions, peer feedback, collaborative problem solving, inquiry-based learning, and opportunities to explain, present,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			promote critical thinking, communication, and content mastery—continued professional development will focus on refining discourse facilitation strategies and building shared protocols. Future coaching and feedback cycles will prioritize embedding purposeful talk structures across grade levels and content areas. We will also elevate exemplars observed this year as models for peer learning.	circles, and student presentations to foster critical thinking, communication skills, and deeper understanding of content. The establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning structures further strengthened implementation by providing advisors with shared strategies for promoting equitable participation and meaningful academic dialogue. Additionally, project-based learning and Celebrations of Learning expanded opportunities for students to present their ideas publicly,		and defend their thinking. These findings represent a significant advancement from the baseline condition and demonstrate that structured student discourse has become an established component of classroom instruction across the school. This growth has been supported by the establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning structures, ongoing instructional coaching, collaborative planning, and the continued expansion of project-based learning experiences. In addition, the development of a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				respond to questions, and engage in authentic discourse with peers, staff, and community members. Student survey results further support these findings. Specifically, 73.4% of students reported that their ideas and opinions matter at school, while 93% reported that their advisors help them understand what they are learning. Together, these results indicate that AGLA has established a strong foundation for student dialogue and discourse and is making meaningful progress toward its Year 3 goal that 95% of classroom observations include high-		shared summative rubric centered on Identity, Knowledge, Skills, Criticality, and Engagement has strengthened expectations for student communication, critical thinking, and active participation in collaborative learning experiences. While AGLA will continue refining the depth and rigor of student discourse to meet its Year 3 goal that 95% of classroom observations demonstrate high-quality dialogue and discussion, current evidence indicates meaningful progress toward creating classrooms where students regularly engage in purposeful

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				quality structured opportunities for student dialogue and academic discussion.		academic conversations, collaborative inquiry, and authentic demonstrations of learning.

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.

In Year 2, AGLA made substantial progress toward its goal of enhancing intentional student dialogue and discourse through the integration of structured collaborative learning opportunities across classrooms. Building upon the foundational work of Year 1, the school moved beyond isolated collaborative activities and established student discourse as a consistent instructional expectation. A significant accomplishment was the implementation of Kagan Cooperative Learning structures schoolwide. Classroom walkthrough data indicated that Kagan structures were observed in 100% of classrooms and implemented at least once during each class session, demonstrating a high level of consistency in collaborative instructional practices across grade levels and content areas.

A major factor contributing to this success was the establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning. Advisors participated in collaborative study, reflection, and staff-led presentations centered on equitable participation, academic discourse, and student engagement. This professional learning model, combined with instructional coaching and collaborative planning, increased staff capacity to facilitate meaningful student dialogue and created greater consistency in the use of discussion protocols, peer feedback, collaborative inquiry, and cooperative learning structures.

The school also expanded opportunities for authentic student discourse through project-based learning and quarterly Celebrations of Learning. Students regularly collaborated on complex tasks, presented their ideas publicly, responded to questions, and defended their thinking before peers, staff, and community members. To support these experiences, AGLA developed a shared summative rubric aligned to Gholdy Muhammad's Historically Responsive Literacy framework and centered on Identity, Knowledge, Skills, Criticality, and Engagement. This rubric established common expectations for communication, critical thinking, collaboration, and authentic demonstrations of learning across disciplines.

Student survey data suggests that these instructional shifts are positively impacting student engagement and perceptions of learning. Specifically, 93% of students reported that their advisors help them understand what they are learning, an increase from 77% in Year 1. Additionally, 68% of students reported that their schoolwork challenges them in a good way, up from 57% in the previous year, and 73.4% reported that their ideas and opinions matter at school. These findings indicate that students increasingly experience classrooms as

environments where they are supported academically, challenged intellectually, and encouraged to actively contribute to discussions and collaborative learning experiences.

While implementation was highly successful overall, AGLA recognizes opportunities for continued growth. The school seeks to further deepen the quality of student discourse by increasing opportunities for extended academic conversations, evidence-based argumentation, and equitable participation in discussions. These areas of focus will guide Year 3 implementation as AGLA continues working toward its goal that 95% of classroom observations demonstrate high-quality, structured student dialogue and discourse.

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.

The actions implemented during Year 2 have been highly effective in advancing AGLA's goal of strengthening student dialogue, discourse, and collaborative learning. The most significant indicator of success is the widespread implementation of structured collaborative learning practices across classrooms. Classroom walkthrough data demonstrated that Kagan Cooperative Learning structures were observed in 100% of classrooms and implemented at least once during each class session, reflecting a substantial shift from the baseline condition and establishing collaborative learning as a consistent instructional expectation throughout the school.

The establishment of an Educator Inquiry Group focused on Kagan Cooperative Learning was particularly effective in building staff capacity. Through collaborative study, reflection, and staff-led presentations, advisors developed shared strategies for promoting equitable participation, student engagement, and purposeful academic discourse. This professional learning model moved beyond isolated workshops and created ongoing opportunities for educators to refine their practice, share successful strategies, and collaboratively address challenges related to student dialogue and engagement.

Project-based learning and quarterly Celebrations of Learning also proved highly effective in expanding opportunities for authentic student discourse. Students regularly collaborated on projects, presented their work publicly, responded to questions, and defended their thinking before peers, staff, and community members. The development of a shared summative rubric aligned to Gholdy Muhammad's Historically Responsive Literacy framework and centered on Identity, Knowledge, Skills, Criticality, and Engagement further strengthened this work by establishing common expectations for communication, critical thinking, collaboration, and student engagement across classrooms.

Student survey data provides additional evidence of the effectiveness of these actions. Ninety-three percent of students reported that their advisors help them understand what they are learning, representing a substantial increase from 77% in Year 1. Similarly, the percentage of students reporting that their schoolwork challenges them in a good way increased from 57% to 68%, while 73.4% of students reported that their ideas and opinions matter at school. These findings suggest that students increasingly experience classrooms as environments where they are supported academically, challenged intellectually, and encouraged to actively contribute to discussions and collaborative learning experiences.

While these actions have been highly effective overall, AGLA recognizes opportunities for continued growth. The school will continue to deepen the quality of student discourse by strengthening opportunities for extended academic conversations, evidence-based argumentation, and equitable participation across all classrooms. However, the evidence gathered during Year 2 demonstrates that the actions taken have created a strong and sustainable foundation for collaborative learning, student voice, and meaningful academic discourse throughout the AGLA community.

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.	$88,000.00	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.	$116,500.00	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.	$34,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$48,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	AGLA will increase the percentage of All Students and Hispanic/Latino students meeting or exceeding standards on the CAASPP Math assessment. The school will increase overall proficiency from the 2023-24 baseline of 21.6% to at least 30% by 2026-27, while reducing achievement gaps and increasing performance across significant student groups.	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	21.6% of All Students and 13.3% of Hispanic/Latino students met or exceeded standards on the CAASPP Mathematics assessment.	Based on diagnostic assessments administered in Spring 2025, AGLA's weighted average math scale score was 493.7. This corresponds to an estimated Distance from Standard (DFS) of approximately 58.3	In the 2025-26 school year, AGLA administered the CAASPP Mathematics assessment to students in grades 6, 7, 8, and 11. Results demonstrated areas of both growth and continued need across grade	AGLA will increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment to 30% for all students and 20% for Hispanic/Latino students by Year 3, while continuing to reduce the	Compared to the 2023-24 baseline, AGLA has maintained overall gains in mathematics achievement while demonstrating progress in moving students out of the lowest performance band. The percentage of all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard, representing significant progress from the previous baseline of 105.3 points below standard.	levels and student groups. Average CAASPP Mathematics scale scores were 2480 in Grade 6 (29 students tested), 2492 in Grade 7 (28 students tested), 2489 in Grade 8 (27 students tested), and 2516 in Grade 11 (19 students tested). The percentage of students meeting or exceeding standards was 20% in Grade 6, 32% in Grade 7, 17% in Grade 8, and 21% in Grade 11. Several positive trends emerged when compared to the prior year. Grade 11 demonstrated substantial growth, increasing its average scale score from 2447 in 2024-25 to 2516 in	proportion of students performing at Level 1.	meeting or exceeding standards increased from 21.6% at baseline to 23.3% in 2025-26, despite year-to-year fluctuations. Additionally, the percentage of Hispanic/Latino students performing at Level 1 declined from 73.3% in 2023-24 to 58.7% in 2025-26, indicating that more students are progressing into higher performance levels. While the percentage of Hispanic/Latino students meeting or exceeding standards declined to 10.9% in 2025-26, the increase in students performing at Level 2 (Developing) suggests an opportunity to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025-26, a gain of 69 points. Hispanic/Latino students in Grade 11 increased from an average scale score of 2410 to 2494, while Hispanic/Latino students in Grade 7 increased from 2464 to 2518. Schoolwide, the percentage of all students meeting or exceeding standards remained above the 2023-24 baseline, while the percentage of Hispanic/Latino students performing at the lowest achievement level remained substantially below baseline levels. At the middle school level, results were mixed, indicating the need for continued focus on instructional rigor		accelerate growth through targeted interventions, differentiated instruction, and continued implementation of inquiry-based mathematics practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and targeted intervention. In response, AGLA will continue to prioritize inquiry-based mathematics instruction, structured mathematical discourse, collaborative problem solving, and differentiated supports designed to improve outcomes for all students while accelerating achievement for Hispanic/Latino students, a primary focus of this goal.		
4.2	Math Data Talks	Not consistently implemented	During Year 1, AGLA is estimated to have reduced its schoolwide Distance from Standard (DFS) in math from 105.3 points below standard to an estimated 58.3 points below—an improvement of approximately 47 points based on	During the 2025-26 school year, AGLA continued to strengthen systems for reviewing and responding to student academic data. Academic data, including mathematics performance, was reviewed bi-weekly during MTSS	Monthly data talks in professional development.	Compared to the baseline of inconsistent implementation, AGLA has made meaningful progress in establishing structures for collaborative data analysis. During the 2025-26 school year, academic data, including

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Spring Semester I-Ready scores. While formal math data talks were not consistently implemented across teams, foundational work occurred that supported this growth. Our middle school team met weekly to discuss student needs and initiatives, often referencing student performance data. Additionally, the math and science teachers collaborated around instructional planning, student grouping, and task design based on diagnostic data and formative assessments. These collaborative practices laid important groundwork for the development of structured math	meetings, where staff identified students requiring intervention, monitored progress, and developed targeted support plans. In addition, grade-level and team meetings regularly included discussions of student achievement and instructional needs, although these conversations were not always specific to mathematics. Schoolwide professional development included quarterly data talks focused on reviewing assessment results, including CAASPP and diagnostic data, examining trends across grade levels and student groups, and		mathematics performance, was reviewed bi-weekly through MTSS meetings to identify student needs, monitor interventions, and adjust supports. Quarterly data talks were conducted during professional development to examine assessment results and identify instructional priorities, while grade-level and team meetings regularly included discussions of student achievement and progress. Additionally, mathematics teachers will begin participating in vertical planning meetings three times per month to strengthen instructional alignment and analyze trends

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data talks and more targeted instructional adjustments in the coming year.	identifying instructional priorities. These collaborative discussions informed several important actions for the 2026-27 school year, including the addition of a part-time Math Interventionist, expanded intervention blocks on Wednesdays, increased vertical planning among mathematics teachers three times per month, and consideration of the Illustrative Mathematics curriculum to strengthen coherence and student-centered instruction across grade levels. While monthly mathematics data talks during professional development have not yet been fully		across grade levels. These practices represent significant progress from the baseline and provide a strong foundation for achieving the Year 3 goal of monthly mathematics data talks during professional development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				implemented, AGLA has established regular structures for data analysis and collaborative problem-solving that provide a strong foundation for achieving the Year 3 goal.		
4.3	Reduction in the achievement gap between the school and significant student subgroups compared to the state standard.	Current achievement gap: Hispanic (126.6 Below) Soco-econimic (122.8 Below)	In Year 1, AGLA made substantial progress in narrowing the estimated achievement gap for key student subgroups in mathematics. Based on Spring 2025 i-Ready diagnostic data, Hispanic/Latino students achieved an average scale score of approximately 485.7, reducing their estimated Distance from Standard (DFS) from 126.6 points below to about 66.3 points below. Similarly, students identified as	During the 2025-26 school year, AGLA continued to prioritize reducing mathematics achievement gaps for Hispanic/Latino students and other student groups through targeted interventions, inquiry-based instruction, and collaborative teacher planning. CAASPP Mathematics results demonstrated areas of encouraging progress. Hispanic/Latino students in Grade 7 increased their average scale	Narrow the achievement gap to within 10 points of the state standard.	Compared to the 2023-24 baseline, AGLA has made meaningful progress in reducing mathematics achievement gaps for Hispanic/Latino students. The percentage of Hispanic/Latino students scoring at Level 1 on the CAASPP Mathematics assessment decreased from approximately 77% in 2023-24 to 56% in 2025-26, representing a 21 percentage point reduction. During the same period, the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			socioeconomically disadvantaged averaged an estimated score of 483.9, improving from 122.8 points below standard to roughly 68.1 below. These estimates reflect the positive impact of inquiry-based instruction and targeted teacher collaboration across classrooms.	score from 2464 in 2024-25 to 2518 in 2025-26, while Hispanic/Latino students in Grade 11 increased from 2410 to 2494. Schoolwide efforts included continued use of student-centered instructional practices, expansion of intervention supports, and ongoing analysis of student performance data to identify and address achievement gaps.		Hispanic/Latino students performing at Levels 2 through 4 increased from 23% to 44%, demonstrating steady movement toward grade-level standards. While achievement gaps remain, these results reflect meaningful progress and provide a strong foundation for continued growth toward the Year 3 goal.

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.

During the 2025-26 school year, AGLA implemented a multifaceted approach to improving mathematics outcomes for all students while prioritizing the reduction of achievement gaps for Hispanic/Latino students and other historically underserved groups. Implementation focused on student-centered, inquiry-based mathematics instruction, collaborative teacher planning, targeted intervention, and the ongoing use of student achievement data to inform instructional decisions.

Several planned actions were implemented successfully. Mathematics teachers regularly collaborated on instructional planning and student support, while academic data was reviewed bi-weekly through MTSS meetings and quarterly during professional development sessions. Team meetings also incorporated discussions of student achievement and instructional needs, although these conversations were not

always specific to mathematics. In addition, AGLA continued to emphasize mathematical discourse, collaborative problem-solving, and inquiry-based learning experiences aligned with the school's instructional philosophy.

CAASPP Mathematics results demonstrated mixed but encouraging outcomes. High school mathematics performance, particularly in Grade 11, showed substantial improvement, with average scale scores increasing from 2447 in 2024-25 to 2516 in 2025-26. Hispanic/Latino students in Grade 11 also demonstrated notable gains, increasing from an average scale score of 2410 to 2494. At the middle school level, results were more variable. While Grade 8 performance remained relatively stable and Hispanic/Latino students in Grade 7 demonstrated significant growth, Grades 6 and 7 overall experienced declines in average scale scores, highlighting the need for continued refinement of instructional and intervention practices.

These results informed several substantive adjustments for the upcoming school year. AGLA will implement a revised middle school instructional model in which Grades 6 and 7 are served by both a humanities teacher and a STEAM teacher, allowing for greater personalization and focused academic support. The school will also add a part-time math interventionist, transition intervention periods to longer Wednesday blocks to provide more consistent and intensive support, and establish tri-weekly vertical planning meetings for mathematics educators to strengthen alignment across grade levels. Additionally, AGLA is exploring adoption of the Illustrative Mathematics curriculum, which is currently used successfully at the high school level and aligns closely with the school's values of authentic, inquiry-based, and student-centered learning.

Overall, implementation of this goal resulted in meaningful progress toward improving mathematics achievement and reducing achievement gaps. The lessons learned through this process have directly informed strategic improvements that will strengthen instruction, intervention, and collaboration in the coming 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.

Several actions implemented during the 2025-26 school year were effective in supporting progress toward this goal. Inquiry-based mathematics instruction, structured mathematical discourse, and collaborative problem-solving continued to align with AGLA's instructional philosophy and contributed to strong outcomes in several areas, particularly Grade 11 mathematics. Grade 11 students demonstrated substantial growth in average CAASPP Mathematics scale scores, increasing from 2447 in 2024-25 to 2516 in 2025-26. Hispanic/Latino students in Grade 11 also demonstrated significant improvement, increasing from an average scale score of 2410 to 2494. Similarly, Hispanic/Latino students in Grade 7 demonstrated notable gains, increasing from 2464 to 2518.

The use of student data through bi-weekly MTSS meetings and quarterly professional development sessions proved valuable in identifying student needs and informing intervention decisions. Teacher collaboration also emerged as an important strength, particularly where educators regularly discussed instructional strategies, student progress, and opportunities for additional support.

At the same time, results indicate that some actions were not sufficient to produce consistent improvement across all grade levels. Grades 6 and 7 experienced declines in overall mathematics performance, and middle school outcomes remained uneven across student groups. These results suggest that while instructional strategies and collaborative structures were beneficial, more intensive and systematic intervention is needed to accelerate growth for students performing below grade level.

As a result, AGLA is implementing several strategic improvements for the upcoming year, including the addition of a part-time math interventionist, longer intervention blocks on Wednesdays, tri-weekly vertical collaboration among mathematics teachers, and consideration of adopting the Illustrative Mathematics curriculum across additional grade levels. These actions are intended to provide more targeted support, strengthen instructional coherence across grades, and improve outcomes for all students while continuing to reduce achievement gaps for Hispanic/Latino students and other student groups.

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.

Based on reflections on prior practice and a review of available assessment data, AGLA refined the language of this goal and several associated metrics to improve clarity and alignment with publicly reported student achievement outcomes. While the original goal relied heavily on estimated Distance from Standard (DFS) calculations derived from diagnostic assessments, the revised language places greater emphasis on CAASPP Mathematics performance levels, average scale scores, and subgroup outcomes that are more readily understood by stakeholders and more directly aligned with state reporting. The goal continues to prioritize improved mathematics outcomes for all students, with a particular focus on Hispanic/Latino students and other student groups experiencing achievement gaps. Planned actions were also refined to reflect lessons learned during implementation, including increased vertical collaboration among mathematics teachers, expanded intervention opportunities, the addition of a part-time math interventionist, and consideration of curriculum alignment through Illustrative Mathematics.

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	Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	$79,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$31,500.00	No
4.4	Director of Curriculum and Instruction	Director of Curriculum and Instruction will provide additional direct Math instructional support and progress monitoring to identified students and student groups.	$30,000.00	No
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.	$24,000.00	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.	Broad 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 AGLA 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, AGLA 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 AGLA'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.	In Year 1, AGLA established the S.E.E. protocol (Safe, Engaged, and Empathetic) as the foundation for its PBIS framework. The concept was	During the 2025-26 school year, AGLA transitioned PBIS from early implementation to a more comprehensive schoolwide system. The	Achieve 90% adherence to PBIS practices within the three years.	Compared to the baseline year, AGLA has made substantial progress in moving PBIS from a developing framework to an integrated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			introduced through schoolwide assemblies and reinforced in advisory sessions. A positive behavior incentive system was piloted, in which students received SEE tickets from staff for demonstrating expected behaviors. Tickets were tallied by advisory groups and used to unlock collective rewards, fostering shared accountability and buy-in. These efforts marked the shift from planning to early-stage implementation of PBIS practices.	S.E.E. framework (Safe, Engaged, and Empathetic) continued to serve as the foundation for behavioral expectations and was reinforced through advisory, assemblies, classroom practices, and schoolwide incentive systems at both the middle and high school levels. The school established a designated PBIS lead and integrated PBIS with MTSS through weekly meetings focused on reviewing behavioral and academic data, monitoring Tier 2 interventions, and coordinating student supports. Regular PBIS walkthroughs were conducted to evaluate implementation fidelity and identify		schoolwide system of support. The S.E.E. framework (Safe, Engaged, and Empathetic) is now consistently reinforced through advisory, assemblies, classroom practices, and schoolwide incentive systems at both the middle and high school levels. A designated PBIS lead was established, PBIS was integrated with MTSS through weekly meetings focused on academic and behavioral data, and Tier 2 interventions were regularly monitored and adjusted to meet student needs. In addition, the school implemented PBIS walkthroughs to evaluate fidelity of implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				strengths and areas for growth. Walkthrough findings demonstrated strong implementation of positive classroom climate practices and behavioral expectations, while informing continued professional development in areas such as behavior-specific praise, active supervision, and classroom routines. As a reflection of the growth and fidelity of implementation, AGLA applied for PBIS Silver Recognition during the 2025-26 school year.		and provide ongoing feedback to staff. These structures represent significant growth from the baseline and demonstrate increasing consistency in staff adherence to PBIS practices, positioning the school to achieve its Year 3 goal of 90% implementation fidelity.
5.2	Average daily attendance percentage.	The current average attendance rate is approx is 91%	ADA saw a slight decline this year, largely due to the disruption caused by the Eaton Fires, which displaced students and required many	During the 2025-26 school year, AGLA demonstrated strong recovery and improvement in student attendance	Achieve 96% attendance goal in three years.	Compared to the baseline ADA of 91%, AGLA improved Average Daily Attendance to 93.0% during the 2025-26 school year, representing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			families to travel longer distances to school. Prior to the fires, ADA was tracking at 91.8%, but following the relocation, it dipped to 85.6%. The final average for the year was 89.6%. Despite these challenges, the school maintained relatively strong attendance and remained committed to supporting students through advisory and engagement structures.	following the disruptions experienced during the previous year. Average Daily Attendance (ADA) increased to 93.0%, surpassing the baseline rate of 91%. Attendance remained strong across grade levels, with Grades 6 and 7 achieving 94% ADA, Grade 9 achieving 93%, and Grades 8 and 10 maintaining 92% attendance. The school continued to support attendance through advisory structures, relationship-centered practices, student engagement initiatives, and PBIS incentives designed to foster school connectedness and encourage regular attendance.		a two percentage point increase. This improvement reflects the school's successful recovery from the attendance disruptions caused by the Eaton Fires and demonstrates the effectiveness of advisory supports, PBIS incentives, and relationship-centered practices designed to promote student engagement and regular attendance. While additional growth is needed to achieve the Year 3 goal of 96%, current results indicate that the school is moving in a positive direction.

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.	In Year 1, AGLA tracked all significant discipline incidents and began identifying patterns to inform Tier I and Tier II supports. Suspension data revealed multiple incidents involving physical threats, substance use, and interpersonal conflict—often involving repeat students and several with IEPs. While suspensions were used as a consequence, the school also began documenting restorative conversations and implemented staff collaboration around student support, particularly in advisory. This reflects a foundational step toward creating a more proactive, supportive discipline system.	Compared to the baseline, AGLA has made substantial progress in establishing a comprehensive and consistent PBIS framework. During the 2025-26 school year, the school implemented a standardized discipline referral form and a clearly defined tiered response process outlining interventions teachers should attempt prior to submitting an office referral. Weekly PBIS/MTSS meetings, quarterly PBIS walkthroughs, and schoolwide incentive systems further strengthened consistency across classrooms.	Decrease the rate by at least 80% within three years.	Compared to the baseline, AGLA has made substantial progress in developing a comprehensive and consistent PBIS framework. The school has established standardized discipline referral forms, implemented a tiered process outlining classroom interventions prior to office referrals, and regularly reviews behavioral and academic data through weekly PBIS/MTSS meetings. Quarterly PBIS walkthroughs and schoolwide incentive systems have further strengthened staff implementation of PBIS practices. While 90 disciplinary incidents were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The school recorded 90 disciplinary incidents during the year, including 4 out-of-school suspensions and 3 in-school suspensions, while continuing to maintain zero expulsions. Referral data also revealed differences in reporting practices among staff, which informed additional training and calibration around behavioral expectations and referral procedures. As a result, disciplinary data are now more consistently collected and better positioned to guide interventions and monitor trends over time. These improvements represent significant growth from the baseline and provide a		recorded during the 2025-26 school year, the increased consistency of reporting has provided more accurate data to inform interventions and supports. The school maintained low exclusionary discipline rates, with 4 out-of-school suspensions, 3 in-school suspensions, and zero expulsions, demonstrating continued progress toward creating a positive, supportive, and restorative school climate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				strong foundation for continued reductions in behavioral incidents and improvements in school climate.		
5.4	Staff satisfaction surveys assessing perceptions of school climate and supportiveness.	Has not been implemented yet.	In Year 1, AGLA launched its first staff satisfaction and climate survey. Results revealed high ratings in collaboration (4.21), administrative support (4.14), and alignment with DEI values (4.14). Staff also reported feeling comfortable voicing ideas (4.0) and experiencing a supportive, inclusive environment. This feedback provides a strong baseline from which to grow toward our goal of 90% satisfaction.	Staff survey results indicate that AGLA continues to foster a positive and supportive school climate. Staff reported strong opportunities for growth, positive perceptions of inclusion and equity, and appreciation for collaborative relationships with colleagues and students. Open-ended responses emphasized the school's mission, supportive atmosphere, and creativity as key strengths. Areas for continued growth include reducing staff burnout through increased collaboration time,	Achieve 90% Satisfaction in three years.	Staff satisfaction remained positive and largely consistent with the Year 1 baseline, with staff continuing to report strong opportunities for growth and alignment with the school's equity and inclusion values. Open-ended responses highlighted supportive relationships with students and colleagues as defining strengths of the school culture. Compared to the baseline, the most significant challenge identified was workload and burnout, with staff requesting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				differentiated professional development, and expanded instructional and behavioral supports. Overall, Year 2 results indicate the school remains on track toward its Year 3 goal of achieving 90% staff satisfaction.		additional collaboration time, differentiated professional development, and expanded instructional and behavioral supports. These findings will inform targeted improvement efforts as the school works toward its Year 3 goal of 90% staff satisfaction

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.

In Year 2, AGLA continued to strengthen and institutionalize its Positive Behavioral Interventions and Supports (PBIS) framework as a central component of school culture and student support. The S.E.E. values—Safe, Engaged, and Empathetic—remained the foundation of the school's behavioral expectations and were reinforced through advisory lessons, assemblies, classroom practices, and schoolwide incentive systems. Middle and high school students participated in PBIS recognition programs that celebrated positive behavior and fostered a sense of belonging and shared responsibility.

A significant development during Year 2 was the intentional integration of PBIS with the school's Multi-Tiered System of Supports (MTSS). Weekly PBIS and MTSS meetings were held to review student academic, behavioral, and social-emotional needs, allowing staff to coordinate interventions more effectively and provide timely supports for students requiring additional assistance. The school also conducted PBIS walkthroughs to assess the implementation of Tier I practices across classrooms and identify areas for continued growth.

AGLA further strengthened its behavioral systems by formalizing discipline reporting procedures and implementing a standardized incident referral process. Staff were trained on a tiered approach to classroom interventions prior to submitting referrals, helping to increase consistency in expectations and responses to student behavior. While the total number of documented incidents increased as reporting

became more systematic and comprehensive, out-of-school suspensions remained low at four incidents, with an additional three in-school suspensions recorded during the year.

Attendance remained a strength for the school, improving from the prior year's fire-impacted average of 89.6% to approximately 93% in Year 2. Staff climate data also reflected many positive aspects of school culture, with educators reporting strong opportunities for growth, supportive relationships with colleagues, and continued alignment with the school's mission and equity values. Areas identified for continued improvement included staff workload, collaboration time, and access to instructional and behavioral supports.

Overall, Year 2 demonstrated meaningful progress from initial implementation toward a more comprehensive and sustainable PBIS framework. The integration of PBIS with MTSS, expanded behavioral supports, and continued emphasis on positive school culture position AGLA well to continue improving student outcomes and school climate in Year 3.

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.

Year 2 actions were effective in strengthening and institutionalizing AGLA's PBIS framework and creating a more integrated system of behavioral and academic support. The continued implementation of the S.E.E. values, combined with middle and high school incentive systems, reinforced shared expectations for behavior and contributed to a positive and supportive school climate. PBIS moved beyond a stand-alone initiative and became increasingly embedded within the school's MTSS framework through weekly PBIS and MTSS meetings that reviewed student academic, behavioral, and social-emotional data to guide interventions.

The implementation of PBIS walkthroughs provided valuable feedback regarding Tier I practices and helped identify areas for continued growth in consistency across classrooms. Additionally, the establishment of a standardized referral process and staff training on tiered interventions prior to referral improved clarity and consistency in responding to student behavior. While the total number of reported incidents increased compared to baseline expectations, this increase largely reflects improved reporting practices and more systematic documentation rather than a decline in school climate. Importantly, the school maintained relatively low suspension rates, recording four out-of-school suspensions and three in-school suspensions during the year.

Attendance outcomes also suggest that the broader climate and engagement strategies were effective. Following a fire-impacted Year 1, AGLA's average daily attendance rebounded to approximately 93%, indicating improved student engagement and stability. Staff survey results further support the effectiveness of the school's climate initiatives, with educators reporting positive perceptions of collaboration, opportunities for growth, and alignment with the school's mission and equity values.

While these actions have been effective in building a strong foundation, Year 2 data also identified areas for continued growth. Staff expressed a desire for additional collaboration time, differentiated professional development, and increased instructional and behavioral

supports. These findings will inform Year 3 implementation as AGLA continues to strengthen PBIS fidelity, deepen Tier II interventions, and further embed a proactive, student-centered approach to school climate and behavior support.

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.	$45,500.00	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.	$202,500.00	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.	$60,500.00	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	$81,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effectiveness of PBIS strategies. Use data to inform decision-making, adjust interventions as needed, and track progress toward goals.		
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
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.	$30,000.00	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
$$144,597	$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
8.136%	0.000%	$0.00	8.136%

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:** Develop stronger math instruction and pedagogy **Scope:**	Work with consultants to engage students in meaningful dialogue, through the use of active listening and participation strategies, specifically, Kagan.	To measure the effectiveness of math professional development for teachers, track changes in student performance on math assessments before and after the training. Gather teacher feedback on the usefulness and applicability of the

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
			professional development sessions. Observe and evaluate classroom practices to see if teachers are effectively implementing new strategies. Additionally, monitor teacher participation in ongoing professional development and collaborative activities to ensure continuous improvement.
3.4	**Action:** Development and Use of Assessment 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' engagement 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.
5.4	**Action:** Data Collection and Analysis	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

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 a system that is content appropriate and engaging for student use **Scope:** LEA-wide		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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 approach ensures all students can understand and use the rubrics effectively.
1.3	**Action:** Math Professional Development **Need:** 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. **Scope:**	Supporting instructional practices that meet the needs of diverse learners will elevate math competency and math testing scores.	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,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 **Need:** Ensure our ELL students are getting the appropriate support and pull-outs to meet their needs. **Scope:** Limited to Unduplicated Student Group(s)	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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:** Data Teams **Need:** Ensure our UDP students are getting the appropriate support and pull-outs to meet their needs. **Scope:** Limited to Unduplicated Student Group(s)	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. 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, 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 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	$1,777,259	$144,597	8.136%	0.000%	8.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,476,000.00	$375,000.00	$0.00	$69,000.00	$1,920,000.00	$1,653,500.00	$266,500.00

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		$270,000.00	$0.00	$173,000.00	$92,000.00		$5,000.00	$270,000.00	
1	1.2	Development and Use of Assessment Rubrics	All	No			All Schools		$79,500.00	$260,500.00	$311,500.00	$27,000.00		$1,500.00	$340,000.00	
1	1.3	Math Professional Development	All	No			All Schools		$158,500.00	$0.00	$43,500.00	$54,000.00		$61,000.00	$158,500.00	
1	1.4	Project based rubrics	All	No			All Schools		$95,000.00	$0.00	$61,000.00	$32,500.00		$1,500.00	$95,000.00	
2	2.1	Continuation of Anti Racist Education Team	All	No			All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
2	2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	All	No			All Schools		$79,500.00	$0.00	$52,500.00	$27,000.00			$79,500.00	
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	No			All Schools		$16,000.00	$0.00	$10,500.00	$5,500.00			$16,000.00	
2	2.4	Provide targeted DEI,SpEd, and Anti-Racist PD to Aides and support staff.	All	No			All Schools		$47,500.00	$0.00	$31,500.00	$16,000.00			$47,500.00	
2	2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	All	No			All Schools		$24,000.00	$0.00	$16,000.00	$8,000.00			$24,000.00	
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	
3	3.1	Professional Development for Teachers	English Learners	Yes	Limited to Unduplicated	English Learners			$88,000.00	$0.00	$88,000.00				$88,000.00	4.95

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
					Student Group(s)											
3	3.2	Curriculum Integration of Collaborative Activities	All	No			All Schools		$116,500.00	$0.00	$77,000.00	$39,500.00			$116,500.00	
3	3.3	Student Engagement Surveys	All	No			All Schools		$34,500.00	$0.00	$22,500.00	$12,000.00			$34,500.00	
3	3.4	Development and Use of Assessment Rubrics	All	No			All Schools		$48,000.00	$0.00	$48,000.00				$48,000.00	
4	4.1	iReady Math Diagnostics	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.2	Data Teams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$79,500.00	$0.00	$79,500.00				$79,500.00	4.47
4	4.3	Math Professional Development	All	No			All Schools		$31,500.00	$0.00	$21,000.00	$10,500.00			$31,500.00	
4	4.4	Director of Curriculum and Instruction	All	No			All Schools		$30,000.00	$0.00	$20,000.00	$10,000.00			$30,000.00	
4	4.5	Math Instructional Parent Communication and Resources	All	No			All Schools		$24,000.00	$0.00	$16,000.00	$8,000.00			$24,000.00	
5	5.1	PBIS Training and Professional Development:	All	No			All Schools		$45,500.00	$0.00	$45,500.00				$45,500.00	
5	5.2	Development of School-wide Expectations	All	No			All Schools		$202,500.00	$0.00	$202,500.00				$202,500.00	
5	5.3	Tiered Interventions for Behavior Support	All	No			All Schools		$60,500.00	$0.00	$60,500.00				$60,500.00	
5	5.4	Data Collection and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$81,000.00	$0.00	$48,000.00	$33,000.00			$81,000.00	2.70
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		$30,000.00	$0.00	$30,000.00				$30,000.00	

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
$1,777,259	$144,597	8.136%	0.000%	8.136%	$215,500.00	12.120%	24.245 %	**Total:**	$215,500.00
								LEA-wide Total:	$48,000.00
								Limited Total:	$167,500.00
								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		$88,000.00	4.95
4	**4.2**	Data Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$79,500.00	4.47
5	**5.4**	Data Collection and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,000.00	2.70

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,335,000.00	$2,218,963.00

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	$339,500.00	$340,225
1	**1.2**	Development and Use of Assessment Rubrics	No	$373,500.00	$253,088
1	**1.3**	Math Professional Development	No	$226,500.00	$200,133
1	**1.4**	Project based rubrics	No	$113,000.00	$120,080
2	**2.1**	Continuation of Anti Racist Education Team	No	$5,000.00	$5,000
2	**2.2**	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	No	$113,000.00	$100,066
2	**2.3**	Provide Parent Education / Community Involvement Opportunities	No	$22,500.00	$20,013
2	**2.4**	Provide targeted DEI,SpEd, and Anti-Racist PD to Aides and support staff.	No	$68,000.00	$60,040
2	**2.5**	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	No	$34,000.00	$30,020

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)
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	$105,500.00	$121,932
3	**3.2**	Curriculum Integration of Collaborative Activities	No	$135,500.00	$144,948
3	**3.3**	Student Engagement Surveys	No	$39,000.00	$39,179
3	**3.4**	Development and Use of Assessment Rubrics	No	$57,500.00	$66,590
4	**4.1**	iReady Math Diagnostics	No	$5,000.00	$5,000
4	**4.2**	Data Teams	Yes	$113,000.00	$100,066
4	**4.3**	Math Professional Development	No	$45,500.00	$40,027
4	**4.4**	Director of Curriculum and Instruction	No	$30,000.00	$30,000
4	**4.5**	Math Instructional Parent Communication and Resources	No	$29,000.00	$33,295
5	**5.1**	PBIS Training and Professional Development:	No	$52,500.00	$61,513
5	**5.2**	Development of School-wide Expectations	No	$226,000.00	$234,464

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	$68,000.00	$70,339
5	**5.4**	Data Collection and Analysis	Yes	$90,500.00	$93,785
5	**5.5**	PBIS Leadership Team	No	$7,000.00	$7,151
5	**5.6**	Professional Learning Communities	No	$35,000.00	$41,009

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)
$138,780	$276,000.00	$315,783.00	($39,783.00)	20.240%	18.050%	-2.190%

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	$105,500.00	121,932	4.91	6.97%
4	**4.2**	Data Teams	Yes	$113,000.00	100,066	5.26	5.72%
5	**5.4**	Data Collection and Analysis	Yes	$57,500.00	93,785	2.68	5.36%

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)
$1,750,066	$138,780	0	7.930%	$315,783.00	18.050%	36.094%	$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
25/26

Date of Board Approval
June 25, 2025

LEA Name
Aveson Global Leadership Academy

CDS Code:
19648810113464

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

*(**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.

Strategy

Aveson Global Leadership Academy (AGLA) uses federal funds to supplement and enhance state and local priorities identified through the Local Control and Accountability Plan (LCAP). Federal funds support evidence-based strategies designed to improve academic achievement, strengthen equitable access to educational opportunities, promote positive school climate, and provide targeted supports for students with the greatest needs. The allocation of federal resources is aligned to AGLA's five LCAP goals and is informed by student achievement data, attendance and discipline trends, and feedback from students, families, staff, and the School Planning Committee.

LCAP Goal 1

AGLA will elevate student engagement in challenging and relevant transformative learning experiences that support high achievement for all students and align with grade-level State standards and outcomes.

Federal funds support instructional materials, intervention programs, technology, and enrichment opportunities that increase student engagement and academic achievement. Feedback from students, families, and staff consistently emphasizes the importance of rigorous and meaningful learning experiences that prepare students for college, career, and civic life. By investing in high-quality instruction and engaging learning opportunities, AGLA seeks to foster critical thinking, creativity, collaboration, and problem-solving skills while increasing student ownership of learning.

LCAP Goal 2

AGLA will continue to strengthen equitable and inclusive systems that ensure all students, regardless of background or circumstance, have access to a transformative educational experience and the support necessary to thrive.

Federal funds support equitable access to instruction, student supports, culturally responsive practices, and programs that foster belonging and inclusion for all students. AGLA serves a diverse student population that includes English Learners, students with disabilities, socioeconomically disadvantaged students, and students from a wide range of racial, cultural, and linguistic backgrounds. Staff and stakeholder feedback indicate that the school maintains a positive and inclusive culture while continuing to seek additional support in areas such as mental health, communication, and differentiated supports for diverse learners. Federal resources are used to strengthen these systems and ensure that all students feel valued, supported, and connected to the school community.

LCAP Goal 3

AGLA will enhance intentional student dialogue and discourse around content by integrating structured collaborative learning opportunities into the curriculum.

Federal funds support instructional practices that promote student discourse, collaboration, and deeper engagement with academic content. Through advisory, collaborative learning structures, and targeted interventions, students are provided opportunities to communicate their thinking, engage in meaningful discussions, and develop critical reasoning skills. These experiences strengthen academic achievement while preparing students with the communication and collaboration skills necessary for future success.

LCAP Goal 4

AGLA will improve mathematics achievement by increasing schoolwide CAASPP performance and reducing the distance from standard for all students and significant student groups.

Federal funds support mathematics intervention programs, tutoring, instructional materials, and targeted supports designed to improve student achievement in mathematics. Analysis of local and state assessment data identified middle

school mathematics as a priority area for improvement. Resources are strategically allocated to strengthen instructional practices, provide academic interventions, and accelerate student growth while reducing achievement gaps among student groups. The school remains committed to ensuring that all students have access to rigorous mathematics instruction and the support necessary to achieve proficiency.

LCAP 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.

Federal funds support the continued implementation of AGLA's PBIS framework centered on the S.E.E. values of Safe, Engaged, and Empathetic. Resources support advisory programming, restorative practices, behavior interventions, social-emotional learning, and systems designed to strengthen student belonging and school climate. These investments have contributed to a positive and supportive environment characterized by strong relationships, proactive behavioral supports, and reduced reliance on exclusionary discipline. AGLA remains committed to creating a school culture where every student feels safe, respected, and empowered to succeed academically and socially.

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 Global Leadership Academy aligns federal, state, and local funding sources to advance the priorities established in its Local Control and Accountability Plan (LCAP). Federal funds are used to supplement, not supplant, core educational services and are strategically coordinated with state and local resources to ensure equitable access to high-quality instruction, targeted interventions, and comprehensive student supports.

AGLA's mission is to provide an innovative, personalized, and engaging educational experience in which every student is known, challenged, and supported to succeed. To achieve this mission, federal funds are aligned with state and local investments in instructional improvement, mathematics intervention, tutoring, social-emotional learning, PBIS implementation, and professional development.

Title I resources are directed toward improving academic outcomes for students who are at risk of underperforming through intervention programs, targeted instructional supports, tutoring, and expanded learning opportunities. These efforts align directly with LCAP goals focused on academic achievement, equity, and reducing achievement gaps among significant student groups.

Title II funds are used to strengthen educator effectiveness through professional learning opportunities, instructional coaching, and training aligned with AGLA's instructional priorities, including differentiated instruction, student engagement, restorative practices, and data-informed teaching. These investments ensure that educators are equipped to meet the diverse academic and social-emotional needs of students.

Across all funding sources, AGLA prioritizes coherence and continuous improvement by aligning resources with student performance data, attendance trends, school climate measures, and stakeholder feedback. This integrated approach ensures that federal investments strengthen existing programs, expand opportunities for underserved students, and support the successful implementation of the school's LCAP goals

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 Global Leadership Academy (AGLA) 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
AGLA 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, AGLA 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
AGLA 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
AGLA 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, AGLA:

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
AGLA 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
AGLA 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 Global Leadership Academy is dedicated to fostering strong partnerships with parents and family members. By implementing these comprehensive strategies and continually seeking feedback, AGLA 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:

Each Action Team is led by an AT Facilitator. All AT Facilitators meet once a month 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. The AT Facilitators are supported by AT Coordinators.

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.

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 AGLA community.

Parents of students at Aveson Global Leadership Academy 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 Outcome Tracker.

Training on how to use access and use Outcome Trackers 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 weekly newsletter.

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.

Under sections 1114 and 1115 of the Elementary and Secondary Education Act (ESEA), the Local Educational Agency (LEA) aims to provide comprehensive and targeted educational programs designed to meet the diverse needs of all students, particularly those who are disadvantaged, neglected, or delinquent. Here's a general overview of the nature of these programs:

Schoolwide Programs (Section 1114)

Inclusive Curriculum and Instruction:

Schools will implement an inclusive curriculum that addresses the academic, social, and emotional needs of all students. Instruction will be differentiated to cater to diverse learning styles and abilities.
Professional Development:

Teachers and staff will receive ongoing professional development to enhance instructional practices, focusing on evidence-based strategies to improve student outcomes.
Parental and Community Engagement:

Schools will foster strong partnerships with parents and the community to support student learning. This includes regular communication, involvement in decision-making processes, and providing resources to help families support their children's education.
Assessment and Continuous Improvement:

Schools will use data-driven assessments to monitor student progress and identify areas for improvement. Continuous improvement plans will be developed to address any gaps in achievement.
Targeted Assistance Programs (Section 1115)

Focused Support for At-Risk Students:

Targeted assistance programs will identify and provide additional support to students who are at risk of failing to meet state academic standards. This includes tutoring, supplemental instruction, and enrichment activities.
Individualized Learning Plans:

Each at-risk student will have an individualized learning plan tailored to their specific needs, strengths, and challenges. These plans will be regularly reviewed and adjusted as necessary.
Coordination of Services:

Schools will coordinate with other educational programs and services, such as special education and English language learner programs, to ensure comprehensive support for at-risk students.
Educational Services for Neglected or Delinquent Children

Institution-Based Programs:

For children living in local institutions for neglected or delinquent children, schools will provide tailored educational services that address both academic and behavioral needs. Programs will include individualized instruction, counseling, and life skills training.
Community Day School Programs:

Community day school programs will offer an alternative educational setting for neglected and delinquent children, focusing on re-engaging them in learning and addressing any social or emotional issues. These programs will include small class sizes, personalized learning, and wraparound services such as mental health support and career counseling.
Transition Support:

Transition programs will be in place to help students reintegrate into regular schools or move on to post-secondary education or employment. This includes academic counseling, mentoring, and connections to community resources.
By implementing these comprehensive and targeted programs, the LEA aims to provide equitable educational opportunities and support for all students, ensuring that every child has the chance to succeed academically and personally.

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:

At Aveson Global Leadership Academy, teachers and school leaders work collaboratively with parents, administrators, paraprofessionals, and specialized instructional support personnel to identify and support students most in need of academic assistance. This process is rooted in our commitment to equity, student voice, and personalized learning and is guided by a Multi-Tiered System of Supports (MTSS) framework.

A dedicated MTSS team meets regularly, with separate meetings for grades 6–8 and grades 9–12, to analyze student data, review academic progress, and determine intervention needs. Identification of students is informed by multiple measures, including benchmark assessments such as i-Ready, CAASPP performance, classroom assessments, grades, teacher recommendations, attendance patterns, and feedback from families and support staff.

English Language Arts and Mathematics teachers provide designated intervention opportunities in addition to differentiated classroom instruction and small-group supports. Students identified through the MTSS process receive targeted academic interventions, progress monitoring, and individualized supports designed to accelerate growth and address learning gaps in a timely manner.

Through this coordinated approach—anchored in MTSS, data-informed decision making, designated intervention periods, and strong partnerships with families—AGLA ensures that Title I services are strategically targeted toward students demonstrating the greatest academic need while reinforcing the school's commitment to equity, mastery, agency, and personalized learning.

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 Global Leadership Academy, 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.

N/A

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 Global Leadership Academy helps students transition from elementary school to middle school and from middle school to high school through bridging days and activites. Throughout the 2nd semester of their 5th grade year, students at AGLA's sister school Aveson School of Leaders (TK-5th grade) have the opportunity to spend a day on the AGLA campus shadowing as current 6th grades student. This shadow experience is also offered to 8th grade students who will be transitioning to high school at AGLA. Shadow days are also available to any new or prospective AGLA students who will or may be attending AGLA the following academic year.

Many colleges and universities visit and present at AGLA in order to provide students with the exposure to requirements for admissions and success at higher education programs. 11th and 12th grades students also have the opportunity to join a Campus Road Trips to colleges and universities throughout California. This provides a more experiential learning exposure to life beyond high school.

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:

N/A

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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy supports new teachers by providing collaboration time and coaching from the Executive Site Director. Personalized professional development plans are created collaboratively including goals for continuous improvement.

The school utilizes Cognitive Coaching as a self reflection tool for leaders and as a basis for school leader communication and goal setting.

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

The professional development systems and processes are evaluated through a collaborative process with the Executive Site Director, the teacher/Advisors and our Board.

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 informed instruction is a key feature that guides the classroom practice at Aveson. Advisors meet in content data teams to 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, IReady Scores and classroom assessments.

Analysis from the data teams drives conversations regarding instructional growth areas for teacher/Advisors. The Executive Site Director 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 2 funded professional development activity decisions are made through a collaborative process with the Executive Director, teacher/Advisors and our Board.

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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy 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 Global Leadership Academy (AGLA), we strategically utilize funds under Subpart 1 to support our programs. This initiative is designed to enhance our students' educational experiences and foster a well-rounded, safe, and technologically integrated learning environment. Here's a detailed description of the activities and programming we carry out under this subpart:

(A) Partnerships
AGLA partners with institutions of higher education and community-based organizations to support our Spanish Advisor program. These partnerships include collaborations with local universities for language immersion experiences and cultural exchange programs. Additionally, we work with nonprofit organizations that specialize in bilingual education to provide professional development for our Spanish Advisor, ensuring they are equipped with the latest teaching methodologies and resources.

(B) Supporting Well-Rounded Education (Section 4107)
Funds are used to enhance our Spanish language curriculum, which is a critical component of providing a well-rounded education. The Spanish Advisor organizes and leads various cultural activities, such as Hispanic Heritage Month celebrations, international pen pal programs, and bilingual theater productions. These activities not only improve language skills but also promote cultural awareness and appreciation among students.

(C) Supporting Safe and Healthy Students (Section 4108)
While our primary use of funds is for the Spanish Advisor program, these funds also indirectly contribute to supporting safe and healthy students. The Spanish Advisor integrates lessons on social-emotional learning within the language curriculum, teaching students about empathy, respect, and effective communication in a multicultural context. These lessons help create a safe and inclusive school environment.

(D) Supporting Effective Use of Technology (Section 4109)

The Spanish Advisor program incorporates technology to enhance language learning. Funds are used to provide students with access to language learning apps, virtual reality experiences for cultural immersion, and online collaboration tools for interacting with native Spanish speakers. The Spanish Advisor also receives training on integrating these technologies into the classroom effectively.

(E) Program Objectives and Evaluation
Program Objectives:

Improve Spanish language proficiency among students.
Foster cultural awareness and appreciation.
Enhance social-emotional learning through bilingual education.
Integrate technology to support innovative language learning methods.
Intended Outcomes:

Students demonstrate improved performance in Spanish language assessments.
Increased student participation in cultural activities and events.
Positive feedback from students and parents regarding the inclusive and supportive learning environment.
Effective use of technology in Spanish language instruction as evidenced by student engagement and proficiency.
Evaluation:
The effectiveness of the Spanish Advisor program is evaluated periodically through a combination of quantitative and qualitative measures:

Language Proficiency Assessments: Regular testing to track student progress in Spanish language skills.
Surveys and Feedback: Collecting feedback from students, parents, and teachers to assess the impact of cultural activities and the overall effectiveness of the program.
Technology Integration Reviews: Monitoring the use and effectiveness of technology tools in enhancing language learning.
Cultural Competency Metrics: Evaluating student participation and engagement in cultural activities and their understanding of cultural topics.
Through these activities and evaluations, AGLA ensures that the funds under Subpart 1 are effectively used to support a comprehensive and enriching educational experience for all students.

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 Global Leadership Academy	Aaron Gerwer Executive Site Director	Aarongerwer@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	16	73%	13%	13%	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 Global Leadership Academy (AGLA) utilizes a range of locally selected tools to monitor progress in implementing the academic standards adopted by the State Board of Education. These tools were chosen for their alignment with instructional goals, usability across grade levels, and ability to provide actionable data for continuous improvement. Core tools include iReady diagnostics (ELA and Math), CAASPP scores, curriculum-aligned unit assessments, classroom walkthrough observations, and student work analysis. The school also leverages curriculum mapping through Understanding by Design (UbD) and professional development tracking to monitor implementation depth and fidelity.

ELA (Common Core): Aveson implements the Lucy Calkins Units of Study for reading and writing, supported by SIPPS for foundational literacy. iReady Reading data and trimester writing assessments are used to measure student growth and instructional alignment. Teachers participate in PD on effective literacy strategies and standards-based rubric use.

ELD (Aligned to ELA Standards): English Learners are supported through integrated and designated instruction aligned with the California ELD standards. ELPAC data and teacher-led formative assessments are used to monitor progress. Teachers receive training on SIOP strategies and language scaffolds to ensure access to grade-level content.

Mathematics (Common Core): The school uses Eureka Math (Great Minds) and Illustrative Mathematics for core instruction, supported by iReady Math diagnostics and post-unit assessments. Teachers receive coaching from the Teacher Development Group and collaborate in UbD-aligned planning to ensure coherent standards-based instruction.

Next Generation Science Standards (NGSS): Instruction is aligned to NGSS using the PocketLab curriculum and project-based investigations. Teachers apply inquiry-based models and performance assessments. PD focused on three-dimensional learning has supported stronger classroom integration.

History-Social Science: The social studies curriculum integrates the California History-Social Science Framework using inquiry-driven units from Rethinking Schools. Student learning is assessed through projects, presentations, and schoolwide Celebrations of Learning. PD supports culturally relevant pedagogy and content rigor.

Career Technical Education (CTE): AGLA launched an internship/externship program for high school students, aligned to CTE standards and workplace competencies. Students also access Outlier.org courses for college credit, promoting real-world skill development.

Health and Physical Education Standards: Health and fitness are taught through the Open Phys Ed curriculum and assessed using the California Physical Fitness Test. Aveson also implements “More Than Just Sex” for 8th and 10th grade sexual health instruction, aligned to Health Education Content Standards.

Visual and Performing Arts: AGLA offers drama and choir through the Aveson theater program school-based performance opportunities. Student learning is demonstrated through exhibitions and public performances, with community and peer feedback used to support growth.

World Language: While AGLA currently offers limited world language instruction, the LEA is exploring expansion opportunities in response to student interest and college readiness goals.

Overall, the school has shown measurable progress in implementing standards, supported by structured planning, responsive professional development, and data-informed instruction.

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

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				4	
History-Social Science				4	

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			3			
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

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.	4
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.

AGLA has made significant progress in strengthening relationships between school staff and families through intentional communication, increased accessibility to school leadership, and meaningful opportunities for partnership. Throughout the 2025-2026 school year, the school prioritized transparent communication through newsletters, phone calls, emails, family conferences, and social media updates. Leadership also established regular "Coffee with the Principal" meetings to provide families with opportunities to ask questions, share concerns, and engage in dialogue regarding school programs and priorities.

The school collaborated closely with the Aveson Community Organization (ACO), meeting regularly with parent leaders and partnering on school events and community-building activities. These partnerships strengthened family voice in decision-making and increased opportunities for meaningful engagement.

Survey data and informal feedback indicate that families value leadership visibility, responsiveness, and the strong relationships that staff cultivate with students and families. The school's advisory program, restorative practices, and emphasis on student belonging have further strengthened trust and communication between home and school.

AGLA recognizes that strong family partnerships are essential to student success and remains committed to fostering a welcoming, inclusive environment where all families feel valued as educational partners. We plan to build on this relationship through the re-introduction of action teams as well as launching affinity groups for families.

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.

While AGLA has strengthened communication and family engagement, the school recognizes opportunities for continued growth. Educational partner feedback highlighted the importance of expanding opportunities for families to participate in school decision-making and creating additional spaces for families to connect around shared experiences and interests.

The school also recognizes the need to increase participation among families who have historically been underrepresented in school leadership and engagement activities. Future efforts will focus on improving outreach strategies, increasing flexibility in meeting formats, and ensuring that communication methods are accessible and responsive to diverse family needs.

Additionally, the school seeks to deepen staff capacity for family engagement through ongoing professional learning focused on culturally responsive communication, restorative practices, and partnership-building strategies.

AGLA views family engagement not as a single event but as an ongoing partnership that requires trust, transparency, and shared responsibility for student success.

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.

AGLA is committed to ensuring that all families, particularly those whose voices have historically been underrepresented, have meaningful opportunities to participate in the life of the school.

During the 2026-2027 school year, the school will relaunch Action Teams designed to bring families, staff, and students together around shared priorities and school improvement initiatives. In addition, AGLA will establish affinity groups that provide opportunities for families with shared identities or experiences to connect, build community, and provide feedback regarding school programs and climate.

The school will continue hosting Coffee with the Principal sessions and collaborating closely with the Aveson Community Organization (ACO) to ensure that family voice remains central to decision-making. Outreach efforts will include proactive communication, flexible meeting formats, and relationship-based engagement strategies designed to reduce barriers to participation.

AGLA believes that diverse perspectives strengthen the school community and remains committed to creating structures where all families feel welcomed, heard, and empowered as partners in student learning.

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.	3

Practices	Rating Scale Number
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
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.	4
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.

AGLA has continued to strengthen partnerships that expand opportunities for students and connect learning to authentic community experiences. During the 2025-2026 school year, the school intentionally refined its externship program by deepening partnerships with community organizations and creating more meaningful opportunities for students to engage with professionals and community leaders.

A significant area of growth has been the school's partnership with the Altadena community through organizations such as the Altadena Community Collaborative, which has supported student engagement and strengthened connections between learning and community service. AGLA also expanded enrichment opportunities through partnerships that promote creativity, wellness, and student belonging, including programs such as Therapy Through Drumming and Arts Bridging the Gap.

In addition, AGLA brought community experts and organizations directly to students through assemblies and special programs. Students had opportunities to engage with a theater company that presented the life and activism of Dolores Huerta, as well as presentations from experts in unique fields that broadened students' perspectives and inspired curiosity about future career pathways.

These partnerships reflect AGLA's commitment to providing transformative learning experiences that extend beyond the classroom and prepare students to become engaged, informed, and compassionate leaders.

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 AGLA has expanded the breadth of community partnerships available to students, the school recognizes opportunities to further strengthen the depth, sustainability, and equity of these partnerships.

During the upcoming school year, AGLA will continue refining the externship program by developing clearer pathways for student participation, increasing the number of high-quality placements, and ensuring that opportunities are accessible to students with varying interests, strengths, and postsecondary goals.

The school also seeks to expand partnerships in the areas of STEM, career exploration, mental health, and community service while strengthening systems for evaluating the impact of partnerships on student outcomes. By intentionally aligning partnerships with the school's mission and LCAP goals, AGLA aims to ensure that every student has access to meaningful experiences that enrich learning and support future success.

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.

AGLA is committed to ensuring that all families have opportunities to participate meaningfully in partnerships that support student success. The school will continue strengthening relationships with underrepresented families through proactive outreach, accessible communication, and opportunities for authentic engagement in school programs and decision-making.

During the 2026-2027 school year, AGLA will continue partnering with the Aveson Community Organization (ACO), relaunch Action Teams that bring families together around shared goals, and establish affinity groups designed to create spaces where families can connect through shared identities and experiences.

The school will also continue hosting Coffee with the Principal sessions and community events that encourage dialogue regarding student opportunities, externships, enrichment programs, and college and career readiness. Through these efforts, AGLA seeks to ensure that all families see themselves as valued partners in their children's educational journey and in shaping the future of the school.

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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	3
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.	3

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.

AGLA has made significant progress in creating structures that promote shared decision-making and elevate the voices of students, families, and staff. During the 2025-2026 school year, the school regularly sought educational

partner feedback through surveys, community meetings, Coffee with the Principal sessions, advisory feedback, parent conferences, and collaboration with the Aveson Community Organization (ACO).

Leadership intentionally increased transparency around school priorities by sharing data related to student achievement, school climate, attendance, and school improvement initiatives. Educational partner input directly informed key areas of the LCAP, including advisory programming, PBIS implementation, student belonging initiatives, academic intervention systems, and family engagement strategies.

AGLA has also prioritized creating a culture in which stakeholder feedback is not merely collected but actively incorporated into decision-making. Monthly meetings with ACO leadership, ongoing dialogue with families, and collaboration with students and staff have strengthened trust and increased community ownership of the school's mission and goals.

The school continues to view educational partners as essential collaborators in continuous improvement and remains committed to transparent, inclusive decision-making practices.

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.

While AGLA has strengthened systems for gathering educational partner input, the school recognizes opportunities to broaden participation and deepen engagement among groups whose voices have historically been less represented in school leadership structures.

Moving forward, AGLA will focus on creating more consistent feedback cycles that demonstrate how stakeholder input influences decisions and school improvement efforts. The school also seeks to expand opportunities for families and students to participate in leadership initiatives through Action Teams, affinity groups, and targeted community engagement opportunities.

Additionally, the school will continue refining communication systems to ensure educational partners receive timely information and multiple avenues to share their perspectives. AGLA believes that sustainable improvement is strengthened when decisions are informed by diverse experiences and shared ownership.

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.

AGLA is committed to increasing participation among families whose voices have historically been underrepresented in school decision-making processes. The school recognizes that authentic engagement requires creating spaces where families feel seen, valued, and empowered to share their experiences and perspectives.

During the 2026-2027 school year, AGLA will establish Affinity Groups as an intentional strategy to foster belonging, strengthen relationships, and elevate family voice. These groups will provide opportunities for families with shared identities, experiences, or interests to build community, discuss issues that matter to them, and provide meaningful feedback regarding school programs, culture, and student experiences. Affinity Groups will serve as an important bridge between families and school leadership, ensuring that diverse perspectives are represented in school improvement efforts.

In addition, AGLA will relaunch Action Teams, allowing families, students, and staff to collaborate on shared priorities and school initiatives. The school will continue hosting Coffee with the Principal sessions, partnering closely with the

Aveson Community Organization (ACO), and offering multiple avenues for participation through in-person meetings, surveys, and community events.

Through these efforts, AGLA seeks to create a culture of shared leadership where all families—particularly those who have historically felt marginalized or underrepresented—have meaningful opportunities to shape the educational experience of their children and contribute to the future direction of the school.

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.

AGLA administered an anonymous local climate survey to students in grades 6-12 during the 2025-2026 school year to gather feedback regarding school safety, connectedness, belonging, student voice, and overall school climate. Because the survey was anonymous and did not collect demographic identifiers, survey results are not disaggregated by student groups. The anonymous format was intentionally designed to encourage honest and authentic student feedback.

Survey results indicate that students generally experience AGLA as a supportive and relationship-centered school community. Students reported positive relationships with teachers and staff and identified having trusted adults on campus as a significant strength. Many students described feeling connected to the school community and appreciated the personalized support they receive through advisory, classroom relationships, and extracurricular opportunities.

The survey also identified areas for continued growth. Students expressed a desire for increased academic challenge and rigor, additional opportunities for leadership and extracurricular involvement, and continued efforts to strengthen peer respect and positive student-to-student relationships. Students emphasized the importance of maintaining an inclusive environment where all voices are valued and where they feel empowered to share their perspectives.

Overall, the climate survey suggests that AGLA's strongest assets are the quality of relationships between students and adults, the school's supportive culture, and students' sense of connection to the community. The survey results will continue to inform schoolwide efforts to strengthen belonging, student voice, academic engagement, and inclusive school culture.

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.

Analysis of the local climate survey indicates that AGLA's greatest strength continues to be the quality of relationships between students and adults. Students consistently identified caring teachers, trusted adults, and a personalized learning environment as important aspects of their school experience. The survey suggests that students value the close-knit nature of the school community and appreciate opportunities to build meaningful relationships through advisory, extracurricular activities, and classroom experiences.

The survey also identified several important areas for continued growth. Students expressed a desire for increased academic rigor and challenge, additional leadership and extracurricular opportunities, and continued efforts to strengthen peer respect and positive student-to-student relationships. Students emphasized the importance of being heard and participating meaningfully in shaping the school culture and learning environment.

Because the survey was anonymous and did not collect demographic identifiers, data are not disaggregated by student group. However, the findings reinforce the importance of maintaining inclusive practices that promote belonging and ensure all students have access to supportive relationships, engaging learning experiences, and opportunities for voice and leadership.

Overall, the survey findings affirm that AGLA has established a strong foundation of trust and belonging while highlighting opportunities to deepen student engagement, expand leadership opportunities, and continue cultivating an inclusive and academically challenging school environment.

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.

In response to the local climate survey findings, AGLA will continue strengthening the systems and programs that foster belonging, student voice, and meaningful engagement. The school will continue to implement advisory, restorative practices, and Positive Behavioral Interventions and Supports (PBIS) aligned with the S.E.E. values of Safe, Engaged, and Empathetic to strengthen relationships and promote a positive school climate.

To address students' desire for greater voice and representation, AGLA will relaunch Action Teams during the 2026-2027 school year, creating additional opportunities for students, families, and staff to collaborate on school improvement initiatives. The school will also establish Affinity Groups to provide students and families with spaces to build community around shared identities, experiences, and interests. These groups will promote belonging, amplify underrepresented voices, and provide an additional avenue for feedback and participation in school culture.

AGLA will continue expanding opportunities for leadership, extracurricular participation, and culturally relevant learning experiences through community partnerships and enrichment opportunities. The school will also continue intentional family engagement efforts through Coffee with the Principal, collaboration with the Aveson Community Organization (ACO), multilingual communication, and community events designed to strengthen relationships and ensure that all students and families feel welcomed, represented, and connected to the school community.

These actions reflect AGLA's ongoing commitment to continuous improvement and to creating a safe, inclusive, and academically engaging environment where every student can thrive.

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)

Course Catalog and Scheduling System:
Aveson Global Leadership Academy (A.G.L.A.) maintains a comprehensive course catalog outlining the full range of academic offerings, including core subjects, electives, and career-aligned pathways. The catalog includes course descriptions, prerequisites, and grade span alignment. A centralized scheduling system ensures that all students are enrolled in courses appropriate to their grade level, interest, and Individual Learning Plans. In 2024–25, scheduling has been refined to increase elective access and ensure equitable participation in college- and career-preparatory courses.

Individualized Education Programs (IEPs) and 504 Plans:
Students with exceptional needs are supported through robust implementation of IEPs and 504 Plans, which detail specific accommodations and services to ensure access to a broad course of study. Special education staff collaborate with general education teachers and counselors to monitor access and ensure students are enrolled in academically rigorous, inclusive classrooms. During 2024–25, new PD efforts around UDL and inclusive instructional design have further strengthened these supports.

Data Tracking Systems:
A.G.L.A. utilizes student information systems and disaggregated data dashboards to monitor course access by subgroup. These systems track course enrollment trends to ensure equitable access for students who are socioeconomically disadvantaged, English Learners, neurodivergent, or members of historically underserved groups. This data guides ongoing course planning and scheduling equity reviews.

Student Support Services:

Academic counseling services are embedded in the advisory program and available to all students. Counselors provide regular check-ins, help plan student schedules, and monitor course trajectories to ensure all students are progressing toward graduation while accessing a full breadth of academic offerings. AGLA's unique advisory model enables deeper relationships and earlier identification of barriers to access.

Equity Audits:
AGLA conducts periodic equity audits that analyze course participation and access across subgroups. These reviews examine enrollment in advanced coursework, electives, and extracurricular opportunities and inform shifts in scheduling and staffing. Recent audits led to strategic revisions in elective rotations and expanded access to dual enrollment via Outlier and enrichment programming.

Family and Student Voice:
AGLA actively incorporates parent and student feedback into course planning decisions. Surveys, one-on-one family advising sessions, and Student-Led Conferences provide meaningful insights into student goals and access barriers.

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)

Aveson Global Leadership Academy (AGLA) is deeply committed to ensuring that all students—regardless of background, ability, or circumstance—have access to a broad and rigorous course of study. Our approach includes multiple systems and strategies designed to uphold equity, inclusion, and high expectations for every learner.

Comprehensive Course Catalog and Scheduling System:
AGLA maintains an annually updated course catalog that includes descriptions, prerequisites, and grade span indicators for core academic courses, electives, dual enrollment options, and college/career-aligned pathways. Our scheduling system is designed to ensure equitable access, with rotating electives and academic planning that prevent bottlenecks or exclusionary course patterns. In 2024–25, we implemented a revised Monday schedule and integrated elective model to promote balanced access across all six content periods.

Supports for Exceptional Learners:
For students with disabilities or other exceptional needs, AGLA implements and monitors Individualized Education Programs (IEPs) and 504 plans. These ensure access to grade-level curriculum through accommodations, modifications, and co-teaching models where appropriate. In 2024–25, ongoing professional development in UDL (Universal Design for Learning), structured conversation protocols, and AI-enhanced instructional design further strengthened inclusive practices.

Expanded Career Pathways:
AGLA now offers a structured externship program for 10th, 11th and 12th graders that functions as a credit-bearing academic course every Wednesday. Students gain workplace exposure aligned to their career interests while maintaining access to their full academic schedule. Additionally, we partner with Outlier.org to provide dual enrollment opportunities that count toward college credit and broaden course availability.

Data Systems and Equity Audits:
We utilize disaggregated data systems to track course enrollment, completion, and access by subgroup (including English Learners, socioeconomically disadvantaged students, students with disabilities, and racial/ethnic groups). Periodic equity audits identify patterns of disproportionality and inform course design, scheduling practices, and student advisement. These findings are shared with instructional leadership for responsive planning.

Counseling and Advisement:
Our advisory model embeds academic counseling into weekly practice. Students regularly meet with their advisors to review academic progress, course pathways, and graduation readiness. Advisors flag barriers and connect students

with supports, ensuring no learner falls through the cracks. High school students receive additional guidance in post-secondary planning and college applications.

Family and Student Feedback:
Parent and student voices are prioritized through Student-Led Conferences, family surveys, and direct advisor communication. Adjustments to course offerings and program structures—such as externship scheduling and elective redesign—have been made based on this feedback. Our use of ParentSquare, with multilingual accessibility and bi-weekly advisor updates, further strengthens shared ownership of academic planning.

Through these integrated strategies, AGLA continues to provide all students with access to a rich and comprehensive course of study that supports academic success and prepares them for life beyond high school.

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)

Through analysis of student enrollment trends, staff feedback, and disaggregated access data, Aveson Global Leadership Academy (AGLA) has identified several ongoing barriers to ensuring equitable access to a broad and comprehensive course of study. These barriers include resource constraints, scheduling limitations, and opportunity gaps that disproportionately impact historically underserved student groups.

Resource Limitations and Staffing Capacity
As a small charter school serving grades 6–12, AGLA operates within the realities of limited financial and staffing resources. These constraints affect our ability to offer a full breadth of electives, dual enrollment opportunities, and specialized courses—particularly in areas such as STEM, world language, and CTE. While we have made progress through creative scheduling and community partnerships, limitations in staffing continue to restrict the scope and frequency of certain course offerings.

Scheduling Constraints and Program Design
Rigid scheduling structures previously restricted student access to electives and intervention supports, especially for students with IEPs or who require English Language Development. In response, we redesigned our bell schedule for 2025–26 to increase access and flexibility.

Disproportionality in Course Access
Our equity audits and enrollment reviews revealed disproportionate participation in enrichment and elective programs among English Learners, students with disabilities, and socioeconomically disadvantaged students. We addressed this by embedding supports within general education settings, refining our advisory model to include academic counseling and goal setting, and developing culturally relevant electives aligned with student interest and identity.

Family Engagement and Communication
Language barriers and scheduling conflicts previously hindered some families from engaging fully in course planning and school events. To support accessibility, we have increased our use of ParentSquare's translation tools, expanded advisor-family communication touchpoints, and scheduled family engagement events—including Student-Led Conferences and Curriculum Nights—during both daytime and evening hours to accommodate varied work schedules.

Professional Learning and Inclusive Instruction
One persistent barrier has been a lack of deep, shared practice in designing inclusive, rigorous curriculum. In 2024–25, our professional development focused on unit design and Gholdy Muhammad's Historically Responsive Literacy framework, which centers identity, criticality, and intellectualism as core pillars of instruction. This work has supported more culturally responsive, standards-aligned teaching across disciplines and grade levels. We built on the work in 2025/26 through educator inquiry groups that laid a foundation for deeper understanding of student centered and culturally sustaining pedagogy.

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)

In response to our data analysis, Aveson Global Leadership Academy (AGLA) has implemented strategic revisions to ensure equitable access to a broad course of study for all students. Key actions include restructuring our weekly schedule to shift externships to Wednesdays for grades 10–12, increasing access to core and elective classes throughout the week. We expanded advisory and academic counseling support to guide all students—particularly those with IEPs, 504 plans, or multilingual learner status—toward rigorous, interest-aligned course pathways.

Professional development was redesigned to focus on unit planning through Gholdy Muhammad's Historically Responsive Literacy framework and Universal Design for Learning (UDL), equipping teachers to create inclusive, identity-affirming curriculum.

We continue to refine course placement processes to reduce bias and ensure fair access to enrichment and honors opportunities. Communication improvements—including multilingual outreach via ParentSquare and biweekly advisor newsletters—ensure families are informed and engaged in academic planning. These efforts reflect AGLA's commitment to access, equity, and academic excellence for all students.

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.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				4	
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.				4	

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				4	
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 the county a menu of available continuum of services for expelled students.				4	
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.				4	

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	

Coordinating Services	1	2	3	4	5
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	
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.					5
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.					5
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	

Coordinating Services	1	2	3	4	5
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	