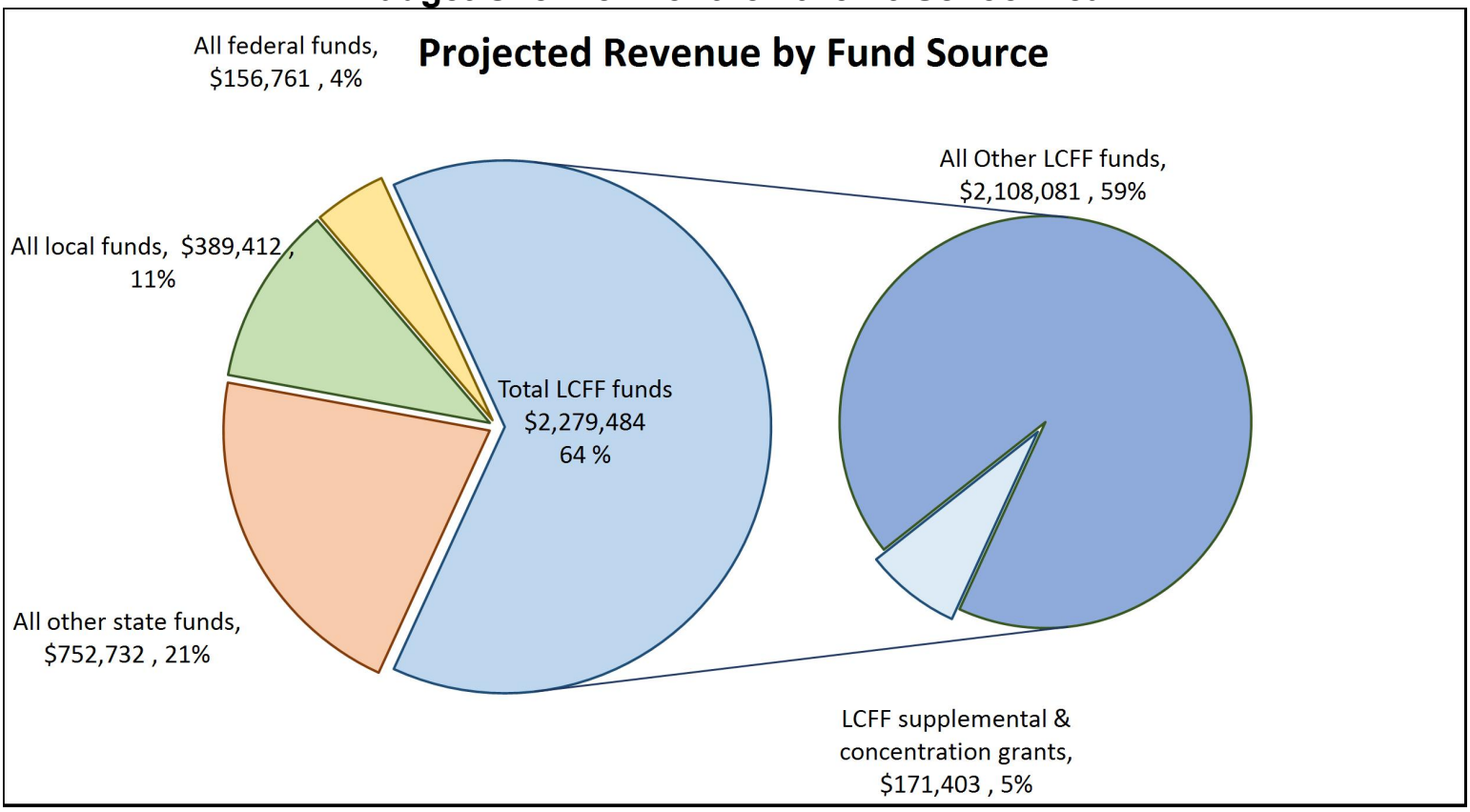
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson Global Leadership Academy
CDS Code: 19648810113464
School Year: 2025-26
LEA contact information:
Aaron Gerwer
Site Director
ianmcfeat@aveson.org
626-797-1440

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

Budget Overview for the 2025-26 School Year

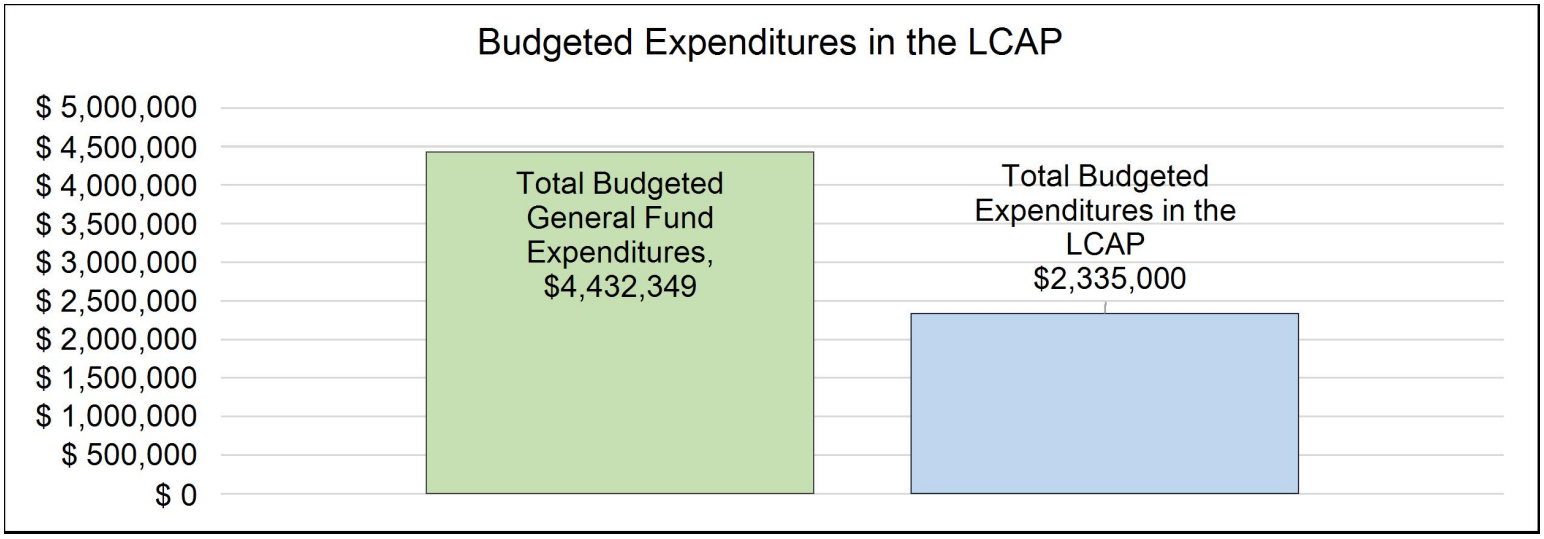


This chart shows the total general purpose revenue Aveson Global Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson Global Leadership Academy is $3,578,389, of which $2,279,484 is Local Control Funding Formula (LCFF), $752,732 is other state funds, $389,412 is local funds, and $156,761 is federal funds. Of the $2,279,484 in LCFF Funds, $171,403 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 2025-26. 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 $4,432,349 for the 2025-26 school year. Of that amount, $2,335,000 is tied to actions/services in the LCAP and $2,097,349 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

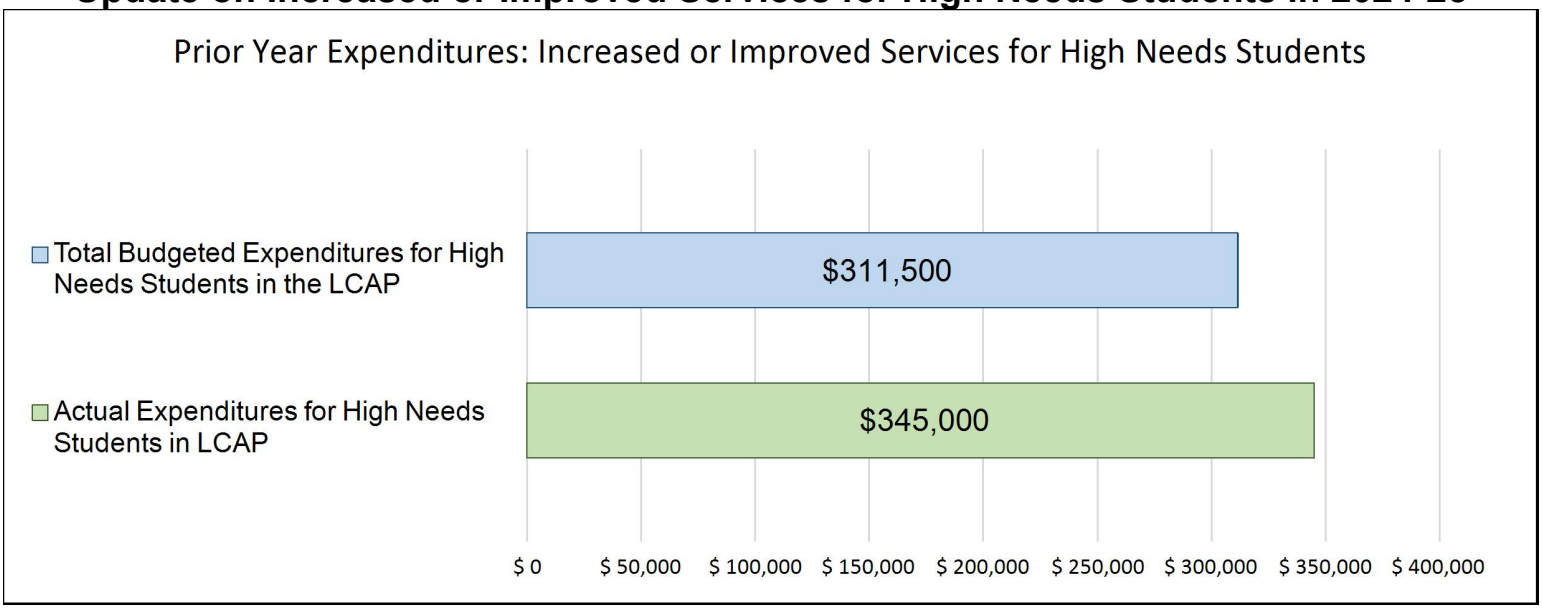
General operational costs (facilities, utilities, maintenance) and operational staffing (nutrition, custodial and clerical)

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Aveson Global Leadership Academy is projecting it will receive $171,403 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 $276,000 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 2024-25



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 2024-25, Aveson Global Leadership Academy's LCAP budgeted $311,500 for planned actions to increase or improve services for high needs students. Aveson Global Leadership Academy actually spent $345,000 for actions to increase or improve services for high needs students in 2024-25.

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 Site Director	Aarongerwer@aveson.org 626-797-1440

Plan Summary [2025-26]

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 200 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 the Aveson Way:
The Aveson Way asks students and staff to:
Appreciate
Empathize
Persevere
Reflect
Explore
Know
Imagine
Shine

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. 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.

Student Demographics
Enrollment Data
Current Data Trends:
A.G.L.A.'s student population was 55.18% male in 2020-2021 and 44.51% female. Our enrollment in 2022-2023 was more evenly distributed across genders with 52.22% of the student population identifying as male and 47.29% identifying as female.
A.G.L.A. has increased in our Hispanic population over the years, 38% in 2020-2021, 40% in 2021-2022, and 40.5% in 2022-2023, and a decrease in our White population from 42.4% in 2021-2022 to 38.7% in 2022-2023.
A.G.L.A. has also increased in our Black/African American population over the years, 8.5% in 2020-2021, 10.5% in 2021-2022, and 10.8% in 2022-2023.
A.G.L.A.'s students with disabilities percentage is typically above the national average. The percentage decreased from 21% in 2021-2022 to 19% in 2022-2023.
A.G.L.A.'s socioeconomically disadvantaged students have held steady over the years, 28% in 2020-2021, 27% in 2021-2022, and 28% in 2022-2023.

Analysis: This observation has prompted us to deliberate on methods to draw a more diverse array of families to our campus to align our student population more closely with the broader community. Furthermore, the school's board requests our focus on recruitment be of a more diverse population that aligns with the city's demographics as well as our charter authorizer's demographics. Presented here is a compilation of strategies we have recognized and begun implementing in efforts to contribute to creating a more diverse and inclusive student population: Community Engagement, Cultural outreach, bilingual services, scholarship programs, diverse staff, parent workshops, cultural clubs, social media engagement and parent representatives.

Student Performance Data
CAASPP - English Language Arts
Current Data Trends:
The percent of students with disabilities with a score in the standard nearly met range decreased from 2021-2022 (37.04%) to 2022-2023 (26.09%).
The percent of students with disabilities with a score in the standard met range increased from 2021-2022 (11.11%) to 2022-2023 (13.04%).
The percent of students who participated in the CAASPP - English Language Arts test in 2022-2023 in the following categories, female, male, socioeconomically disadvantaged, Hispanic, and White were more than 90% of the student population.

The number of students who tested in the 2021-2022 school year increased in the 2022-2023 testing year in the following categories: female, male, socioeconomically disadvantaged, Hispanic, and White.
The percent of 8th grade students who scored in the above average range in the reading domain increased from 14.81% in 2021-2022 to 21.62% in 2022-2023.
The percent of 6th grade students who scored in the above average range in the listening domain increased from 16.67% in 2021-2022 to 18.42% in 2022-2023. The 8th grade students also had an increase, from 18.52% in 2021-2022 to 18.92% in 2022-2023.
The percent of 8th grade students who scored in the above average range in the research/inquiry domain increased from 16.67% in 2021-2022 to 29.73% in 2022-2023.
In 2022-2023, the percentage of students who met standard and exceeded the standard combined (41.79%) was very close to the state average for those two areas combined (46.66%). The percentage of students at A.G.L.A. scoring in the standard met range, 30.60%, is higher than the state average of 25.93%. The percentage of students at A.G.L.A. scoring in the standard not met range, 28.36%, is lower than the state average of 31.17%.

CAASPP - Mathematics
Current Data Trends:
The percent of students with disabilities with a score in the standard nearly met range decreased from 2021-2022 (14.29%) to 2022-2023 (8.33%).
The percent of students with disabilities with a score in the standard met range increased from 2021-2022 (3.57%) to 2022-2023 (4.17%).
The percent of students who participated in the CAASPP - Math test in 2022-2023 in the following categories, female, male, English learners, socioeconomically disadvantaged, Hispanic and White were more than 90% of the student population.
The number of students with disabilities who tested in the 2021-2022 school year increased in the 2022-2023 testing year.
The percent of 6th grade students who scored in the near standard range in the concepts and procedures domain increased from 25.81% in 2021-2022 to 39.47% in 2022-2023. Students in 8th grade also had an increase, from 30.77% to 44.74%.
The percent of 8th grade students who scored in the above average range in the problem solving and modeling & data analysis domain increased from 7.69% in 2021-2022 to 13.16% in 2022-2023.
The percent of 8th grade students who scored in the above average range in the communicating reasoning domain increased from 5.77% in 2021-2022 to 7.89% in 2022-2023.

Analysis: A.G.L.A. students' performance on the CAASPP over the course of the past WASC Term demonstrates measurable increases in academic achievement. Despite the COVID-19 pandemic, A.G.L.A. has been consistent in ELA testing. As demonstrated, A.G.L.A. outperforms the state in ELA in every year that there are scores available. While A.G.L.A.'s Mathematics score is not where the Charter School would like it to be, the drop in the score can be attributed to the Covid pandemic and the associated learning loss that accompanied it along with significant changes in leadership and staffing immediately before and during those years. Longitudinal data shows a steady improvement in math data before these disruptions.

MAP - Math and English
Current Data Trends:
In Math and Reading, the majority of students are scoring in the average range to superior. The Orange, yellow and green bands are considered average ranges, low average, average, and high average respectively.

In Math, the 12th grade students have the highest average score, 69th percentile. The second highest average is for the 11th grade class, 53rd percentile.
In Math, the percent of students who scored in the low range in the Fall 2023-2024 assessment window was 29%. The percent of students who scored in this range in the Winter 2023-2024 assessment window decreased to 23%. The percentage of students who scored in the average, high average, and superior ranges increased from 17% to 18%, 16% to 17% and 8% to 9% respectively.
In Reading, the 11th grade students have the highest average score, 74th percentile. The second highest average is for the 6th grade class, 66th percentile.
In Reading, the percent of students who scored in the high average range in the Fall 2023-2024 assessment window was 21%. The percent of students who scored in this range in the Winter 2023-2024 assessment window increased to 22%.
In Reading, the percent of students who scored in the superior range in the Fall 2023-2024 assessment window was 21%. The percent of students who scored in this range in the Winter 2023-2024 assessment window increased to 23%.

Analysis: The analysis of the provided data reveals promising trends in both Math and Reading performance among students. In Math, the majority of students are scoring within the average to superior ranges, with 12th-grade students exhibiting the highest average score, followed by 11th-grade students. Notably, there has been a decrease in the percentage of students scoring in the low range between the Fall 2023-2024 and Winter 2023-2024 assessment windows, alongside increases in the percentages of students scoring in the average, high average, and superior ranges during the same period. Similarly, in Reading, most students are achieving scores within the average to superior ranges, with 11th-grade students leading in average scores, trailed by 6th-grade students. Moreover, there have been increases in the percentages of students scoring in the high average and superior ranges from the Fall to Winter 2023-2024 assessment windows, indicating positive trajectories in academic achievement across both subjects.

English Learner Data
The total number of students who participated in the ELPAC was too low to aggregate their speaking, reading, writing, and listening scores.
In 20190-2020, zero students were reclassified versus one student in 2020-2021.
The total number of students classified as English learners has declined over the 2020-2021 to 2022-2023 school years. In the 2020-2021 school year, there were 22; in the 2021-2022 school year, there were 20; and in the 2022-2023 school year, there were 12.
The smaller number of students testing in the 2022-2023 school year could impact score distribution across levels one through four.

Analysis: The data provided indicates several significant trends in English language proficiency assessment and classification among students. Firstly, the low number of students participating in the ELPAC suggests potential challenges in administering the test or low engagement among students. This could hinder the ability to accurately assess and track language proficiency levels across speaking, reading, writing, and listening domains. Secondly, the fluctuation in reclassification rates from zero students in 2019-2020 to one student in 2020-2021 suggests variability in criteria or practices for determining English proficiency, potentially influencing students' access to language support services. Furthermore, the consistent decline in the total number of students classified as English learners over the three-year period signifies possible shifts in student demographics, language acquisition rates, or effectiveness of language support programs. Lastly, the reduced number of students testing in the 2022-2023 school year could pose challenges in obtaining a comprehensive understanding of language proficiency distribution across proficiency levels one through four, potentially impacting decision-making processes related to language instruction and support. Overall, these trends underscore the importance of closely monitoring language assessment practices and implementing targeted interventions to support students' language development effectively.

Link to CA School Dashboard Summary

College and Career Preparation
Students Meeting A - G Requirements
Career Technical Education Completion Rates
Advanced Placement Data
College and Career Readiness Indicator
Current Data Trends:
English Learners, Students with Disabilities, Foster Youth, Homeless, Migrant Education, and Asian groups are too small to report on A-G requirements.
Hispanic students outperformed White students in 2020-2021 (100% v. 92.3%) and 2021-2022 (66.7% v. 45%). The group of Hispanic students in 2022-2023 was too small to report on.
Socioeconomically disadvantaged students outperformed White students in 2020-2021 (100% v. 92.3%).
Coming out of COVID-19 school closures, the school saw a decline in A-G requirements in the 2021-2022 school year. Those percentages went up the following year in all reportable categories.
The total percentage of socioeconomically disadvantaged students who are prepared (33.3%) and approaching prepared (16.7%) for college and career readiness compared to those not prepared (50%) is the same.
The total percentage of White students who are prepared (62.5%) and approaching prepared (25.0%) for college and career readiness is higher compared to those not prepared (12.5%).
The total percentage of ALL students who are prepared (43.3%) and approaching prepared (33.3%) for college and career readiness is higher compared to those not prepared (23.3%).

Analysis: We have been dedicated to understanding and addressing the factors that contribute to disparities in meeting A-G requirements and college and career readiness among our student body. Our data highlights important trends and areas for improvement. Notably, while we observed White students meeting A-G requirements in the 2020-2021 and 2021-2022 school years, the group size in 2022-2023 was too small for reporting, indicating the need for ongoing monitoring and support for this demographic group. Additionally, socioeconomically disadvantaged students outperformed White students in meeting A-G requirements in the 2020-2021 school year, suggesting the existence of potential achievement gaps across demographic lines. Furthermore, following COVID-19 closures, there was a decline in A-G requirement fulfillment in the 2021-2022 school year; however, percentages increased across all reportable categories in the subsequent year, indicating potential recovery efforts or adjustments in educational practices. Notably, while the total percentage of socioeconomically disadvantaged students prepared for college and career readiness is the same as those not prepared, highlighting challenges in achieving equitable outcomes for this demographic group, White students demonstrate higher preparedness levels compared to their non-prepared counterparts, suggesting disparities in readiness between racial/ethnic groups. These findings underscore the importance of ongoing efforts to address disparities and implement targeted interventions to promote equitable educational outcomes for all students at A.G.L.A..

Graduation Report
Graduation Rate
Post Secondary Status
Current Data Trends:

Female students outperformed male students in dropout rates. In 2022-2023, there were 0.0% female dropouts and 21.4% male dropouts.
The 2022-2023 graduation rate for female students was 100% compared to 78.6% for males.
The percentage of female students who graduated in 2020-2021 was 88.9%. This percentage increased in the 2021-2022 school year to 100% and remained at 100% for the 2022-2023 school year.
The percentage of White students who dropped out decreased from 13.3% in 2020-2021 to 6.3% in 2022-2023. It also decreased for females, from 11.1% in 2020-2021 to 0.0% in 2022-2023.

Analysis: We have implemented strategies and interventions aimed at addressing disparities in dropout rates and graduation rates, particularly between male and female students, as well as among White students. Our data highlights significant achievements, particularly in the realm of gender equity. Female students consistently outperform male students in dropout rates, with no female dropouts reported in the 2022-2023 school year compared to 21.4% of male students. Additionally, the graduation rate for female students reached 100% in 2022-2023, significantly higher than the 78.6% rate for males, indicating a notable achievement gap between genders. Over the past three years, we have observed a steady increase in the percentage of female students graduating, reaching 100% in both the 2021-2022 and 2022-2023 school years, demonstrating our commitment to ensuring consistent success and retention among female students. Additionally, dropout rates among White students decreased from 13.3% in 2020-2021 to 6.3% in 2022-2023, reflecting overall improvement. Notably, dropout rates for female White students decreased from 11.1% to 0.0% during the same period, suggesting that our targeted interventions and support mechanisms have been effective in addressing gender-based disparities and promoting retention and success among all students. These findings underscore our dedication to equity and inclusivity in education, as we continue to implement strategies aimed at supporting the success of all students, particularly those at risk of dropping out.

School Climate
Suspension and Expulsion Rates
CA Healthy Kids Mental Health Report
CA Healthy Kids Survey Data
Perception Data
Current Data Trends:
In the past three years, there have been zero expulsions.
The number of suspensions in the most serious offense category dropped from 22 in 2021-2022 to 12 in 2022-2023. Violence without Injury dropped significantly from nine in 2021-2022 to one in 2022-2023.
Black or African/American students are suspended at the highest rate – 9.5% compared to other race/ethnicity groups. The percentage of Black or African American students suspended in 2022-2023 (9.5%) dropped from 2021-2022 (16.7%).
The total number of suspensions in 2022-2023 (4.7%) dropped from the 2021-2022 suspension rate (7.1%).
Socioeconomically disadvantaged students also had a decrease in suspensions, from 10.8% in 2021-2022 to 7.6% in 2022-2023.
Female students are suspended less than males, 3.4% versus 5.9% in 2022-2023.
Analysis: At A.G.L.A., our commitment to fostering a supportive and inclusive disciplinary environment is reflected in our disciplinary trends over the past three years. Notably, we are proud to report that there have been no expulsions recorded during this period, underscoring our dedication to maintaining an environment where students feel supported and valued. Moreover, we have implemented effective interventions or preventive measures, resulting in a notable decrease in the number of suspensions in the most serious offense category from 22 in 2021-2022 to 12 in 2022-2023. This decline includes a significant drop in incidents of violence without injury from nine to one, demonstrating our

proactive approach to addressing disciplinary issues. Additionally, we have made concerted efforts to address disparities in disciplinary actions among racial/ethnic groups, with a decrease in the suspension rate for Black or African American students from 16.7% to 9.5% in 2022-2023. Furthermore, our overall suspension rate decreased from 7.1% to 4.7% during the same period, indicating positive strides in mitigating disciplinary incidents school-wide. Notably, socioeconomically disadvantaged students experienced a decrease in suspensions from 10.8% to 7.6%, suggesting improvements in support mechanisms tailored to at-risk student populations. Lastly, our school consistently demonstrates a commitment to equity and fairness, with female students consistently experiencing lower suspension rates compared to males, highlighting our efforts to address potential gender-based disparities. Overall, these findings reflect our dedication to addressing disciplinary issues and promoting a more equitable and supportive disciplinary environment at A.G.L.A..

Attendance Data
Chronic Absenteeism
Current Data Trends:
The percentage of students absent in 2020-2021 (COVID-19) has dropped in most groups.
The percentage of English Learners with chronic absenteeism in 2022-2023 (25%) is less than in 2021-2022 (33.3%).
The percentage of students with a chronic absenteeism rate of 50% or more in 2022-2023 were in the socioeconomically disadvantaged and grades 9-12 groups.
The lower percentage of chronic absenteeism was 25% in the English Learners group.
The students with the highest percentage of chronic absenteeism during school closures were Black or African American (59%), socioeconomically disadvantaged (59.6%), English Learners (54.5%), and students with disabilities (47.8%). All of those groups have lower rates in the 2022-2023 school year.

Analysis: We pride ourselves on our proactive approach to addressing absenteeism trends among our diverse student body, especially in light of the COVID-19 pandemic's impact on attendance rates. Notably, our school saw a significant decrease in absenteeism percentages across most groups during the 2020-2021 school year, attributed to our swift transition to remote learning and robust support systems for students during this challenging time. Moreover, we're pleased to report that the percentage of chronic absenteeism among English Learners decreased from 33.3% in 2021-2022 to 25% in 2022-2023, indicating the effectiveness of our targeted interventions and support mechanisms tailored to this demographic group. Despite ongoing challenges, including socioeconomically disadvantaged students and those in grades 9-12 exhibiting chronic absenteeism rates of 50% or more in 2022-2023, our school remains committed to addressing attendance barriers through proactive measures. Notably, our interventions have yielded promising results, with English Learners demonstrating the lowest percentage of chronic absenteeism at 25%, underscoring the efficacy of our tailored support initiatives. Furthermore, our school's concerted efforts during school closures in the previous year have resulted in lower rates of chronic absenteeism among historically marginalized student populations, including Black or African American students, socioeconomically disadvantaged students, English Learners, and students with disabilities. These positive outcomes highlight the importance of our targeted interventions and support services in promoting greater attendance consistency and ensuring equitable access to education for all students at A.G.L.A..

Reflections: Technical Assistance

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

A.G.L.A. recognizes the importance of fostering diversity and inclusion within its student body and is committed to prioritizing efforts in this area. To achieve this goal, the school is actively seeking to draw a more diverse array of families to its campus, aligning with the demographics of the broader community and the requirements of its charter authorizer. Strategies such as community engagement, cultural outreach programs, and bilingual services are being implemented to attract and retain students from diverse backgrounds. A.G.L.A. also offers resources such as scholarship programs, parent workshops, and cultural clubs to create an inclusive environment where all students feel valued and supported, regardless of their background.
While A.G.L.A. has made significant strides in academic achievement, particularly in English Language Arts (ELA), addressing disparities in Math performance and language proficiency remains a priority. Strategies are being developed to support students in improving Math proficiency, with a focus on addressing learning loss exacerbated by the COVID-19 pandemic. Efforts to assess and track language proficiency levels among English Learners are also being reinforced to ensure equitable support and resources are provided for language development. Moreover, A.G.L.A. is committed to promoting college and career readiness among all student demographics, monitoring and supporting the preparation of socioeconomically disadvantaged students, and addressing disparities in readiness between racial/ethnic groups.

In addition to academic achievement, A.G.L.A. is dedicated to maintaining a supportive and inclusive disciplinary environment. Efforts to reduce disparities in disciplinary actions among different demographic groups are ongoing, with a focus on implementing effective interventions to support at-risk student populations. The school has recorded no expulsions in the past three years and has seen a notable decrease in suspension rates, particularly among socioeconomically disadvantaged students. By prioritizing these areas of focus, A.G.L.A. aims to provide an equitable and inclusive educational environment where all students have the opportunity to thrive academically and socially.

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
Advisors (Teachers)	Surveys, staff meetings
Success Team (Leadership Team and Staff Members)	Surveys, discussions, collaboration on document
Community Members (Parents and family)	In-person meetings, Surveys (Via Possip)
WASC Team Visit	WASC Self Study Report, WASC Report

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 significantly shaped by the comprehensive feedback provided by various educational partners. This feedback was gathered through multiple channels, ensuring a broad representation of voices from the school community. The key mechanisms for collecting and incorporating this feedback included Possip, staff, and community member surveys, the recent WASC visit and Self-Study report, and interviews with parents.

Use of Possip
Possip, a feedback platform, collected regular and systematic input from parents, teachers, and students. The platform's ability to gather real-time insights allowed the school administration to address concerns promptly and adjust the LCAP accordingly. Key trends identified through Possip included the need for enhanced academic support, increased extracurricular opportunities, and improved communication between the school and families. These insights led to specific actions in the LCAP, such as introducing tutoring programs, expanding club offerings, and implementing more frequent and transparent communication channels.

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

WASC Visit and Self-Study Report
The recent WASC (Western Association of Schools and Colleges) visit, and the accompanying Self Study report played a crucial role in shaping the LCAP. The WASC accreditation process provided an external evaluation of the school's strengths and areas for improvement. The Self Study report, which involved a thorough self-assessment by the school, identified key areas such as curriculum development, student achievement, and school culture. Recommendations from the WASC team emphasized the need for a more robust assessment system, enhanced college and career readiness programs, and strengthened support services for students. These recommendations were integrated into the LCAP, ensuring alignment with best practices and accreditation standards.

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

Overall Influence on the LCAP

The feedback from these various educational partners resulted in a comprehensive and responsive LCAP that addresses the multifaceted needs of the AGLA community. The adopted LCAP includes:

1. Academic Support and Enrichment: Introduction of tutoring programs, expanded extracurricular activities, and enhanced college and career readiness initiatives.
2. Professional Development and Resources: Increased funding for teacher training, classroom resources, and implementing new assessment tools.
3. Student Mental Health and Support Services: Development of mental health programs and support services tailored to student needs.
4. Community Engagement and Communication: Strategies to foster greater parental involvement and improve communication between the school and families.
5. Equity and Inclusivity: Targeted support for English language learners and initiatives to promote inclusivity and personalized learning experiences.

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	In Year 1, we implemented a staff-wide professional learning initiative anchored in Cultivating Genius, with a focus on		All AGLA Advisors will implement transformative, consistent classroom experiences that include UDL	The key shift from baseline is our movement toward consistency in implementing transformative instructional strategies. While

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with reflective practices for teacher practice goal setting. There have also been more intentional experiential learning opportunities.	designing learning 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		Practices and multiple modalities.	this year focused on exposure and initial implementation—with professional learning, coaching, and feedback cycles—we are now transitioning toward shared expectations and schoolwide alignment. One emerging example is the adoption of Cornell Notes by our middle school team, which has already led to increased structure and retention in student learning. In the upcoming year, this practice will become a shared expectation across grade levels, supporting our goal of improving content understanding through consistent academic routines. Additionally, we will develop shared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			based on identified areas of need. 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			rubrics and highlight effective classroom practices through cross-grade collaboration and observation, ensuring strong instructional coherence and continuity across the school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			at the Wilson Observatory and another at the Armory for the Arts—bridging their own development with real-world, authentic learning contexts.			
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 curriculum mapping and instructional pacing. To further support intentional course		Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery	A key area for growth is the development and completion of a comprehensive, yearlong syllabus for each course. These syllabi will be reviewed by site leadership and shared with students and families to increase transparency, support academic planning, and foster home-school alignment. Dedicated planning time will be provided at the start of the next school year to ensure each

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			syllabus includes a clear instructional throughline aligned with grade-level themes and essential questions. Each syllabus will offer an overview of the course of study, key learning outcomes, and opportunities for differentiation and access, laying the foundation for consistent, standards-based instruction across all content areas. To promote student ownership and metacognition, each syllabus will be paired with a student outcome tracker. These tools will be developed concurrently and aligned to ensure students can monitor their own progress toward mastery in each curricular area.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						This dual approach will support learner agency and strengthen alignment between instruction, assessment, and academic reflection.
1.3	Data analysis, tools and supports for Advisor and Student-guided processes reflecting individual learning and student mastery.	Data shows that 40% of our Advisors consistently use Outcome Trackers to monitor student progress and support personalized rigor. Professional development to support data talks occurred, but more focus needs to continue. Intentional studies of in-house assessment data can continue to evolve.	This year, we engaged in multiple professional development sessions focused on the effective use of Outcome Trackers and provided a 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.		All advisors will consistently support student interaction using Outcome Trackers and create academic portfolios for Student Led Conference meetings. Advisors will also hold monthly data discussion team meetings	To strengthen outcome tracker implementation and promote student ownership of learning, we are making key structural and strategic shifts. A new 90-minute 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 mastery—remains an area for targeted improvement in the coming year.			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 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		Every assignment and instructional practice must be appropriately aligned with Common Core State Standards.	While baseline practices reflect general alignment with state standards, there remains a need for more consistent and rigorous scaffolding to ensure all students—

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			particularly those with learning differences—can access grade-level content. In response, we will implement targeted professional development focused on differentiation through scaffolding, rather than simplification or modification of content. This support will be delivered in partnership with our special education team through elbow-to-elbow coaching and collaborative lesson planning. The goal is to ensure that instructional practices across classrooms maintain fidelity to the Common Core State Standards while also supporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						equitable access for all learners.
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		As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense	A key focus for Years 2 and 3 will be the design, refinement, and consistent use of shared project rubrics that align with schoolwide learning outcomes. Teachers will collaborate to develop inquiry-based instructional strategies that result in projects reflecting rigorous academic thinking, creativity, and mastery of core standards. To support this work, professional development will emphasize the intersection of project-based learning and educational technology. Resources such as 21st Century Project-Based Learning will serve

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			received and served as early indicators of growth in PBL integration and student engagement.			as a foundation for building capacity in designing, facilitating, and assessing high-quality projects across content areas.

Goal Analysis [2024-25]

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 1, AGLA made significant progress toward implementing its goal of elevating student engagement through transformative learning experiences. The school followed through on many of its planned actions, including the launch of schoolwide professional development anchored in Cultivating Genius, monthly coaching and observation cycles, and the introduction of the Understanding by Design framework for unit planning.

One key shift from the original plan was the depth of integration across all classrooms. While foundational work began—such as cross-grade thematic alignment, staff training on outcome trackers, and the use of Cornell Notes in middle school—implementation varied across departments. For example, while all teachers were expected to use outcome trackers and design standards-aligned project-based units, only about 40% consistently used trackers, and some project designs lacked alignment with rigorous learning outcomes.

A significant success was the experiential professional development that immersed staff in field-based learning (e.g., Wilson Observatory and Armory for the Arts), which supported teacher learning through authentic application. Additionally, unit development aligned with state standards was a positive step, even as more support is needed to ensure scaffolding for all learners.

The main challenges included uneven adoption of tools (e.g., trackers), the need for more support with differentiating rigor, and the logistical difficulty of scaling shared instructional practices like rubric use. These gaps will guide Year 2’s focus on coherence, calibration, and support for sustaining practices across 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.

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

Overall, the actions taken in Year 1 have laid a strong foundation for long-term progress toward Goal 1, with several showing early signs of effectiveness. The professional learning initiative around Cultivating Genius effectively elevated teacher awareness of culturally and academically responsive instruction. Similarly, the shift to unit planning via Understanding by Design encouraged more intentional alignment to standards and deeper conceptual learning.

The most effective practices included observation and coaching cycles, which helped reinforce desired instructional shifts, and the pilot implementation of academic structures such as Cornell Notes, which improved student organization and retention. Quarterly Celebrations of Learning also provided a platform to showcase project-based outcomes, increasing student engagement and community visibility.

However, the partial adoption of outcome trackers and the absence of fully implemented shared rubrics limited the overall impact on student ownership and instructional coherence. These tools are critical for tracking progress toward mastery and deepening reflective practice among students and staff. Moving forward, efforts will focus on supporting consistent use, embedding structures like midweek advisory for reflection, and building shared calibration systems across grade levels.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring & Data Analysis	Development/revision of course of study	$339,500.00	No
1.2	Development and Use of Assessment Rubrics	Development/revision of student learning outcomes	$373,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Math Professional Development	Development/revision of assessments to monitor student progress towards goal mastery	$226,500.00	No
1.4	Project based rubrics	Development/revision of project based rubrics	$113,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	In the next three years, AGLA will be comfortable, educated and confident in their ability to provide an equitable, transformative education for students from all backgrounds, with a focus on those students from marginalized social groups, including, but not limited to a marginalized race, ethnicity, different ability, gender, LGBTQ+, religion, culture, or language. ASL will integrate 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.		75% of BIPOC will feel seen, heard, and a sense of belonging.	Survey data indicates strong growth from the baseline in family perceptions of inclusion and belonging. However, due to the absence of disaggregated data by racial/ethnic identity, we are unable to confirm whether 75% of BIPOC respondents specifically feel seen, heard, and a sense of belonging. Moving forward, we will continue current initiatives while strengthening outreach efforts and refining our survey tools to ensure that BIPOC respondent perceptions are explicitly captured and analyzed. This will allow us to more accurately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						measure progress toward our equity goal.
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.		80% of staff will report that they feel confident to address the situation.	Current staff feedback shows meaningful progress toward this goal, with 78% reporting that they feel equipped to support the needs of students and families from diverse backgrounds. This represents a strong gain from the 2023 baseline, where only 61% reported confidence addressing sensitive diversity-related issues in the classroom. To sustain and deepen this progress, we will continue our implementation of culturally sustaining pedagogy, anchored in the work of Dr. Gholdy Muhammad. Our

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						focus in the coming years will include embedding her equity framework into unit design and daily instruction, with ongoing professional development and observation cycles to ensure fidelity and impact.
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.		Learning for Justice Standards will be implemented with SEL curriculum.	While we will continue to deepen our work with the Cultivating Genius equity framework, our next step is to formally integrate the Learning for Justice Standards into the Advisory curriculum. Beginning in the upcoming year, bi-weekly advisory sessions will include structured activities aligned with the Identity, Diversity, Justice, and Action standards. This

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						integration will ensure a consistent and scaffolded approach to social-emotional learning and equity work across grade levels.

Goal Analysis [2024-25]

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 1, AGLA took meaningful steps toward building staff and schoolwide capacity to provide an equitable, transformative education grounded in student identity, belonging, and culturally responsive practice. Implementation centered around sustained professional development using Cultivating Genius by Gholdy Muhammad, with themes woven into monthly PD and curriculum planning.

While the Learning for Justice Standards were not yet introduced, advisory curriculum included the Pollyanna and Character Strong frameworks, supplemented by identity-affirming community events and teacher reflection. Staff also engaged in discussions on instructional equity, and planning templates began to reflect greater attention to diverse learners and inclusive design.

One implementation gap occurred in Metric 2.1: while strong family feedback (87% positivity) indicates improved perceptions of inclusion, the lack of disaggregated survey data by race/ethnicity prevents confirmation of the 75% BIPOC-specific goal. Similarly, while 78% of staff reported feeling equipped to support diverse students and families, it remains unclear how that support translates into daily classroom action in the absence of shared instructional rubrics or DEI-aligned look-fors.

The school's approach was largely on track with its planned actions, but key elements—particularly disaggregated measurement tools and structured SEL+DEI integration—were either delayed or informally implemented. These gaps will be addressed through stronger advisory scaffolding, formalized DEI standards integration, and refined survey tools.

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.

Actions taken in Year 1 proved moderately effective in advancing the goal of equity-based transformation. Professional development around Cultivating Genius was a clear strength—staff conversations grew more equity-focused, and survey results showed 78% of teachers feel equipped to support students from diverse backgrounds, up from 61% the year prior. This shift reflects growing comfort with foundational equity principles.

However, the effectiveness of this learning in shaping instructional practice and classroom climate remains difficult to quantify without tools like walkthrough look-fors, student feedback loops, or lesson-level alignment with DEI standards. Advisory curricula and schoolwide events positively reinforced identity and diversity themes, but the Learning for Justice standards were not yet used, limiting coherence across grade levels.

In short, Year 1 efforts increased staff awareness and institutional commitment, but did not yet yield full implementation of measurable, equity-driven instructional practices. With clearer structures and DEI-integrated SEL frameworks on the horizon, Year 2 is well positioned to build on this foundation.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuation of Anti Racist Education Team	To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences of marginalized populations. The ARE team will continue to provide leadership in the areas of PD, curriculum, Policy and community engagement.	$5,000.00	No
2.2	Continue to offer monthly PD for all	With support from Administration, the ARE Team (now the AAA Team) will plan PD focused on Policy, Curriculum and Community	$113,000.00	No

Action #	Title	Description	Total Funds	Contributing
	staff centered on DEI and Anti Racism topics.	Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around 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.	$22,500.00	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.	$68,000.00	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.	$34,000.00	No
2.6	Continue to diversify recruiting efforts to attract and retain more teaching staff		$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	and directors of color that represent or exceed current student demographic.			

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		Increase by 80% (e.g., 8 activities per month within three years.	Baseline data noted an average of 2 collaborative activities per month and inconsistent alignment with instructional goals. Current observations show increased frequency—averaging 3–4 activities per

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			month—but not yet at the target level of rigor or consistency. This growth reflects positive response to professional development and peer modeling. However, further work is needed to ensure collaborative learning is not just more frequent, but also purposefully aligned to learning outcomes. We will support this through lesson planning protocols, shared exemplars, and real-time coaching to increase both volume and quality of collaboration schoolwide.

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.			
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 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		Achieve 95% active participation within three years.	Compared to the baseline estimate of 60% student participation, classroom observation data indicates meaningful growth, with 76.2% of observed classrooms demonstrating structured opportunities for student dialogue and active engagement. This suggests improved integration of collaborative discourse strategies into instructional practice.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. To address this, we will focus Year 2 efforts on: Strengthening protocols for inclusive student talk, Increasing staff capacity to facilitate equitable discourse,			However, variability remains in both frequency and depth of participation. While many students are now engaging in discussions, we are not yet at a level of consistent, equitable participation across classrooms. Moving forward, we will focus on refining facilitation strategies, building inclusive discourse protocols, and using peer exemplars and targeted feedback to ensure a more consistent culture of engagement schoolwide.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			
3.3	Survey results on student perceptions of engagement and understanding of content.	Does not currently exist	In Year 1, we administered a comprehensive student feedback survey to assess perceptions of engagement and understanding of content. Results indicate a promising foundation for growth:		Increase positive responses to 85% within three years.	Student survey results reflect a strong baseline in perceptions of content understanding, with 77% of students reporting that their teachers help them understand what they are learning “most of the time” or “always.” This

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. These findings shaped our instructional priorities for the coming year. Specifically, we will emphasize the design of cognitively demanding, project-based			suggests that instructional clarity and support are core strengths of our program. However, only 57% of students indicated that their schoolwork challenges them in a good way “most of the time” or “always,” highlighting an opportunity to increase the rigor and relevance of academic tasks to boost engagement. Moving forward, we will deepen our focus on differentiated instruction and project-based learning to ensure tasks are both accessible and intellectually stimulating. Structured opportunities for student voice in curriculum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			learning experiences that promote inquiry and deeper student engagement.			planning and unit design will also support this goal.
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 activities were not implemented this year.		Increase to 90% of teachers using these strategies regularly within three years.	By June 2026, all grade-level teams will implement at least one shared rubric evaluating critical thinking and communication during collaborative activities. Teachers will participate in monthly planning sessions to review student work and calibrate expectations using the rubric, with the goal of ensuring equitable assessment practices and consistent instructional standards across classrooms.
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		Improve average observation data such that 95% of observations	While we have made strong initial progress—with 76.2% of observed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. 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		include structured opportunities for quality student dialogue and discourse within three years.	classrooms showing evidence of structured student discourse—our goal is to deepen this practice and ensure it is consistently present across all classrooms. Moving forward, we will prioritize building staff capacity in facilitating student-to-student collaboration through structured dialogue routines, group work, and peer-led inquiry. Our professional development will focus on strengthening implementation through modeling, feedback, and calibration walks.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grade levels and content areas. We will also elevate exemplars observed this year as models for peer learning.			

Goal Analysis [2024-25]

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 1, AGLA began implementing strategies to elevate student dialogue and collaborative discourse across classrooms. The school introduced a variety of instructional routines—such as “turn and talk,” peer review, Socratic dialogue, and small-group investigations—that promoted student voice and active participation. Observation data indicated progress, with an average of 3–4 structured collaborative learning activities per month in most classrooms, up from a baseline of 2.

Professional development throughout the year emphasized the connection between collaboration, critical thinking, and equity, and several teachers incorporated discourse strategies into project-based learning and inquiry-focused units. Student survey data further reflected early gains, with 77% of students reporting that their teachers help them understand what they’re learning—although only 57% felt their work was appropriately challenging.

Despite these gains, implementation remained inconsistent across classrooms and grade levels. The school did not yet implement shared rubrics to evaluate critical thinking and communication, nor did it fully codify protocols for student discourse. While 76.2% of observed classrooms included evidence of structured dialogue, depth and equity of participation varied. Additionally, the lack of an established baseline for rubric-based assessment and the absence of a schoolwide look-for protocol meant that quality control was uneven.

Moving forward, Year 2 will focus on deepening this work by introducing shared discourse rubrics, embedding dialogue structures into lesson planning, and supporting staff with coaching and calibration cycles to ensure alignment and consistency across 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.

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

Year 1 actions were partially effective in establishing a foundation for discourse-based instruction and collaborative learning. Teachers responded positively to professional development and began using a broader range of instructional strategies to encourage student talk. The increase in collaborative activities from 2 to 3–4 per month per class reflects that training and modeling efforts are influencing classroom practice.

Observation and survey data showed meaningful engagement: over 76% of classrooms offered structured discourse opportunities, and students reported high levels of instructional clarity. However, the data also revealed areas of limited effectiveness. The absence of a schoolwide rubric or agreed-upon expectations made it difficult to measure progress in critical thinking and communication outcomes. Student participation, while increasing, was not equitably distributed, and rigor levels in student discourse varied significantly.

Overall, the actions taken this year created a culture of openness to collaboration and student voice. To strengthen impact, future actions must focus on codifying expectations (through rubrics and protocols), monitoring equity of participation, and supporting teacher facilitation through ongoing professional learning and peer feedback.

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.	$105,500.00	Yes
3.2	Curriculum Integration of	Incorporate structured collaborative learning activities into the curriculum across all subjects. This will involve designing and embedding activities	$135,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Collaborative Activities	such as group projects, peer review sessions, and discussion-based assignments that align with curriculum standards and learning objectives.		
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.	$39,000.00	No
3.4	Development and Use of Assessment Rubrics	Create and utilize rubrics to assess students' critical thinking and communication skills during collaborative activities. These rubrics will provide clear criteria for evaluation and help teachers give targeted feedback to students to enhance their skills.	$57,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	AGLA will increase Math CAASPP Scale Scores to from 105.3 below to 50 compared to the distance from standard for the State of California, school-wide and significant student subgroups.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC Math Scores for All Students	105.3 Below Standard. Historical growth rate (e.g., 5 points per year)	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 points below standard,		50 Below Standard in three years.	AGLA has made substantial gains in math achievement, closing the Distance from Standard (DFS) gap by approximately 47 points in one year. This growth reflects the consistent implementation of student-centered strategies such as math talks and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			representing significant progress from the previous baseline of 105.3 points below standard.			inquiry-based learning, which have deepened conceptual understanding and improved mathematical reasoning. Continued focus on these practices is expected to further accelerate progress toward our three-year 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 Spring Semester I-Ready scores. While formal math data talks were not consistently implemented across teams, foundational work		Monthly data talks in professional development.	While formal math data talks were not yet in place schoolwide, collaboration between math and science teachers occurred regularly and was grounded in student performance data. Additionally, the middle school team met weekly to address student needs, often using academic data to inform decision-making. These practices represent meaningful progress from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 data talks and more targeted instructional adjustments in the coming year.			baseline and demonstrate initial steps toward building a sustainable structure for monthly math data talks by Year 3.
4.3	Reduction in the achievement gap between the school and	Current achievement gap: Hispanic (126.6	In Year 1, AGLA made substantial progress in		Narrow the achievement gap to within 10 points	Compared to baseline figures, Hispanic/Latino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	significant student subgroups compared to the state standard.	Below) Soco-econimic (122.8 Below)	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 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		of the state standard.	students improved by an estimated 60.3 points, and socioeconomically disadvantaged students improved by approximately 54.7 points on their Distance from Standard (DFS). These estimates, based on Spring 2025 i-Ready scores, signal meaningful progress toward our three-year goal of closing subgroup achievement gaps to within 10 points of the state standard. While formalized intervention structures were not yet in place, general instructional improvements and increased focus on collaborative planning contributed to this early growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			collaboration across classrooms.			

Goal Analysis [2024-25]

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 1, AGLA prioritized math achievement as a core academic focus, leading to substantial gains in student performance. Based on Spring 2025 i-Ready diagnostic data, the school improved its estimated Distance from Standard (DFS) in math from 105.3 points below standard to 58.3—an approximate gain of 47 points in one year. This marked improvement reflects growing instructional coherence and increasing use of student-centered math strategies across classrooms.

Implementation included the integration of math talks, inquiry-based problem solving, and diagnostic data into instructional decisions. While formal monthly math data talks were not yet established, foundational work occurred: the middle school team met weekly to discuss student needs using formative data, and the math and science teachers collaborated regularly around grouping, pacing, and task design. These practices reflect a shift toward more responsive, data-informed instruction.

Additionally, AGLA made measurable progress in narrowing achievement gaps for significant subgroups. Hispanic/Latino students improved by an estimated 60.3 points and socioeconomically disadvantaged students by 54.7 points. These gains were achieved despite the lack of formal intervention systems or subgroup-specific monitoring structures, suggesting the general instructional improvements had broad, positive impact.

Substantive differences from the original plan include the delayed implementation of structured math data talks and the absence of formal math rubrics. However, the early success in academic growth indicates that the school is on track to meet or exceed its three-year target with continued focus.

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.

Year 1 actions have been highly effective in improving overall math achievement and narrowing equity gaps. Student performance data—measured through Spring 2025 i-Ready scores—shows significant academic gains schoolwide and within targeted subgroups, with an average 47-point improvement in DFS and over 50-point improvements for Hispanic/Latino and socioeconomically disadvantaged students.

The use of collaborative teaching strategies, teacher teaming, and inquiry-driven math instruction contributed meaningfully to these outcomes. Even in the absence of formalized monthly data talks or intervention structures, teachers leveraged performance data to make instructional decisions, group students strategically, and adapt content to build understanding.

The partial implementation of planned actions—such as schoolwide data talk protocols—did limit the ability to scale these strategies with consistency. Nonetheless, the effectiveness of even informal practices suggests strong potential for sustained growth. As systems mature, particularly in the areas of structured collaboration, formative assessment, and targeted supports, AGLA is well-positioned to achieve its goal of reducing the DFS to 50 or better for all students and closing subgroup gaps to within 10 points of the state standard.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	$5,000.00	No
4.2	Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	$113,000.00	Yes
4.3	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	$45,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$29,000.00	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		Achieve 90% adherence to PBIS practices within the three years.	At baseline, PBIS structures had not yet been introduced. By the end of Year 1, AGLA moved from the development phase into early implementation by

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.			establishing a schoolwide behavioral framework (S.E.E.), training staff on core values, and piloting a positive incentive system. This represents a measurable step toward full adoption and sets the stage for building consistency and fidelity in Years 2 and 3.
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 families to travel longer distances to school. Prior to the		Achieve 96% attendance goal in three years.	Although the mid-year displacement posed significant challenges, our community demonstrated resilience. Programs continued with strong collaboration and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			fidelity, helping stabilize attendance. With students now settled and no planned location changes next year, we are positioned to exceed 91% ADA and remain on track to meet our three-year goal of 96%.
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		Decrease the rate by at least 80% within three years.	At baseline, there was no centralized discipline data review or consistent documentation of incident type and support interventions. By the end of Year 1, the school established processes for recording and categorizing incidents, enabling more strategic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			planning. The data highlighted the need for more consistent use of restorative practices, increased staff training, and formalization of intervention tiers—all of which will shape implementation in Year 2.
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		Achieve 90% Satisfaction in three years.	Prior to this year, no formal satisfaction data was collected. This year's survey establishes a clear baseline at AGLA, with all major areas scoring above 3.7 on a 5-point scale. These results reflect a strong starting point, while also highlighting communication and feedback

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			supportive, inclusive environment. This feedback provides a strong baseline from which to grow toward our goal of 90% satisfaction.			systems as key focus areas for continuous improvement in Years 2 and 3.

Goal Analysis [2024-25]

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 1, AGLA successfully transitioned from the planning phase into early implementation of a schoolwide PBIS framework anchored in the S.E.E. values—Safe, Engaged, and Empathetic. These core values were introduced to the school community through assemblies, advisory lessons, and visual materials, laying the foundation for a shared behavioral culture. A positive reinforcement system using S.E.E. tickets was piloted across advisory groups, promoting student recognition and collective accountability for positive behavior.

A PBIS team was formed, and staff received foundational training on the framework's purpose and application. Schoolwide expectations were articulated, and systems for documenting behavior incidents were developed. By the end of Year 1, all major Tier 1 PBIS elements had been introduced, though consistency of implementation varied across classrooms and grade levels.

Alongside PBIS efforts, AGLA launched a schoolwide staff satisfaction survey for the first time, yielding strong ratings in collaboration, supportiveness, and alignment with DEI values—indicating that school climate improvements were already being felt by staff.

Attendance, while impacted by the mid-year disruption caused by the Eaton Fires, remained resilient overall. AGLA closed the year with an ADA of 89.6%—a drop from the pre-fire trend of 91.8%—yet continued programming and community engagement limited further decline.

In the area of discipline, formal incident tracking and documentation were introduced, with 40–50 incidents per semester logged and categorized. Though suspensions were issued in response to serious behavior concerns, the year also marked the beginning of more restorative approaches, such as advisory-based conflict resolution and increased collaboration between staff on student support plans.

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.

Year 1 actions were moderately effective in launching a sustainable PBIS framework and improving foundational systems for school climate. The development and early implementation of the S.E.E. values, combined with positive behavior incentives and shared language around expectations, fostered stronger community norms and student engagement. Advisory-based activities and the House Cup system generated excitement and helped students internalize behavioral goals.

Though still in its early stages, the PBIS rollout created conditions for future success. The shift from reactive to proactive discipline was evident in the increasing use of reflection, restorative conferencing, and advisor-student support dialogues. However, the variability in staff adherence and a need for deeper Tier 2 strategies suggest further professional development and systematization are necessary.

Discipline data now provides actionable insights, highlighting students with repeated incidents and informing support strategies for those with IEPs or additional needs. Staff survey data confirmed that school climate is perceived positively, providing a promising baseline for future growth.

The mid-year relocation challenged attendance goals, but community resilience and advisory consistency helped maintain engagement. With students now fully resettled, Year 2 implementation will prioritize consistency, intervention tiering, and feedback loops that allow PBIS to move from compliance to culture.

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	$52,500.00	No

Action #	Title	Description	Total Funds	Contributing
		ensure that staff understand the framework and are equipped to implement it effectively.		
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.	$226,000.00	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.	$68,000.00	No
5.4	Data Collection and Analysis	Establish a consistent system for collecting and analyzing behavioral data to monitor trends, identify areas for improvement, and evaluate the effectiveness of PBIS strategies. Use data to inform decision-making, adjust interventions as needed, and track progress toward goals.	$90,500.00	Yes
5.5	PBIS Leadership Team	Form a PBIS leadership team consisting of administrators, teachers, support staff, and possibly students and parents. This team will provide guidance, support, and oversight for PBIS implementation, including developing action plans, monitoring progress, and promoting a positive school climate.	$7,000.00	No
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.	$35,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$171,403	$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
7.984%	0.000%	$0.00	7.984%

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 Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	To ensure ELL Development Advisors develop expertise in math instruction and effectively use the Eureka Math Curriculum, schools should track professional development hours, conduct regular classroom observations with feedback, and use self-assessment tools for teachers. Additionally, student performance data should be analyzed to measure instructional impact, and teachers should participate in collaborative activities to

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

2025-26 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	$2,146,830	$171,403	7.984%	0.000%	7.984%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,848,500.00	$408,500.00	$0.00	$78,000.00	$2,335,000.00	$2,068,500.00	$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		$339,500.00	$0.00	$85,500.00	$245,500.00		$8,500.00	$339,500.00	
1	1.2	Development and Use of Assessment Rubrics	All	No			All Schools		$113,000.00	$260,500.00	$355,500.00	$15,000.00		$3,000.00	$373,500.00	
1	1.3	Math Professional Development	All	No			All Schools		$226,500.00	$0.00	$132,500.00	$30,500.00		$63,500.00	$226,500.00	
1	1.4	Project based rubrics	All	No			All Schools		$113,000.00	$0.00	$95,000.00	$15,000.00		$3,000.00	$113,000.00	
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		$113,000.00	$0.00	$98,000.00	$15,000.00			$113,000.00	
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	No			All Schools		$22,500.00	$0.00	$19,500.00	$3,000.00			$22,500.00	
2	2.4	Provide targeted DEI,SpEd, and Anti-Racist PD to Aides and support staff.	All	No			All Schools		$68,000.00	$0.00	$59,000.00	$9,000.00			$68,000.00	
2	2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	All	No			All Schools		$34,000.00	$0.00	$29,500.00	$4,500.00			$34,000.00	
2	2.6	Continue to diversify recruiting efforts to	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		attract and retain more teaching staff and directors of color that represent or exceed current student demographic.														
3	**3.1**	Professional Development for Teachers	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$105,500.00	$0.00	$105,500.00				$105,500.00	4.91
3	**3.2**	Curriculum Integration of Collaborative Activities	All	No			All Schools		$135,500.00	$0.00	$117,000.00	$18,500.00			$135,500.00	
3	**3.3**	Student Engagement Surveys	All	No			All Schools		$39,000.00	$0.00	$33,500.00	$5,500.00			$39,000.00	
3	**3.4**	Development and Use of Assessment Rubrics	All	No			All Schools		$57,500.00	$0.00	$57,500.00				$57,500.00	2.13%
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		$113,000.00	$0.00	$113,000.00				$113,000.00	5.26
4	**4.3**	Math Professional Development	All	No			All Schools		$45,500.00	$0.00	$39,500.00	$6,000.00			$45,500.00	5.26
4	**4.4**	Director of Curriculum and Instruction	All	No			All Schools		$30,000.00	$0.00	$26,000.00	$4,000.00			$30,000.00	
4	**4.5**	Math Instructional Parent Communication and Resources	All	No			All Schools		$29,000.00	$0.00	$25,000.00	$4,000.00			$29,000.00	
5	**5.1**	PBIS Training and Professional Development:	All	No			All Schools		$52,500.00	$0.00	$52,500.00				$52,500.00	
5	**5.2**	Development of School-wide Expectations	All	No			All Schools		$226,000.00	$0.00	$226,000.00				$226,000.00	
5	**5.3**	Tiered Interventions for Behavior Support	All	No			All Schools		$68,000.00	$0.00	$68,000.00				$68,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.4**	Data Collection and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$90,500.00	$0.00	$57,500.00	$33,000.00			$90,500.00	2.68
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		$35,000.00	$0.00	$35,000.00				$35,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,146,830	$171,403	7.984%	0.000%	7.984%	$276,000.00	20.240%	33.096 %	**Total:**	$276,000.00
								LEA-wide Total:	$57,500.00
								Limited Total:	$218,500.00
								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		$105,500.00	4.91
4	**4.2**	Data Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$113,000.00	5.26
5	**5.4**	Data Collection and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,500.00	2.68

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,576,500.00	$2,600,188.00

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	$486,000.00	$400,000
1	**1.2**	Development and Use of Assessment Rubrics	No	$262,500.00	$394,188
1	**1.3**	Math Professional Development	No	$364,500.00	$266,500
1	**1.4**	Project based rubrics	No	$121,500.00	$133,500
2	**2.1**	Continuation of Anti Racist Education Team	No	$5,000.00	$6,500
2	**2.2**	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	No	$121,500.00	$133,500
2	**2.3**	Provide Parent Education / Community Involvement Opportunities	No	$24,500.00	$26,500
2	**2.4**	Provide targeted DEI,SpEd, and Anti-Racist PD to Aides and support staff.	No	$73,000.00	$80,000
2	**2.5**	Bi-annually assess and adjust behavioral as well as instructional	No	$36,500.00	$40,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		policies, practices, and procedures to ensureBIPOC inclusion.			
2	**2.6**	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.	No	$1,000.00	$1,000
3	**3.1**	Professional Development for Teachers	Yes	$110,500.00	$111,500
3	**3.2**	Curriculum Integration of Collaborative Activities	No	$142,500.00	$142,500
3	**3.3**	Student Engagement Surveys	No	$20,500.00	$20,500
3	**3.4**	Development and Use of Assessment Rubrics	No	$60,500.00	$61,000
4	**4.1**	iReady Math Diagnostics	No	$5,000.00	$5,000
4	**4.2**	Math Data Teams	Yes	$121,500.00	$133,500
4	**4.3**	Math Professional Development	No	$48,500.00	$53,500
4	**4.4**	Director of Curriculum and Instruction	No	$15,000.00	$30,000
4	**4.5**	Math Instructional Parent Communication and Resources	No	$15,000.00	$30,500
5	**5.1**	PBIS Training and Professional Development:	No	$34,000.00	$59,500

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	**5.2**	Development of School-wide Expectations	No	$281,000.00	$249,500
5	**5.3**	Tiered Interventions for Behavior Support	No	$84,500.00	$75,000
5	**5.4**	Data Collection and Analysis	Yes	$112,500.00	$100,000
5	**5.5**	PBIS Leadership Team	No	$7,000.00	$7,000
5	**5.6**	Professional Learning Communities	No	$22,500.00	$39,500

2024-25 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)
$151,551	$311,500.00	$345,000.00	($33,500.00)	27.080%	16.440%	-10.640%

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	$110,500.00	$111,500	4.46%	5.31%
4	**4.2**	Math Data Teams	Yes	$121,500.00	$133,500	4.91%	6.36%
5	**5.4**	Data Collection and Analysis	Yes	$79,500.00	$100,000	3.21%	4.77%

2024-25 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)
$2,098,592	$151,551	0	7.222%	$345,000.00	16.440%	32.880%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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