

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aveson Global Leadership Academy

CDS Code: 19648810113464

School Year: 2024-25

LEA contact information:

Aaron Gerber

Site Director

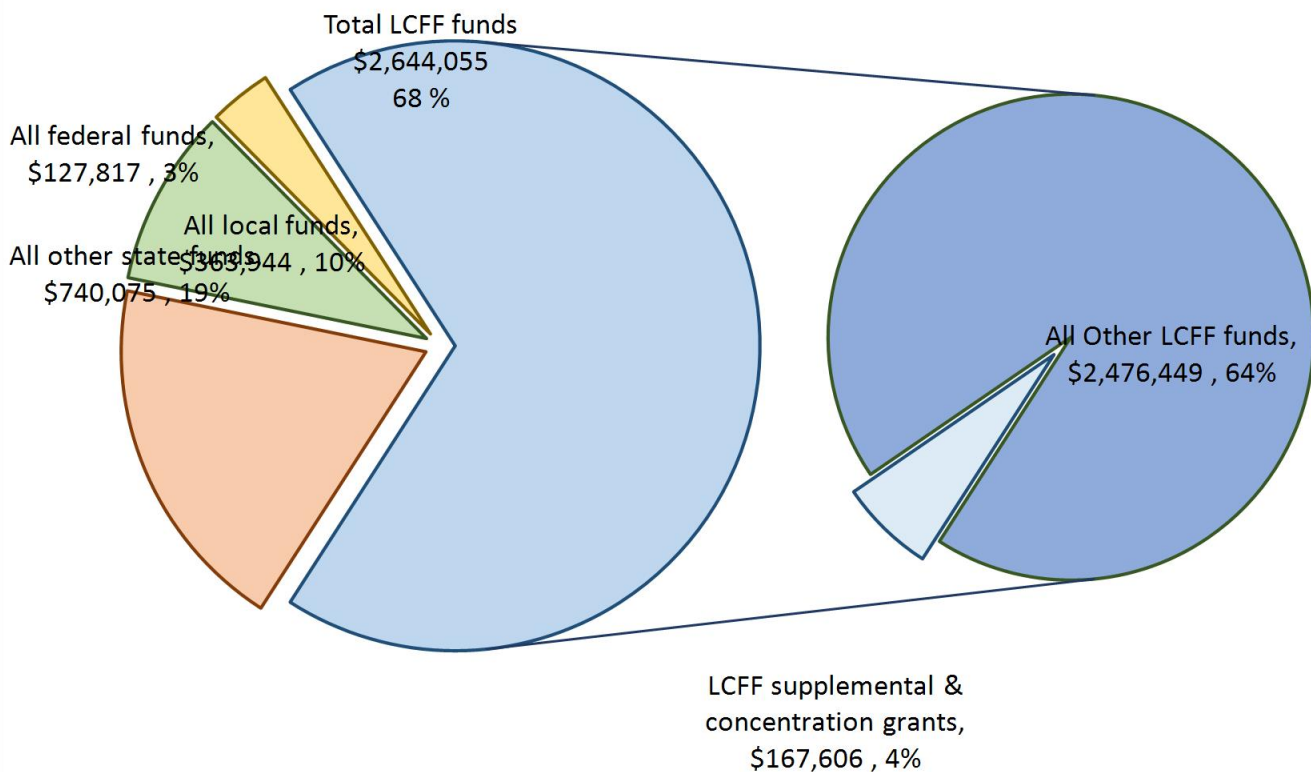
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

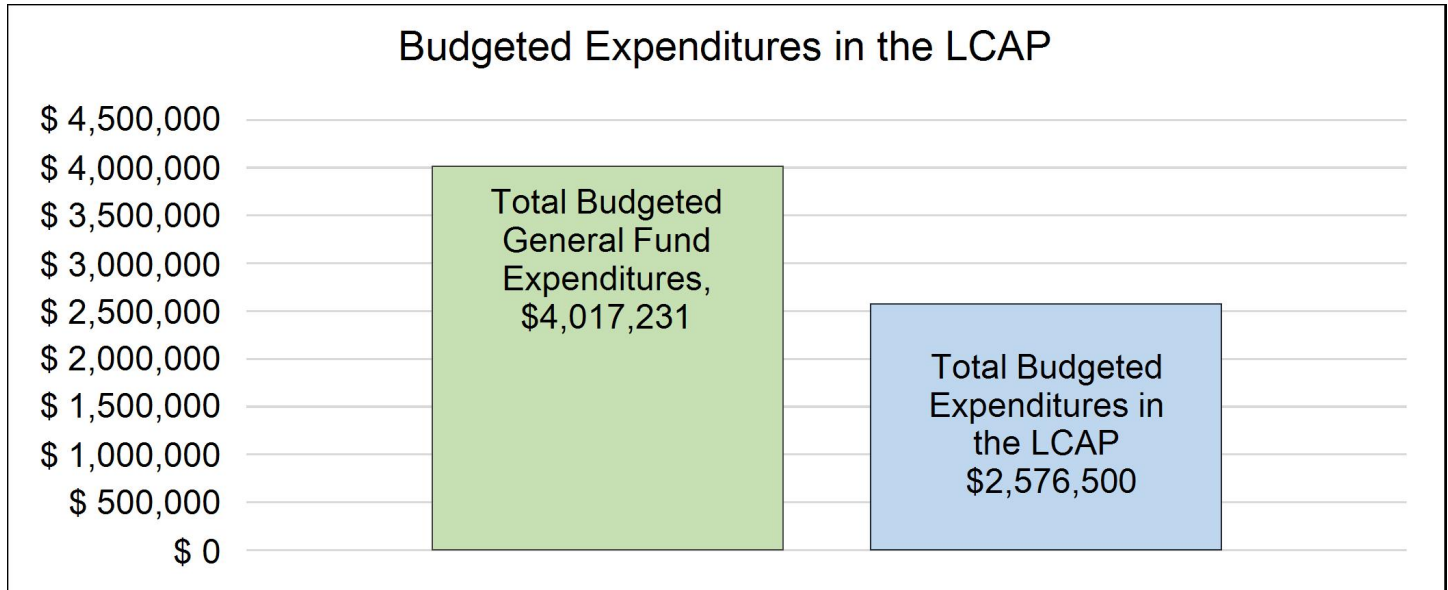


This chart shows the total general purpose revenue Aveson Global Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aveson Global Leadership Academy is \$3,875,891, of which \$2,644,055 is Local Control Funding Formula (LCFF), \$740,075 is other state funds, \$363,944 is local funds, and \$127,817 is federal funds. Of the \$2,644,055 in LCFF Funds, \$167,606 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 2024-25. 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 \$4,017,231 for the 2024-25 school year. Of that amount, \$2,576,500 is tied to actions/services in the LCAP and \$1,440,731 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

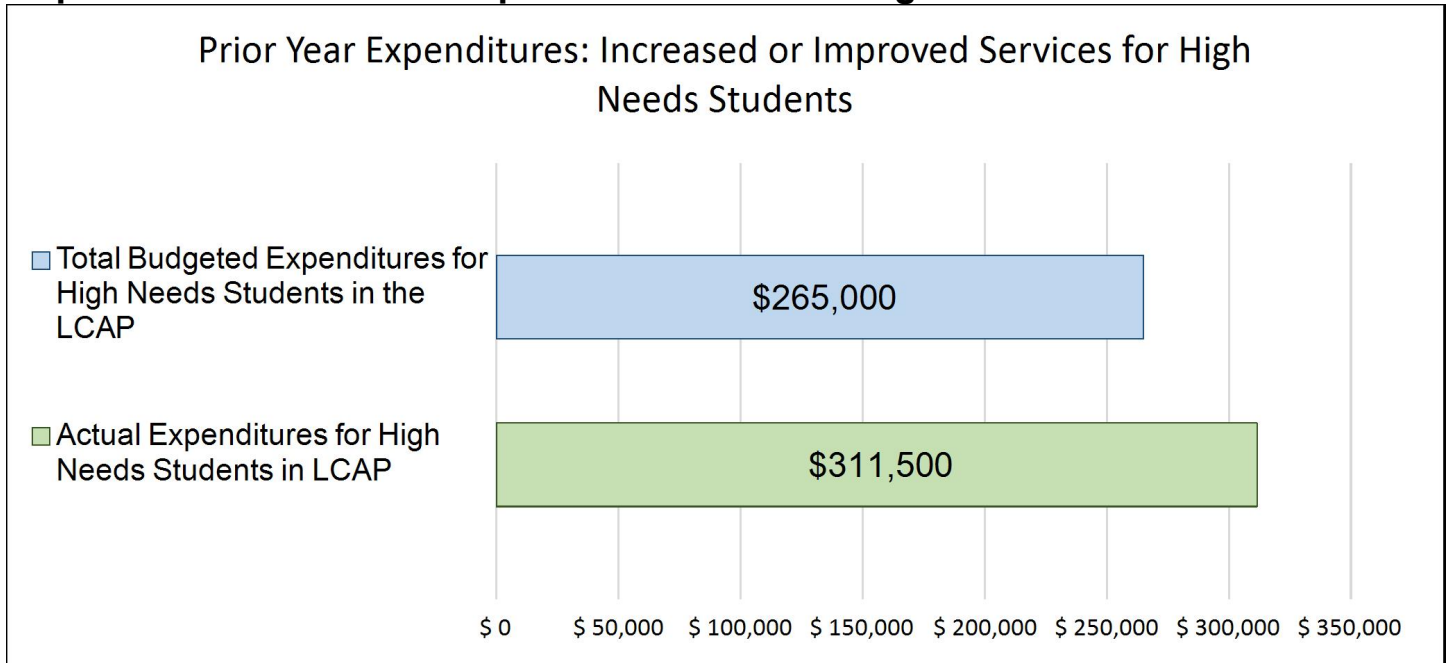
General operational costs (facilities, utilities, maintenance) and operational staffing (nutrition, custodial and clerical)

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Aveson Global Leadership Academy is projecting it will receive \$167,606 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 \$311,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Aveson Global Leadership Academy's LCAP budgeted \$265,000 for planned actions to increase or improve services for high needs students. Aveson Global Leadership Academy actually spent \$311,500 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Aaron Gerber Site Director	Aarongerber@aveson.org 626-797-1440

Goals and Actions

Goal

Goal #	Description
1	AGLA will provide safe and healthy learning environments for all students and staff when on campus and attending campus sponsored events.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly stakeholder survey to gauge improvement and needs	Staff 15% agree bullying is not a problem Families 34% agree bullying is not a problem Students 38% agree bullying is not a problem				80% or more of all stakeholders indicate that bullying is not a problem.
Student assemblies for educating on bullying prevention	Implemented 2022	Two assemblies conducted	Three assemblies conducted to support diversity and inclusion and for supporting anti-bullying policies.	Multiple events conducted to support inclusion and peer interaction support.	Annual student assemblies to educate students on bullying prevention led by student ambassadors.
Utilize "Stop It" anonymous bullying reporting app	Implemented 2022	Reduction in reports of bullying	Restorative conversations and support groups implemented that have resulted in less bullying issues.	We continue to develop a consistent implementation of Stop It! while also including an anonymous Google Form for community members to report any concerns about	More student "Stop It" utilization

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				bullying or peer interactions.	
Advisors and students train on how to use "Stop It" app	Advisory period used	More conversations around community building (Anti-Bullying)	Character Strong Advisory curriculum that supports healthy relationship boundaries.	We continue to develop organizations such as our GSA and Student Ambassadors that support peer coaching, support groups and social interaction practice.	A more harmonious school culture

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

AGLA is committed to cultivating safe and welcoming learning environments that prioritize the well-being and inclusivity of all students and staff during on-campus activities and campus-sponsored events. Over the past year, our efforts have been marked by robust safety protocols, including stringent cleaning procedures and adherence to social distancing guidelines, ensuring a secure physical environment conducive to learning. We have actively engaged our community through various initiatives, such as cultural events and student clubs, fostering a sense of belonging and unity among students and staff. Transparent communication has been pivotal, keeping all stakeholders informed about safety measures, updates, and expectations, thereby promoting trust and collaboration across our campuses.

Looking ahead, AGLA will build upon these foundations with a focus on enhancing support services for mental health and well-being, ensuring comprehensive care for every member of our school community. We are committed to expanding diversity and inclusion initiatives to celebrate and embrace the diverse backgrounds and experiences within our student body and staff. Feedback mechanisms will be improved to gather insights from stakeholders and continuously refine our approach, ensuring that our efforts are responsive and reflective of community needs. Additionally, we will prioritize staff training and development to equip educators with the skills and knowledge needed to effectively support a diverse student population and foster an inclusive educational environment.

Reflecting on the past year, while our initiatives were largely successful, we acknowledge challenges in maintaining consistent implementation of protocols across all campuses. These experiences have underscored the importance of ongoing training, clear communication, and adaptive leadership to navigate unforeseen circumstances and uphold our commitment to safety and inclusivity. AGLA

remains dedicated to fostering environments where every student and staff member feels safe, valued, and empowered to thrive academically and personally, guided by our unwavering commitment to excellence and community support.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Throughout the three-year LCAP cycle, AGLA has made significant strides in creating safe and welcoming learning environments for its students and staff. The implementation of rigorous safety protocols, including enhanced cleaning measures and adherence to social distancing guidelines, was effective in maintaining a physically safe environment conducive to learning. These efforts helped mitigate health risks and ensure the well-being of everyone on campus, contributing to a sense of security among students, parents, and staff.

AGLA's initiatives to foster community engagement, such as cultural events and student clubs, have successfully promoted a sense of belonging and inclusivity within the school community. These activities not only strengthened interpersonal relationships but also enriched the overall educational experience by celebrating diversity and encouraging collaboration. Transparent communication regarding safety measures and updates played a crucial role in building trust and unity across stakeholders. By keeping all parties informed, AGLA effectively navigated challenges and maintained a collaborative approach to prioritizing safety and well-being.

However, challenges in maintaining consistent implementation of protocols across all campuses highlighted areas for improvement. Variations in adherence to protocols underscored the importance of ongoing training and monitoring to ensure uniformity and effectiveness district-wide. Moving forward, AGLA remains committed to addressing these challenges by refining protocols, enhancing training programs, and further expanding diversity and inclusion initiatives. By building upon these successes and lessons learned, AGLA aims to continue creating an environment where every student and staff member feels safe, valued, and empowered to thrive academically and personally.

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

Reflecting on past practices, AGLA has identified several strategic changes to enhance its goal of fostering safe and welcoming learning environments in the upcoming year. Firstly, there will be a focus on refining safety protocols based on lessons learned. This includes reviewing cleaning procedures, social distancing guidelines, and health screening protocols to ensure consistency and effectiveness across

all campuses. By staying responsive to evolving health recommendations and community feedback, AGLA aims to maintain a secure environment that supports both physical safety and peace of mind for students, parents, and staff.

Secondly, AGLA plans to expand its community engagement initiatives to deepen connections within the school community. Building on successful programs such as cultural events and student clubs, efforts will be intensified to encourage broader participation and inclusivity. These initiatives are crucial in fostering a sense of belonging and support among students and staff, ultimately enriching the overall educational experience and promoting collaborative learning environments.

Thirdly, communication strategies will be enhanced to ensure transparent and timely dissemination of safety updates and information. Utilizing diverse communication channels and seeking input from stakeholders will be pivotal in maintaining clear lines of communication. By fostering open dialogue and responsiveness, AGLA aims to address concerns promptly and uphold trust within the school community.

Overall, these proactive steps underscore AGLA's commitment to continuous improvement and the creation of environments where every student and staff member can thrive. By refining safety protocols, expanding community engagement, and improving communication strategies, AGLA aims to build upon past successes and further strengthen its foundation for delivering safe, supportive, and inclusive educational experiences.

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.

Goals and Actions

Goal

Goal #	Description
2	AGLA is committed to re-designing the traditional style of student learning by providing personalized mastery learning to all student learners and addressing needs through meaningful instruction. As part of this commitment, AGLA will design programs enhancing performing arts, targeting additional learning modalities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations that follow the PML model	Inconsistent across content areas	PML PD Scheduled for August 2022 PML Coordinator hired to assist Advisors	The Director of PML had 1-on-1 meetings with new teachers and scheduled observations with all teachers to model and support PML instruction. The Aveson Hub was created to help teachers implement new teaching modalities that were later observed with reflective practices for teacher practice goal setting.	The assistant site director has continued the role of PML coaching/support organizing 1-1 meetings with advisors to discuss pedagogy and goal setting that supports their professional instructional development. The Aveson Hub, daily informal observations, coaching meetings and check-ins continue to occur to support advisor needs and challenges. Finally, reflective opportunities via surveys and informal conversations occur with advisors to	All AGLA content classrooms will model the PML approach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				appropriately implement professional development topics and opportunities that cater to specified requests.	
Design of course of study for each content course	Inconsistent across content areas	PD Scheduled for 2022 -23	Teachers had to 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.	Teachers back-planned their semester courses via Planbook (a digital resource that allows collaboration from admin and peers) in order to establish pacing and accommodations for learners.	Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery
Data analysis reflecting individual learning and student mastery	Current practices are shown at only 42% of ongoing methodized data implementation	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors	Professional development to support data talks occurred, and the Director of PML supported teachers in reviewing data and supporting curriculum development using structured inquiry-based approaches such as formative and	AGLA continues to collect data via NWEA MAP testing three times a year. Advisors and admin use collected data to assess student achievement, gaps and curricula needs for contents. English advisors also continue to implement writing	All content teachers are well equipped to use developed assessment data to analyze for the planning of student learning outcomes and to provide high quality instruction, support, and resources to students to develop mastery

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			summative data. More intentional and consistent data talks will be implemented during full-professional development days in the following academic year.	assessments three times a year. Students are made aware of the expectations via specifically-curated rubrics that guide advisor instruction and support student academic goals. Data team revival is the center of our focus as we begin to construct data teams and conversations to focus on our students of color and lower social economic status and adjusting our supports to accomodate instructional practice.	
Learning outcomes aligned to each essential content standard	Inconsistent across content areas	PD Scheduled for 2022-23 PML Coordinator hired to assist Advisors	PML Director and Site Director began have reviewed standard alignment for particular units and are using rubrics, standard-based curriculum to	With the use of outcome trackers, students are beginning to develop the "I can..." language to authentically assess their own understanding of standards and academic rigor.	All content classes will have established "I can..." student centered learning outcomes aligned to each essential content standard as identified by course of study designed for each course
Rigorous project based learning	Inconsistent across content areas	PD Scheduled for 2022-23	Teachers attended multiple full-day PBL professional development	Teachers continue to participate in extensive full-day workshops focused on	As identified by developed rubrics, students will be able to show mastery of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		PML Coordinator hired to assist Advisors	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.	Project-Based Learning (PBL), providing them with scaffolded resources to delve into the PBL philosophy. They then applied this theory to their lesson planning, progressively integrating it into their coursework. Throughout this process, they received feedback from administration to refine and enhance their implementation of PBL principles.	learning outcomes through reading, research, presentations and defense
Evidence of student mastery from a cross curricular approach	Not currently implemented	PD Scheduled for 2022-23	Teachers and advisors have collaborated across multiple content areas to design interdisciplinary projects requiring students to apply knowledge and skills from multiple subjects. For example, students studying history and science could work together on a project	Teachers and advisors continue to work together across various subject areas to craft interdisciplinary projects that demand students to utilize knowledge and skills from multiple disciplines. As an illustration, history and science students might collaborate on a	Students and advisors will work collaboratively across content courses (ELA to History, History to Science, Science to Math, etc) to establish relevant connections to learning outcomes across content areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			exploring the scientific advancements during a particular historical era which is then presented in front of an authentic audience at our Celebration of Learning.	project investigating the scientific progressions within a specific historical period. This project is then showcased before an authentic audience during our Celebration of Learning event.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of Previous Year:

In the previous year, AGLA began implementing personalized mastery learning principles across various grade levels and subjects. This approach included the use of adaptive learning technologies, differentiated instruction strategies, and ongoing formative assessments to gauge student progress accurately. The goal was to provide students with opportunities to advance at their own pace, ensuring deeper understanding and mastery of concepts. Additionally, AGLA initiated efforts to strengthen performing arts programs, recognizing their role in fostering creativity, collaboration, and diverse learning experiences among students.

Substantive Differences and Planned Actions:

Looking forward, AGLA plans to build upon the foundation laid in the previous year with several strategic enhancements:

1. Expanded Personalized Learning Initiatives:** AGLA will expand the implementation of personalized mastery learning across all grade levels and subject areas, integrating feedback from teachers, students, and parents to refine instructional strategies and support systems.
2. Integration of Technology:** There will be a stronger emphasis on integrating technology to support personalized learning experiences, including using adaptive learning platforms, digital resources, and data analytics to customize instruction and track student growth effectively.
3. Enrichment of Performing Arts Programs:** AGLA will further enrich performing arts programs by offering various activities and opportunities that cater to different learning modalities. This includes enhancing curriculum offerings, providing professional development for arts educators, and fostering partnerships with local artists and arts organizations to enhance student engagement and skill development.

Actual Implementation:

In the previous year, while progress was made in implementing personalized mastery learning and enhancing performing arts programs, there were challenges and deviations from the planned actions. Variations in teacher readiness, access to technology, and student engagement levels were observed across schools and grade levels. AGLA responded by providing additional professional development opportunities for educators, enhancing infrastructure support for technology integration, and refining curriculum frameworks to better align with personalized learning goals.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, AGLA's strategic initiatives aimed at implementing personalized mastery learning and enhancing performing arts programs have demonstrated varying levels of effectiveness. The implementation of personalized mastery learning strategies has generally been effective in meeting individual student learning needs. By allowing students to learn at their own pace and providing tailored support through adaptive technologies and differentiated instruction, AGLA has observed improved student engagement and academic achievement across grade levels. This approach has fostered a more inclusive learning environment where students of diverse learning styles and abilities can thrive.

Simultaneously, efforts to enhance performing arts programs have yielded positive outcomes in enriching the educational experience at AGLA. Through expanded curriculum offerings, increased opportunities for artistic expression, and partnerships with local artists and organizations, students have benefited from enhanced creativity, collaboration, and cultural appreciation. These programs have not only nurtured artistic talent but also contributed to a vibrant school community where students develop confidence, teamwork skills, and a deeper understanding of cultural diversity.

However, the effectiveness of these initiatives has faced challenges and required adjustments throughout the LCAP cycle. AGLA encountered obstacles such as resource limitations, varying levels of staff readiness, and logistical complexities in program implementation. These challenges sometimes impacted the consistency and pace of rollout across different schools within the district. In response, AGLA implemented strategic adjustments including additional professional development opportunities for educators, refinement of curriculum frameworks, and improved support for technology integration. These adaptations aimed to overcome barriers and enhance the overall effectiveness of personalized mastery learning and performing arts initiatives.

In conclusion, while AGLA has achieved significant progress in advancing personalized learning and enriching performing arts education during the LCAP cycle, ongoing evaluation and refinement of strategies will be crucial. By leveraging successes, addressing challenges, and continuing to innovate, AGLA aims to further enhance educational outcomes and holistic development for all students across its schools.

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

Following a comprehensive review of past practices, AGLA has undertaken strategic refinements in its approach to achieving goals, metrics, desired outcomes, and actions for the upcoming year. The district has sharpened its focus on personalized mastery learning and performing arts education, aiming to achieve not only academic proficiency but also holistic student development and community engagement. Goals have been clarified to include specific measures of student progress in personalized learning paths and enhanced participation and proficiency in performing arts activities, reflecting a broader commitment to student well-being, creativity, and cultural appreciation.

In response to insights gained from previous experiences, AGLA has elevated its desired outcomes to set clearer benchmarks for success. This includes targeting higher levels of student engagement and proficiency through personalized learning strategies, alongside broader impacts in the community through enriched performing arts programs. The district has adjusted its strategies accordingly, intensifying professional development for educators to enhance their expertise in personalized instruction and integrating arts education. Rigorous assessment and feedback mechanisms will be implemented to monitor student progress effectively and refine instructional practices.

AGLA has also realigned resource allocation to prioritize investments that directly support personalized learning and arts education initiatives. This includes enhancing technology infrastructure, securing instructional materials, and expanding professional development opportunities for staff. Strengthened communication strategies are integral to these efforts, ensuring transparency and fostering engagement with parents, students, educators, and community members. Regular updates on progress, opportunities for stakeholder input, and clear communication of program enhancements underscore AGLA's commitment to alignment and support across its educational initiatives.

These strategic adjustments underscore AGLA's dedication to continuous improvement and effectiveness in personalized mastery learning and performing arts education. By refining goals, enhancing outcomes, adjusting strategies, optimizing resources, and improving stakeholder engagement, AGLA aims to cultivate a dynamic educational environment that nurtures student growth, creativity, and community involvement.

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.

Goals and Actions

Goal

Goal #	Description
3	Through increased educator efficacy, AGLA advisors will demonstrate competency as master teachers and beyond based on the 5 components of the Personalized Mastery Learning Continuum.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Personalized Professional Development	Advisors are not currently participating in individual professional growth plans	Advisors completed a growth plan and received an evaluation with feedback.	Advisors receive two evaluations with 1-1 meetings to communicate strengths and challenges in their craft along with specific direction on how to improve their practice. PML coach is also available to model, observe and give feedback to support advisors to evolve their pedagogy and professional practice for their final evaluation.	Our focus on Universal Design for Learning (UDL) training equips teachers with frameworks and practices to create inclusive and accessible learning environments that cater to varied learning styles and abilities. Additionally, we integrate training on Artificial Intelligence (AI) in the classroom, enabling educators to harness technology to enhance instruction, personalize learning experiences, and foster innovation. Our staff also undergoes Positive Behavior	All advisors will participate in the development of professional growth plans outlining areas of identified need, owning participation in appropriate and robust professional development opportunities evidenced by classroom implementation practices and/or providing staff development on acquired skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Interventions and Supports (PBIS) training to cultivate a positive and supportive school culture where behavioral expectations are clearly defined, reinforced, and celebrated, promoting a safe and conducive learning environment for all students.	
Data Analysis	42% Implementation rate according to data driven instruction and assessment implementation rubric	Many teachers have implemented having rubrics attached to assignments. A PD is scheduled to teach data analysis for student PML plan conversations and goal setting.	Advisors are beginning to curate self-created rubrics using their content and state standards along with 21st century skills to assess students and collect authentic data that will guide their future instruction.	Advisors are increasingly customizing self-developed rubrics, integrating content and state standards alongside 21st-century skills, to evaluate students and gather genuine data informing their future teaching strategies. Additionally, students are actively engaging with these rubrics to facilitate self-assessment and establish personalized academic goals, enhancing their	Through methodical and structured ongoing data analysis meetings, discussions, reflections, etc. AGLA staff will increase data implementation practices with 100% efficiency and consistency as outlined by the data driven instruction assessment implementation rubric.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				access to tailored educational support.	
Formative Assessments	Inconsistent development and use of course assessments	AGLA has partnered with NWEA for assessments.	AGLA continues to partner with NWEA assessments and implements the three times a year. Professional development to review the data and to support student engagement with data was held mid year. Math courses use summative formative assessments at the end of every module to monitor progress and guide instruction. English advisors use pre/post assessments that align to state-standard expectations of writing narrative, opinion and informational writing content.	AGLA maintains consistent partnerships with NWEA assessments, administering them three times a year. Mid-year professional development sessions are conducted to analyze the data and facilitate student engagement with the assessment results. In math courses, summative formative assessments are utilized at the conclusion of each module to track progress and inform instructional decisions. English advisors employ pre/post assessments aligned with state-standard expectations, focusing on narrative, opinion, and informational writing content.	Formative assessments will be developed and implemented across all content courses as part of ongoing practices that measure student proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				AGLA also reviews CAASPP data and assessment supports to guide in data discussions.	
Cross-curricular learning outcomes	Not currently implemented	A PD has been planned for cross curricular training and support.	Advisors have received seven full-day professional developments support their knowledge in curating course work that utilizes cross-curricular learning outcomes. Middle school teachers have begun collaborating to combine different coursework outcomes into different content through projects-based outputs, essays, and presentations.	Teachers continually explore the mastery of cross-curricular outcomes as a means to enrich the learning experience for our students. Through collaborative planning and innovative teaching methods supported by our collaboration with SELPA, teachers are breaking down traditional subject barriers to create meaningful connections between contents.	Student learning outcomes will be expanded and utilized across at least two content areas for students to express mastery learning to a higher degree.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As a district, AGLA is committed to enhancing educator efficacy by empowering advisors to demonstrate competency as master teachers and beyond, utilizing the framework of the Personalized Mastery Learning Continuum. This framework encompasses five essential components: readiness, access, motivation, adaptive learning environments, and demonstrated competency. By focusing on these

components, AGLA aims to elevate teaching practices and ensure that advisors are equipped to effectively implement personalized mastery learning strategies across all grade levels and subject areas.

Firstly, readiness involves providing advisors with comprehensive professional development and support to prepare them for the challenges and opportunities of personalized mastery learning. This includes training in adaptive instructional strategies, data-driven decision-making, and leveraging technology to differentiate instruction. AGLA recognizes that preparedness among educators is crucial for successful implementation and student outcomes.

Secondly, ensuring access to resources and tools is essential for advisors to excel as master teachers. AGLA will invest in technology infrastructure, instructional materials, and educational resources that support personalized learning approaches. This will enable advisors to create dynamic learning environments that cater to individual student needs, fostering deeper understanding and mastery of concepts.

Motivating advisors to embrace innovation and continuous improvement is another key component. AGLA will promote a culture of collaboration, experimentation, and professional growth among educators. Recognizing and celebrating successes, providing opportunities for peer learning, and encouraging reflective practice will empower advisors to continually refine their teaching practices and adapt to evolving educational needs.

In adaptive learning environments, AGLA will cultivate flexible instructional settings where advisors can tailor their teaching approaches based on real-time student data and feedback. This component emphasizes the importance of personalized instruction that responds to students' strengths, challenges, and learning preferences. By leveraging adaptive technologies and pedagogical flexibility, advisors can optimize learning experiences and support student achievement across diverse academic contexts.

Finally, AGLA emphasizes the importance of demonstrated competency, where advisors continually assess and adjust their instructional practices based on evidence of student progress and achievement. Regular formative assessments, data analysis, and feedback loops will guide instructional decision-making, ensuring that advisors can effectively demonstrate mastery in fostering student learning and growth.

In conclusion, AGLA's commitment to enhancing educator efficacy through the Personalized Mastery Learning Continuum reflects our dedication to advancing teaching excellence and student success. By supporting advisors in mastering these five components, we strive to create a dynamic educational environment where every student receives personalized, high-quality instruction that nurtures their academic growth and prepares them for future success.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year LCAP cycle, AGLA has implemented a series of initiatives aimed at enhancing educator efficacy through the Personalized Mastery Learning Continuum. These efforts focused on preparing advisors to deliver personalized instruction, leveraging technology, and fostering adaptive learning environments tailored to individual student needs. The effectiveness of these actions varied across different components of the continuum.

Firstly, programs designed to enhance readiness and provide professional development for educators were generally effective. Training sessions and workshops equipped advisors with the necessary skills in adaptive instructional strategies and the use of data-driven approaches. This readiness contributed to a more responsive and student-centered teaching approach, enhancing overall instructional quality across the district. Educators reported increased confidence and competence in adapting their teaching methods to meet diverse student needs, which positively impacted student engagement and learning outcomes.

Secondly, efforts to ensure access to resources and tools, such as technology infrastructure and instructional materials, showed mixed effectiveness. While investments were made to improve these resources, disparities in access across schools and classrooms sometimes hindered consistent implementation. Advisors who had sufficient resources reported greater flexibility in delivering personalized instruction. However, challenges in resource allocation and maintenance occasionally limited the full potential of adaptive learning environments, impacting the uniformity of educational experiences across the district.

Thirdly, initiatives aimed at motivating advisors and promoting professional growth varied in their impact. Collaborative opportunities, recognition of achievements, and professional learning communities positively influenced motivation and innovation among educators. Advisors engaged in continuous improvement and experimented with new instructional practices. However, sustaining motivation and ensuring widespread participation in professional growth activities proved challenging in some schools, where competing priorities or limited time for collaborative planning posed obstacles.

Fourthly, AGLA's focus on creating adaptive learning environments was generally effective in fostering personalized instruction. Flexibility in instructional delivery and responsive teaching practices enabled advisors to tailor learning experiences to diverse student needs. Students benefited from personalized approaches that catered to their learning styles and abilities. However, the degree of adaptability varied across classrooms, influenced by factors such as educator readiness, resource availability, and support structures.

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

Following reflective analysis and insights from the three-year LCAP cycle, AGLA has strategically refined its goals, metrics, desired outcomes, and actions for the upcoming year to enhance educator efficacy and student achievement through personalized mastery learning.

Firstly, AGLA has sharpened its goals to emphasize specific outcomes related to educator readiness, student engagement, and inclusive learning environments. This includes enhancing advisor proficiency in adaptive instructional strategies, improving student proficiency in core subjects through personalized learning approaches, and fostering a supportive educational environment that embraces diversity and individual learning needs. Updated metrics now encompass measurable indicators such as student growth in academic proficiency, satisfaction with personalized learning experiences, and the effectiveness of professional development initiatives for educators.

Secondly, the district has enhanced desired outcomes by setting clearer benchmarks for success. AGLA aims to achieve higher levels of student growth in both academic and socio-emotional domains supported by personalized learning practices. Additionally, desired outcomes now focus on promoting a culture of continuous improvement among educators, encouraging innovation in teaching methodologies, and strengthening community partnerships to enrich student support services and engagement.

Thirdly, AGLA has adjusted its actions and strategies to implement these refined goals and desired outcomes effectively. This includes intensifying professional development opportunities tailored to adaptive learning strategies, data-driven instruction, and socio-emotional learning support for educators. Comprehensive assessment practices will be implemented to monitor progress toward goals and guide instructional decisions, ensuring alignment with student needs and educational objectives. Additionally, strengthened collaboration with families, community organizations, and educational stakeholders will enhance resources and support systems, fostering a cohesive approach to student success.

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.

Goals and Actions

Goal

Goal #	Description
4	All AGLA students will move towards and maintain performance within the green band indicating consistent growth towards proficiency in mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020 Dashboard	Yellow- 43.3 points below standard		Red -- 108.5 points below standard	Orange - 105.3 points below standard	Dashboard math performance in green for all students and student groups.
NWEA Map	Fall 2019 43.3 6th graders low (0-20) and 23.3 6th graders low average (21-40)	Fall 2021 29% low, 19% low ave, 23% ave, 10% high ave, 19% high	6th grade: Fall 2022 28% low, 27% low ave, 21% ave, 18% high ave, 6% high	6th grade: Fall 2023 19% low, 48% low ave, 19% ave, 9% above ave, 5% high	These students will be 10th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 6th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 26.2 7th graders low (0-20) and 29.2 low average (21-40)	Fall 2021 12% low, 30% low ave, 21% ave, 21% high ave, 15% high	7th grade: Fall 2022 54% low, 21% low ave, 4% ave, 17% high ave, 4% high	7th grade: Fall 2023 31% low, 31% low ave, 11% ave, 15% above ave, 12% high	These students will be 11th graders. Increasing achievement with zero students scoring in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					low to low average range. 100% of students scoring in the average to high average range. Students in 7th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 24 8th graders low (0-20) and 22 low average (21-40)	Fall 2021 38% low, 15% low ave, 16% ave, 18% high ave, 13% high	8th graders: Fall 2022 40% low, 20% low ave, 24% ave, 8% high ave, 8% high	8th graders: Fall 2023 25% low, 46% ave low, 21% ave, 8% above ave	These students will be 12th graders. Increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range. Students in 8th grade during 2023-24 will be the low average and above range by spring assessment.
NWEA Map	Fall 2019 25.7 9th graders low (0-20) and 31.4 low average (21-40)	Fall 2021 32% low, 28% low ave, 20% ave, 16% high ave, 4% high	Fall 2022: 47% low, 32% low ave, 5% ave, 11% above ave, 5% high ave	9th graders: Fall 2023 27% low, 20% low ave, 13% ave, 33% above ave, 7% high	These students will be graduates. 2023-24 9th grade students increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					average to high average range.
NWEA Map	Fall 2019 18.4 10th graders low (0-20) and 23.7 low average (21-40)	Fall 2021 53% low, 18% low ave, 18% ave, 12% high ave, 0% high	Fall 2022: 34% low, 22% low ave, 11% ave, 11% high ave, 22% high ave	10th grade: Fall 2023 37% low, 37% low ave, 16% ave, 5% high	These students will be graduates. 2023-24 10th grade students increasing achievement with zero students scoring in the low to low average range. 100% of students scoring in the average to high average range.
Teacher Development Group (TDG)	Provide math PD for advisors	Increased in math scores on assessments.	Advisors participated in eight full-day professional developments with TDG to investigate current pedagogy practices in each class and how to better utilize the Habits of Mind to develop deeper mathematic thinking, incorporate math discussions to offer multiple modalities to explore math content, and engage students in dynamic instruction. Advisors were also coached by a representative from	Advisors engaged in six full-day professional development sessions with TDG, aimed at exploring current pedagogical practices in various subjects. The focus was on leveraging the Habits of Mind to foster deeper mathematical thinking, integrating math discussions to provide diverse approaches to exploring mathematical concepts, and employing dynamic instructional strategies	See a substantial increase in student achievement and effective teacher instructional delivery.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			TDG once a month which offered guided/modeled teaching practices and reflection to strengthen content engagement.	to enhance student engagement. Additionally, advisors received monthly coaching sessions with a TDG representative, which included guided teaching practices and opportunities for reflection to further enhance content engagement.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As a district, AGLA is dedicated to ensuring that all students progress towards and maintain performance within the green band, indicating consistent growth towards proficiency in mathematics. This goal is rooted in our commitment to fostering academic excellence and equitable educational opportunities for every student.

In the previous year, AGLA implemented a comprehensive strategy to support students in achieving proficiency in mathematics. This included targeted interventions, differentiated instruction, and the utilization of data-driven approaches to personalize learning experiences. Educators underwent professional development to enhance their instructional strategies, focusing on areas identified through formative assessments and student performance data. Additionally, collaborative efforts were made with families and community stakeholders to reinforce mathematical skills and provide additional support outside the classroom environment.

However, despite these proactive measures, there were substantive differences between planned actions and their actual implementation. One significant challenge was the variability in student response to interventions, resulting in uneven progress across different grade levels and demographics. While some students demonstrated marked improvement and moved towards the green band, others faced persistent challenges that required more tailored and intensive support. Additionally, resource constraints occasionally limited the extent to which planned actions could be fully realized, affecting the consistency and depth of interventions across all schools within the district.

Looking ahead, AGLA is refining its approach for the upcoming year to address these differences and enhance effectiveness. This includes intensifying support for educators through ongoing professional development focused on differentiated instruction techniques and data analysis. Furthermore, the district is allocating resources strategically to ensure equitable access to instructional materials, technology, and intervention programs that support mathematical proficiency. By strengthening collaboration with stakeholders and leveraging insights gained from previous efforts, AGLA remains steadfast in its commitment to empowering every student to achieve and maintain growth towards proficiency in mathematics.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, AGLA implemented specific actions aimed at guiding all students toward and maintaining performance within the green band, indicating consistent growth toward proficiency in mathematics. These actions included targeted interventions, professional development for educators, and collaborative efforts with stakeholders to support student learning.

Effectiveness varied across different components of the strategy. Professional development initiatives were generally effective in equipping educators with enhanced instructional strategies and tools to support diverse student needs in mathematics. Teachers reported increased confidence in their ability to deliver differentiated instruction and use data effectively to tailor learning experiences. This contributed positively to student engagement and understanding, particularly among those who received targeted support.

However, the effectiveness of interventions in moving students toward proficiency within the green band showed variability. While some students demonstrated significant progress and achievement, others faced persistent challenges that hindered their ability to perform consistently within the targeted proficiency levels. Factors such as socio-economic background, language proficiency, and individual learning differences influenced these outcomes, highlighting the need for more nuanced and personalized approaches to effectively support all students.

Furthermore, the alignment between planned actions and their actual implementation revealed areas where adjustments were necessary. Resource constraints sometimes limited the full implementation of planned interventions, impacting the depth and consistency of support provided across all schools and grade levels. Additionally, the variability in student response underscored the importance of ongoing assessment and adjustment of strategies to effectively meet evolving student needs.

In conclusion, while AGLA made significant strides in supporting student growth toward proficiency in mathematics over the three-year LCAP cycle, there were notable successes and challenges. Effective professional development and targeted interventions contributed to improved outcomes for many students. However, the variability in student progress and implementation challenges highlighted areas for continued refinement and strategic focus in future educational initiatives. By addressing these insights, AGLA aims to enhance its approach to supporting all students in achieving and maintaining proficiency in mathematics across its schools.

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

Reflecting on insights from the three-year LCAP cycle, AGLA has made strategic adjustments to its planned goal, metrics, desired outcomes, and actions for the coming year to enhance student progress toward proficiency in mathematics further.

Firstly, the district has refined its goal to emphasize equity and targeted support for all students to reach and maintain performance within the green band. This refined goal underscores AGLA's commitment to addressing the diverse needs of students across different demographics and academic backgrounds. Metrics have been updated to include more specific progress indicators, such as growth trajectories for different student subgroups, proficiency rates in foundational mathematical concepts, and alignment with state standards.

Secondly, AGLA has enhanced desired outcomes by setting clearer benchmarks for success and focusing on measurable improvements in student achievement. This includes prioritizing deeper conceptual understanding, critical thinking skills, and problem-solving abilities in mathematics. Desired outcomes now emphasize not only proficiency but also the ability of students to apply mathematical knowledge in real-world contexts, preparing them for future academic and career success.

Thirdly, the district has adjusted actions and strategies based on reflections on prior practice to optimize effectiveness. This includes:

- Intensifying professional development opportunities for educators in differentiated instruction, data analysis, and culturally responsive teaching practices.
- Implement targeted intervention programs and academic supports tailored to individual student needs, including additional instructional time, tutoring, and enrichment activities.
- Strengthening collaboration with families, community organizations, and educational partners to provide holistic support and resources that complement classroom learning and reinforce mathematical skills outside of school.

Lastly, AGLA has committed to enhancing resource allocation to ensure equitable access to instructional materials, technology, and intervention programs across all schools. By aligning resources more strategically with identified student needs and educational goals, the district aims to mitigate disparities and provide every student with the support necessary to succeed in mathematics.

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

Goals and Actions

Goal

Goal #	Description
5	AGLA's retention and recruitment efforts will increase student enrollment at a rate of 10% annually.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment increase of 10% annually	AGLA's enrollment is currently on the decline with approximately 262 students enrolling for the 2021-22 school year.	We have increased our enrollment by over 10%.	Enrollment has maintained.	AGLA's enrollment is currently declining with approximately 223 students enrolled for the 2023-24 school year.	AGLA's student population count will be at least 399
Marketing/Promotional Materials	Communications Consultant has been sending updates on school improvements.	Social media outlets are utilized.	Social media continues to be a driving force to engage the community, retain students, and invite new members. A team has begun creating promotional collateral (postcards, folders, one-pagers, brochures) to communicate with potential future families Aveson's vision.	AGLA continues to engage the community, retain students, and invite new members. A team has continued to evolve the creation of promotional collateral (postcards, folders, one-pagers, brochures) to communicate with potential future families Aveson's vision. Admin and students have visited high	AGLA will have an ongoing and established annual marketing calendar and promotional materials to support retention and recruitment efforts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				school fairs to further connect Aveson's face to the community.	
Informational Meetings	Currently conducted via ParentSquare.	Ongoing	AGLA held three informational meetings this year to engage families in Aveson's new "Aveson Way" a school-wide initiative that involved all stakeholders in its development. These meetings were casual and constructive conversations about Aveson's mission, what defines Aveson, and where all stakeholders envision Aveson becoming in the future. Participation was intense, as was the feedback that these types of meetings offer transparency about what the school intends to become.	AGLA conducted informational gatherings this year to involve families in externship program, engaged all stakeholders in its formulation. These gatherings fostered informal and productive discussions about Aveson's mission, its core identity, and the collective vision for its future. AGLA also implemented Possip, a survey program intended to collect bi-weekly data that gathers the communities perspective and insight about the happenings on campus. Furthermore, data collected inspired immediate informal	Informational sessions will be held at least twice a year at AGLA for interested families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				discussions with families and community stakeholders to ensure transparency and collaboration are the forefront of our work. The level of engagement from participants was robust, reflecting the significance of these meetings in providing transparency regarding the school's aspirations. AGLA continues to look for more opportunities to build relationships with our community.	
Promotional Activities/Community Outreach	AGLA has been working closely with the Altadena Council Representative for school perimeter signage on streets. Students participating in Council meetings. Opening building for community events	Ongoing	The school continues to brand with a new logo rebranding, website overhaul, merchandise, signage, and promotional materials. The building has hosted events for local artists, a blood drive, and a theater and	AGLA has undertaken with Arts Bridging the Gap, a program dedicated to connecting artists with communities to promote artistic exploration and education.	AGLA will participate in community events at least 3 times annually to increase awareness of our school and at the same time partnering with various community organizations (supporting walks-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			continues collaborating on future opportunities with the community. Furthermore, AGLA team members have joined forces with the Safe Passage Project. This organization focuses on safety in the neighborhood, ensuring that our students and the community are safer from traffic accidents. This has fostered a dialogue about Aveson within a broader audience in the community. Aveson has also hosted local food trucks to bring foot from the public into our community.	Through this collaboration, AGLA has brought artists onto its campus to teach intensive workshops to students. These workshops provide students with the opportunity to learn from professionals in various artistic disciplines, including visual arts, performing arts, and creative writing. Furthermore, AGLA has implemented high school externship programs that involve collaboration with the community to provide mentorship opportunities for students. These externships offer students the chance to gain real-world experience and practical skills in their chosen fields of interest, while also fostering connections with professionals and	cancer, AIDS, March of Dimes, etc; drives-food, blood, etc.; parades)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				mentors in the community. By working closely with mentors, students can receive guidance, support, and valuable feedback as they navigate their academic and career paths.	
Online Presence	Active presence on Instagram and Facebook with four or more posts per week. Twitter inactive, and ParentSquare.	Ongoing	Aveson continues to use Facebook, Instagram posts almost daily. AGLA has also initiated a TikTok account. A specific elective was created that emulated an advertising agency called "Aveson Action," where students and the school's social media manager collaborated to create student-driven narratives to promote Aveson's vision, and upcoming events and to promote the welcoming of new families to the school community.	Aveson maintains an active presence on social media platforms such as Facebook and Instagram, with nearly daily posts. Additionally, AGLA has continued into the realm of TikTok, launching its own account. Facebook continues to be our driving force.	AGLA will have a stable and vibrant social media presence across multiple platforms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Liaison	A Community Liaison has been hired for recruitment and increasing community partnerships.	Hired for 2022-23 school year.	The community liaison has been a vital source for outreach and student engagements. Aveson has collaborated with the Altadena Library to provide workshops, connected with local businesses to donate food, and included Aveson in upcoming promotional events. Connections with a local artist foundation also brought artist gallery shows to our on-campus gallery. Furthermore, the liaison has continued to nurture past relationships with local park groups, community speakers, and DEI committees to place Aveson's presence in diverse arenas.	The community liaison has played a crucial role in facilitating outreach efforts and engaging students. Aveson has partnered with the Altadena Library to host workshops, connected with artists and writers to develop inclusive and artistic curriculum, paired with community members to develop rich cultural celebrations that also incorporate dynamic/rigorous lessons that insure social justice and equity are the focus of our mission. We also have paired with diverse public speakers to celebrate the voices of our community in authentic ways.	An increase of 30% student enrollment. More outreach opportunities for students.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

As a district, AGLA is actively pursuing strategies to reverse declining student enrollment and achieve a targeted annual increase of 10%. Currently, AGLA has 223 students enrolled for the 2023-24 school year, and we are committed to engaging the community, retaining current students, and attracting new families to Aveson's unique educational vision.

In the previous year, AGLA implemented several initiatives to enhance enrollment efforts. We evolved promotional collateral such as postcards, folders, one-pagers, and brochures to effectively communicate Aveson's vision and educational offerings to potential families. Additionally, administrative staff and students participated in high school fairs, providing opportunities to showcase Aveson's distinctive approach and engage directly with the community. Informational gatherings were held to involve families in our externship program, fostering deeper connections and understanding of Aveson's mission and core identity.

AGLA also launched the Possip survey program to gather bi-weekly feedback from the community, facilitating ongoing dialogue and transparency. These efforts were instrumental in gathering insights and perspectives that informed immediate discussions with families and stakeholders, ensuring alignment with community expectations and needs.

Moving forward, AGLA plans to refine and expand upon these successful initiatives. While the planned actions aligned well with our strategic goals, there were substantive differences in their implementation. Challenges included resource constraints impacting the frequency and scope of promotional activities, as well as varying levels of community engagement in survey participation. Despite these challenges, the level of engagement from participants in informational gatherings and community events underscored the importance of these initiatives in fostering transparency and collaboration.

Looking ahead, AGLA is committed to leveraging lessons learned to further enhance recruitment and retention efforts. This includes intensifying community outreach through targeted marketing campaigns, expanding participation in local events and fairs, and refining communication strategies to effectively convey Aveson's unique educational values. By strengthening relationships with our community and aligning efforts with community feedback, AGLA aims to achieve sustainable enrollment growth and ensure that every student and family feels valued and supported within our school community.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the three-year LCAP cycle, AGLA implemented a series of initiatives aimed at increasing student enrollment by 10% annually, with varied effectiveness.

Firstly, AGLA's efforts to enhance promotional collateral and community engagement activities were generally successful. The district effectively communicated its educational vision and offerings to prospective families by evolving materials such as postcards, folders, and brochures. Active participation in high school fairs and informational gatherings allowed AGLA to showcase its unique approach and engage directly with the community. These efforts bolstered awareness and interest in Aveson's programs, contributing positively to visibility and recruitment efforts.

Secondly, introducing the Possip survey program proved effective in gathering bi-weekly feedback from the community. This initiative facilitated ongoing dialogue and transparency, enabling AGLA to address concerns and adjust strategies based on real-time insights promptly. The program's robust engagement demonstrated its value in maintaining a collaborative relationship between the school and stakeholders, fostering trust and alignment with community expectations.

However, despite these successes, AGLA encountered challenges that impacted the achievement of its enrollment growth goal. Resource constraints at times limited the scale and frequency of promotional activities, affecting the reach and impact of recruitment efforts. Additionally, varying levels of community participation in the Possip surveys posed challenges in obtaining comprehensive feedback consistently, which influenced the depth of insights gathered.

Looking ahead, AGLA is committed to leveraging lessons learned from the LCAP cycle to refine and strengthen its enrollment strategies. This includes optimizing resource allocation for promotional activities, enhancing community engagement through targeted outreach initiatives, and further integrating feedback mechanisms to enhance transparency and responsiveness. By addressing these challenges proactively, AGLA aims to build upon successful initiatives and achieve sustainable enrollment growth that aligns with its mission of providing quality education and fostering a supportive school community.

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

Reflecting on insights from the three-year LCAP cycle, AGLA has made strategic adjustments to its planned goals, metrics, desired outcomes, and actions for the coming year to further enhance efforts in increasing student enrollment.

Firstly, AGLA has refined its enrollment goal to focus not only on achieving a 10% annual increase but also on sustaining retention rates among current students. This shift acknowledges the importance of both attracting new families and ensuring that existing students continue to choose Aveson for their educational journey. Metrics have been updated to include retention rates alongside enrollment numbers, providing a more comprehensive view of student population trends and school performance.

Secondly, there has been a strategic enhancement in desired outcomes to prioritize not just numerical growth but also the diversity and inclusivity of the student body. AGLA aims to attract families from diverse socio-economic backgrounds and cultural communities, fostering a rich and inclusive learning environment reflective of the broader community. Desired outcomes now emphasize community engagement metrics, such as participation in school events, parent satisfaction surveys, and feedback on the inclusivity of Aveson's educational practices.

Thirdly, AGLA has adjusted actions and strategies based on reflections on prior practice to optimize effectiveness. This includes:

- Strengthening marketing and promotional efforts through targeted campaigns that highlight Aveson's unique educational philosophy and student achievements.
- Expanding outreach initiatives to underserved communities and partnering with local organizations to increase awareness and accessibility of AGLA's programs.
- Enhancing the utilization of data analytics and community feedback mechanisms to inform decision-making and tailor recruitment strategies to meet evolving community needs and expectations.

Lastly, AGLA has committed to enhancing collaboration with stakeholders, including families, community leaders, and educational partners, to build mutual trust and support for enrollment initiatives. By aligning efforts with community values and preferences, AGLA aims to foster a cohesive school community that values diversity, inclusion, and educational excellence.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Gerber Site Director	Aarongerber@aveson.org 626-797-1440

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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.

2023-24 Local Control and Accountability Plan for Aveson Global Leadership Academy Page 6 of 69

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 2019-2020, 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)
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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.
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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			All AGLA Advisors will implement transformative, consistent classroom experiences that include UDL	

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.			Practices and multiple modalities.	
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.			Each content course will have a clearly defined course of study detailing the standards required for instruction, learning outcomes necessary for student mastery	
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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assessment data can continue to evolve.			discussion team meetings	
1.4	Learning outcomes aligned to each essential content standard.	Advisors currently follow state standards in contents but more consistent and intentional alignment			Every assignment and instructional practice must be appropriately aligned with Common Core State Standards.	
1.5	Rigorous project-based learning	Teachers attended multiple full-day PBL professional development workshops that offered scaffolded resources for teachers to explore PBL--based on philosophy that could then be translated into authentic practice in their current lesson planning. Teachers then progressively applied new PBL learning theory to their coursework while their products were being vetted and provided feedback from the administration to improve and evolve their implementation.			As identified by developed rubrics, students will be able to show mastery of learning outcomes through reading, research, presentations and defense	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Progress Monitoring & Data Analysis	Development/revision of course of study	\$486,000.00	No
1.2	Development and Use of Assessment Rubrics	Development/revision of student learning outcomes	\$262,500.00	No
1.3	Math Professional Development	Development/revision of assessments to monitor student progress towards goal mastery	\$364,500.00	No
1.4	Project based rubrics	Development/revision of project based rubrics	\$121,500.00	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%			75% of BIPOC will feel seen, heard, and a sense of belonging.	
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)			80% of staff will report that they feel confident to address the situation.	
2.3	Learning for Justice Standards (Identity, Diversity, Justice, Action) are integrated into the current SEL curriculum in all classrooms.	Learning for Justice Standards have not been discussed with staff			Learning for Justice Standards will be implemented with SEL curriculum.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuation of Anti Racist Education Team	To improve appreciation for the value of diversity and inclusion as well as an understanding of the unique experiences of marginalized populations. The ARE team will continue to provide leadership in the areas of PD, curriculum, Policy and community engagement.	\$5,000.00	No
2.2	Continue to offer monthly PD for all staff centered on DEI and Anti Racism topics.	With support from Administration, the ARE Team (now the AAA Team) will plan PD focused on Policy, Curriculum and Community Engagement. This PD will include, but is not limited to: building Anti-racist knowledge and understanding, integration of Learning for Justice Standards into the current SEL curriculum as well as Pollyanna Curriculum, dissemination of information regarding ASL's updated policies and procedures as well as the rationale behind any changes, and opportunities to engage with the community around DEI and Anti Racist Topics.	\$121,500.00	No
2.3	Provide Parent Education / Community	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	\$24,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Involvement Opportunities	Teaching and Parenting Strategies as well as Diversity, Equity and Inclusion Informative Events.		
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.	\$73,000.00	No
2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensure BIPOC 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.	\$36,500.00	No
2.6	Continue to diversify recruiting efforts to attract and retain more teaching staff and directors of color that represent or exceed current student demographic.		\$1,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of collaborative learning activities conducted per month per class.	Current average frequency (e.g., 2 activities per month). Inconsistent intentional student discourse that aligns with the rigor established in professional development.			Increase by 80% (e.g., 8 activities per month within three years.	
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			Achieve 95% active participation within three years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		topic or structured in discussions				
3.3	Survey results on student perceptions of engagement and understanding of content.	Does not currently exist			Increase positive responses to 85% within three years.	
3.4	Performance on rubrics evaluating critical thinking and communication during collaborative activities.	Does not currently exist			Increase to 90% of teachers using these strategies regularly within three years.	
3.5	Classroom observation data on the quality and effectiveness of student dialogue and discourse.	Does not currently exist			Improve average observation ratings to 4 out of 5 within three years.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$110,500.00	Yes
3.2	Curriculum Integration of Collaborative Activities	Incorporate structured collaborative learning activities into the curriculum across all subjects. This will involve designing and embedding activities such as group projects, peer review sessions, and discussion-based assignments that align with curriculum standards and learning objectives.	\$142,500.00	No
3.3	Student Engagement Surveys	Conduct regular surveys to gauge student perceptions of their engagement and understanding of content through collaborative activities. These surveys will help monitor progress and identify areas for improvement, ensuring that student voices are central to the process.	\$20,500.00	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.	\$60,500.00	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)
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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)			50 Below Standard in three years.	
4.2	Math Data Talks	Not consistently implemented			Monthly data talks in professional development.	
4.3	Reduction in the achievement gap between the school and significant student subgroups compared to the state standard.	Current achievement gap: Hispanic (126.6 Below) Soco-econimic (122.8 Below)			Narrow the achievement gap to within 10 points of the state standard.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	iReady Math Diagnostics	Continue to utilize iReady Math Diagnostics three times a year to provide data for Math Data Teams.	\$5,000.00	No
4.2	Math Data Teams	Hold regular Math data analysis meetings (Math Data Teams) to identify needs and set goals and strategies for targeted instruction	\$121,500.00	Yes
4.3	Math Professional Development	Develop Advisor (Teacher) expertise in best Math instructional practices and effective implementation of the Eureka Math Curriculum. Provide Professional Development on culturally-relevant Math instruction.	\$48,500.00	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.	\$15,000.00	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.	\$15,000.00	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.			Achieve 90% adherence to PBIS practices within the three years.	
5.2	Average daily attendance percentage.	The current average attendance rate is approx is 91%			Achieve 96% attendance goal in three years.	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	PBIS Training and Professional Development:	Provide comprehensive training and professional development opportunities for all staff members on the principles and practices of PBIS. This training should include workshops, seminars, and ongoing support to ensure that staff understand the framework and are equipped to implement it effectively.	\$34,000.00	No
5.2	Development of School-wide Expectations	Collaboratively develop clear and consistent behavioral expectations for all students across all settings (e.g., classrooms, hallways, cafeteria). These expectations should be positively stated, easy to understand, and explicitly taught to students.	\$281,000.00	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.	\$84,500.00	No
5.4	Data Collection and Analysis	Establish a consistent system for collecting and analyzing behavioral data to monitor trends, identify areas for improvement, and evaluate the effectiveness of PBIS strategies. Use data to inform decision-making, adjust interventions as needed, and track progress toward goals.	\$112,500.00	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	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		(PLCs). These collaborative forums provide space for reflection, problem-solving, and peer support.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$167,606	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.768%	0.000%	\$0.00	6.768%

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:	Working with TDG Consultants to develop instructional methods will broaden advisor abilities and increase our test scores.	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: Math 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

2024-25 Total 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	\$2,476,449	167,606	6.768%	0.000%	6.768%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,155,000.00	\$385,000.00		\$36,500.00	\$2,576,500.00	\$2,429,500.00	\$147,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Progress Monitoring & Data Analysis	All	No			All Schools		\$486,000.00	\$0.00	\$238,000.00	\$218,500.00		\$29,500.00	\$486,000.00	3.84%
1	1.2	Development and Use of Assessment Rubrics	All	No			All Schools		\$121,500.00	\$141,000.00	\$246,500.00	\$14,500.00		\$1,500.00	\$262,500.00	2.13%
1	1.3	Math Professional Development	All	No			All Schools		\$364,500.00	\$0.00	\$316,500.00	\$44,000.00		\$4,000.00	\$364,500.00	3.20%
1	1.4	Project based rubrics	All	No			All Schools		\$121,500.00	\$0.00	\$105,500.00	\$14,500.00		\$1,500.00	\$121,500.00	
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		\$121,500.00	\$0.00	\$107,000.00	\$14,500.00			\$121,500.00	
2	2.3	Provide Parent Education / Community Involvement Opportunities	All	No			All Schools		\$24,500.00	\$0.00	\$21,500.00	\$3,000.00			\$24,500.00	
2	2.4	Provide targeted DEI,SpEd, and Anti-Racist PD to Aides and support staff.	All	No			All Schools		\$73,000.00	\$0.00	\$64,000.00	\$9,000.00			\$73,000.00	
2	2.5	Bi-annually assess and adjust behavioral as well as instructional policies, practices, and procedures to ensureBIPOC inclusion.	All	No			All Schools		\$36,500.00	\$0.00	\$32,000.00	\$4,500.00			\$36,500.00	
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			\$110,500.00	\$0.00	\$110,500.00				\$110,500.00	4.46%
3	3.2	Curriculum Integration of Collaborative Activities	All	No			All Schools		\$142,500.00	\$0.00	\$125,500.00	\$17,000.00			\$142,500.00	
3	3.3	Student Engagement Surveys	All	No			All Schools		\$20,500.00	\$0.00	\$18,000.00	\$2,500.00			\$20,500.00	
3	3.4	Development and Use of Assessment Rubrics	All	No			All Schools		\$60,500.00	\$0.00	\$60,500.00				\$60,500.00	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	Math Data Teams	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$121,500.00	\$0.00	\$121,500.00				\$121,500.00	4.91%
4	4.3	Math Professional Development	All	No			All Schools		\$48,500.00	\$0.00	\$42,500.00	\$6,000.00			\$48,500.00	3.20%
4	4.4	Director of Curriculum and Instruction	All	No			All Schools		\$15,000.00	\$0.00	\$13,000.00	\$2,000.00			\$15,000.00	
4	4.5	Math Instructional Parent Communication and Resources	All	No			All Schools		\$15,000.00	\$0.00	\$13,000.00	\$2,000.00			\$15,000.00	
5	5.1	PBIS Training and Professional Development:	All	No			All Schools		\$34,000.00	\$0.00	\$34,000.00				\$34,000.00	
5	5.2	Development of School-wide Expectations	All	No			All Schools		\$281,000.00	\$0.00	\$281,000.00				\$281,000.00	
5	5.3	Tiered Interventions for Behavior Support	All	No			All Schools		\$84,500.00	\$0.00	\$84,500.00				\$84,500.00	

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
5	5.4	Data Collection and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$112,500.00	\$0.00	\$79,500.00	\$33,000.00			\$112,500.00	3.21%
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		\$22,500.00	\$0.00	\$22,500.00				\$22,500.00	

2024-25 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
\$2,476,449	167,606	6.768%	0.000%	6.768%	\$311,500.00	27.080%	39.658 %	Total:	\$311,500.00
								LEA-wide Total:	\$79,500.00
								Limited Total:	\$232,000.00
								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		\$110,500.00	4.46%
4	4.2	Math Data Teams	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$121,500.00	4.91%
5	5.4	Data Collection and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,500.00	3.21%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,436,500.00	\$2,489,780.00

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	SEL curriculum	No	\$10,000.00	\$0
1	1.2	Development of prevention goals aligned with bullying policy	No	\$4,000.00	\$3,960
1	1.3	Student-led assemblies	No	\$56,000.00	\$56,912
1	1.4	Parent engagement and support	No	\$56,000.00	\$56,912
1	1.5	Staff training on policy and prevention	No	\$56,000.00	\$56,912
1	1.6	Restorative Practices	No	\$113,000.00	\$113,825
2	2.1	Course of study	No	\$549,000.00	\$554,897
2	2.2	Personalized mastery learning student plan	Yes	\$356,500.00	\$367,380
2	2.3	Project based rubrics	No	\$88,000.00	\$88,214
2	2.4	Progress Monitoring	No	\$328,000.00	\$334,361
2	2.5	Learning outcomes		\$221,000.00	\$227,650

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Expanded Learning Opportunities	No	\$50,000.00	\$45,000
3	3.1	Personalized Professional Development	No	\$89,000.00	\$92,483
3	3.2	Data analysis	No	\$89,000.00	\$92,483
3	3.3	Summative and formative assessments	No	\$99,000.00	\$98,483
3	3.4	Cross-curricular learning outcomes	No	\$113,000.00	\$113,825
4	4.1	Math Intervention	No	\$5,000.00	\$15,061
4	4.2	Math Curriculum	No	\$18,500.00	\$23,499
4	4.3	Data Analysis	No	\$59,500.00	\$59,758
4	4.4	Weekly Observations	No	\$59,500.00	\$59,758
5	5.1	Marketing/Promotional Materials	No	\$5,000.00	\$16,907
5	5.2	Informational Meetings	No	\$2,000.00	\$2,000
5	5.3	Community Outreach	No	\$3,500.00	\$3,500
5	5.4	Online Presence.	No	\$6,000.00	\$6,000

2023-24 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)
\$127,810	\$265,000.00	\$311,500.00	(\$46,500.00)	9.880%	15.600%	5.720%

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)
2	2.2	Personalized mastery learning student plan	Yes	\$265,000.00	\$311,500	9.88%	15.6%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,991,436	\$127,810	0	6.418%	\$311,500.00	15.600%	31.242%	\$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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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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