

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academies of the Antelope Valley

CDS Code: 19 64246 0126003

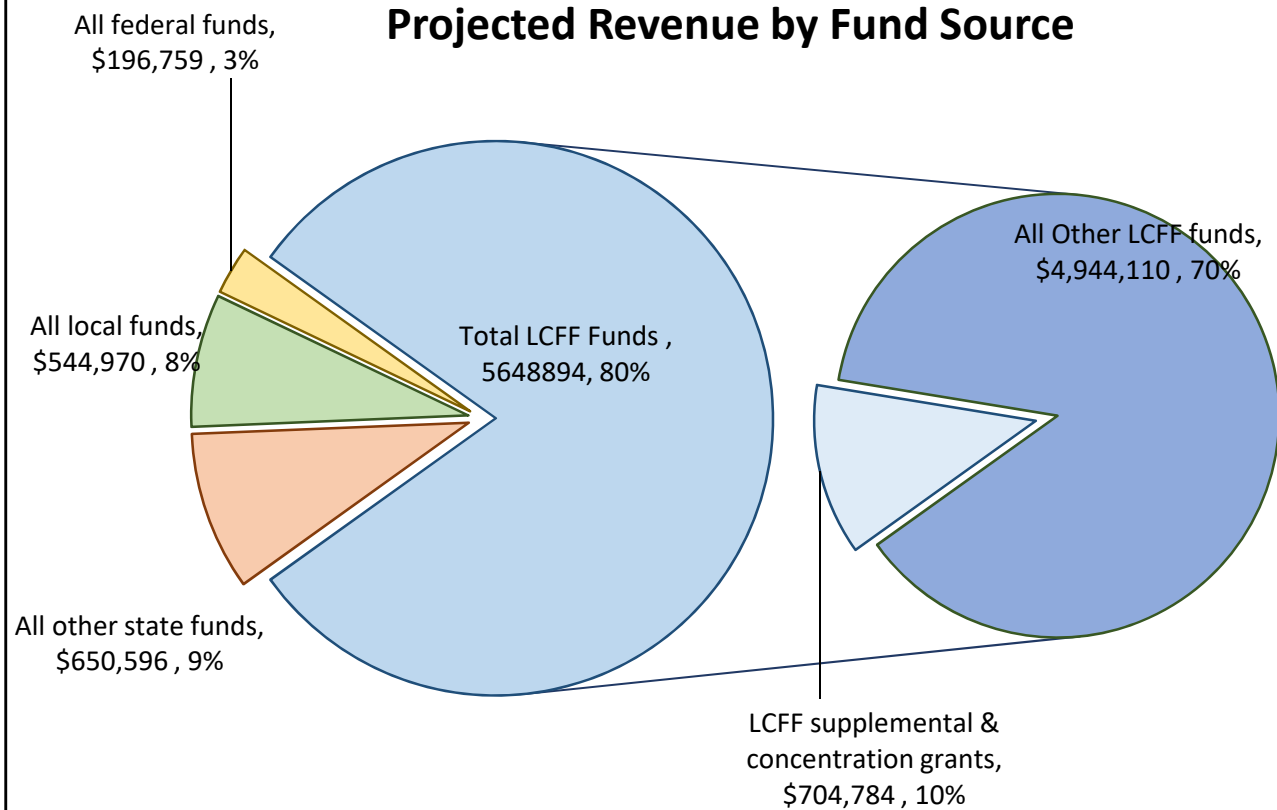
School Year: 2021 – 22

LEA contact information: Joe Kelly, (661) 948-7655 jkelly@avhsd.org

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 2021 – 22 School Year

Projected Revenue by Fund Source

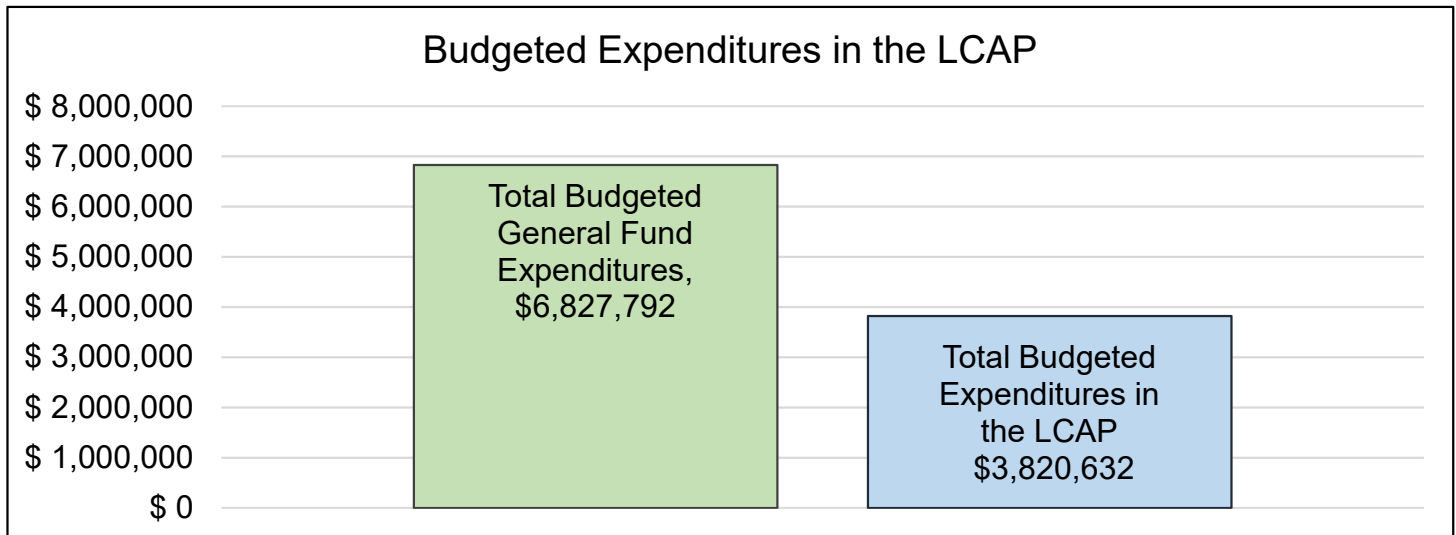


This chart shows the total general purpose revenue Academies of the Antelope Valley expects to receive in the coming year from all sources.

The total revenue projected for Academies of the Antelope Valley is \$7,041,219.00, of which \$5,648,894.00 is Local Control Funding Formula (LCFF), \$650,596.00 is other state funds, \$544,970.00 is local funds, and \$196,759.00 is federal funds. Of the \$5,648,894.00 in LCFF Funds, \$704,784.00 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 Academies of the Antelope Valley plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Academies of the Antelope Valley plans to spend \$6,827,792.00 for the 2021 – 22 school year. Of that amount, \$3,820,632.00 is tied to actions/services in the LCAP and \$3,007,160.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain specialized programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

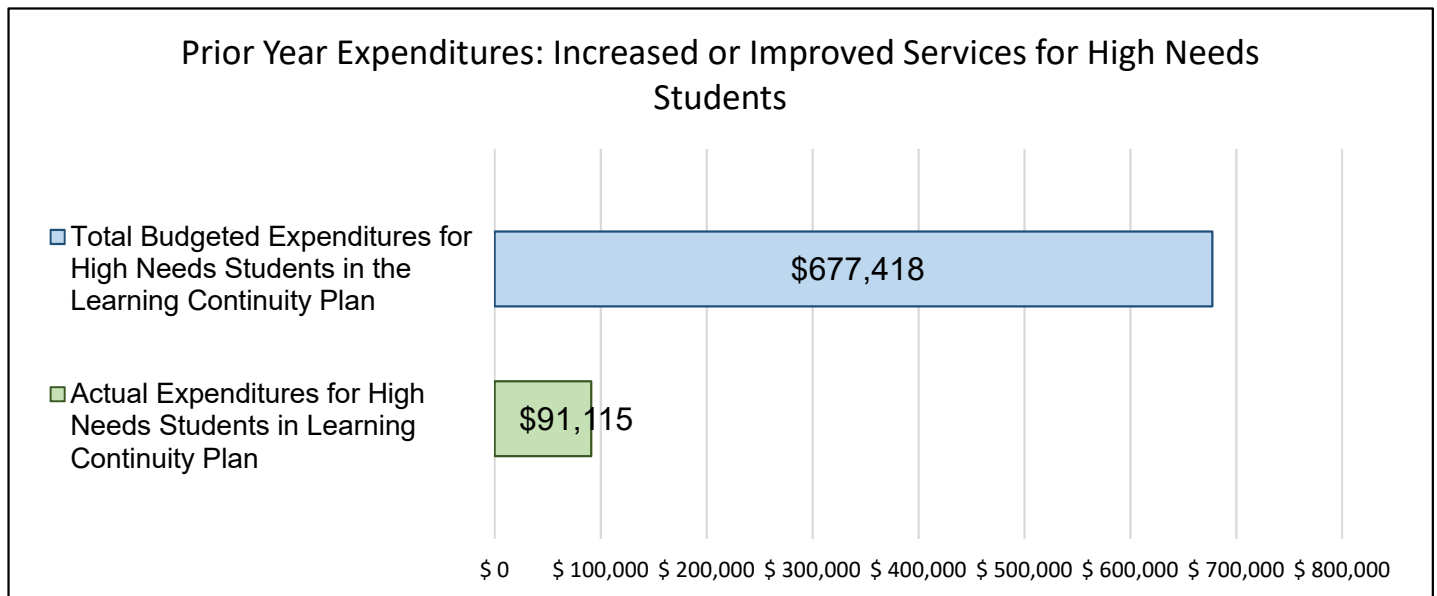
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Academies of the Antelope Valley is projecting it will receive \$704,784.00 based on the enrollment of foster youth, English learner, and low-income students. Academies of the Antelope Valley must describe how it intends to increase or improve services for high needs students in the LCAP.

Academies of the Antelope Valley plans to spend \$704,784.00 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 2020 – 21



This chart compares what Academies of the Antelope Valley budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Academies of the Antelope Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Academies of the Antelope Valley's Learning Continuity Plan budgeted \$677,417.63 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent \$91,115.46 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$586,302.17 had the following impact on Academies of the Antelope Valley's ability to increase or improve services for high needs students:

Due to the persistent pandemic conditions, certain planned expenditures for in-person planned instruction were shortened, shifted to digital platforms, or unable to be completed due to regional distancing or stay-at-home orders. Activities including college visits, field trips, enrichment activities, professional development, and in-person conferences, etc., were shifted to virtual options this year, and will be fully implemented, as safety protocols allow in 2021-2022.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Joseph Kelly Director of School Improvement	jkelly@avhsd.org (661) 948-7655 ext 286

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Joe Kelly Dir of School Improvement	jkelly@avhsd.org (661) 948-7655 286

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Graduation Indicator	2019-20 Maintain or increase graduation rate by 1%.	<p>Goal Not Met</p> <p>Dashboard 2019- 84.2%- Declined 9.1%</p> <p>Grad rates decreased from 92.9% in 2018-19 to 84.2% in 2019-20 for a percent change of -9.1%</p> <p>Source: https://www.caschooldashboard.org/reports/19642460126003/2019#graduation-rate-card </p> <p>Total Cohort: 19</p>

English Learner Indicator**2019-20**

EL Indicator not available as of Fall 2018.

Goal grow by 2% on "moderately and well developed" levels on ELPAC.

From 25% to 27%

and

50% to 52%

Goal Undetermined

Change not available as per 2019 Dashboard- established a status of 52.4% making progress towards English language proficiency.

No color available on the Dashboard.

Status - 52.4% (medium)

Change - Not available

Source:

<https://www.caschooldashboard.org/reports/19642460126003/2019#english-learner-progress-card>

RFEP**2019-20**

Reclassified 3 out of 24 students.

12.5%. Goal Met.

Increase by 2% to 14.5%.

Goal Met

Reclassification rates increased from 12.5% in 2018-19 to 20.0% in 2019-20 for a percent increase of 7.5%

Source:

<https://dq.cde.ca.gov/dataquest/Cbeds4.asp?Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=Academies+of+the+Ant%2D%2DAntelope+Valley%2D%2D1964246%2D0126003&cChoice=SchProf1&cYear=2019-20>

EL: 27 (4.5%)

RFEP: 6 (20.0 %)

<p>EL Progress and Proficiency</p> <p>2019-20</p> <p>Ca Dashboard</p> <p>24 total students</p> <p>25% Well Developed</p> <p>50% Moderately Developed</p> <p>25% Somewhat Developed</p> <p>0% Beginning Stage</p> <p>Increase by 2% in the well developed and moderately developed levels.</p>	<p>Percentage of students achieving level 4 on ELPAC decreased from 25% in 2018-19 to 8.70% in 2019-20 for a percent change of - 16.3%</p> <p>23 total students</p> <p>8.70% Well Developed</p> <p>69.57% Moderately Developed</p> <p>17.39% Somewhat Developed</p> <p>4.35% Beginning Stage</p> <p>https://caaspp-elpac.cde.ca.gov/elpac/DashViewReportSA?ps=true&lstTestYear=2019&lstTestType=SA&lstGroup=1&lstSubGroup=001&lstGrade=13&lstCounty=19&lstDistrict=64246-000&lstSchool=0126003</p>
<p>College & Career Indicator</p> <p>2019-20</p> <p>CA Dashboard</p> <p>14 students</p> <p>42.9% Prepared</p> <p>Increase to 45% prepared.</p>	<p>Goal Not Met</p> <p>2019 Dashboard- 31.6% Prepared.</p> <p>Percent of Prepared students decreased from 42.9% in 2018 to 31.6% in 2019 for a percent change of -11.3%.</p> <p>https://www.caschooldashboard.org/reports/19642460126003/2019/academic-performance#college-career</p> <p>Total Cohort: 19 students</p>
<p>Percentage of Students Taking an AP Exam</p> <p>2019-20</p> <p>Increase from 25% to 30%.</p>	<p>Goal Met</p> <p>The number of unique students taking an AP exam increased from 16 students to 18 in 2019-20 for a total increase of 2 additional individual students.</p> <p>18 students took an AP exam out of the 48 students enrolled in at least one AP class grades 10,11, & 12. This is 37.5% which is an increase of 12.5%</p> <p>Source:</p> <p>AVUHSD-PowerSchool SIS</p>

<p>AP/IB Courses Offered</p>	<p>2019-20 Increase/maintain course offerings.</p> <p>Goal Met AP Course offerings were maintained at 14 in 2018-19 and 14 in 2019-20.</p> <p>Source: PowerSchool- Student Information System</p>
<p>A-G Rates</p>	<p>2019-20 +2%</p> <p>Goal Not Met</p> <p>16 out of 30 met a-g 53.33%</p> <p>Percentage of students meeting A-G decreased from from 64% in 2018-19 to 53.33% in 2019-20 for a percent change of -10.67%.</p> <p>Grads meeting a-g requirements = 16 (53.33%)</p> <p>Regular HS Grads = 30</p> <p>2017-2018 & 2018-2019 Powerschool Data Goal not met 9 out of 14 students or 64% met A-G requirements. 2018-2019 Powerschool Data 11 out of 19 students or 58% met A-G requirements</p> <p>Source: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=school&year=2019-20&cde=19642460126003</p>
<p>EAP</p>	<p>2019-20</p> <p>12.3 points above standard in ELA.</p> <p>45.3 points below standard in Math</p> <p>Increase above standard in ELA to 20 points above standard</p> <p>Decrease distance below standard by 10% for AA, EL & Low income students in ELA & Math.</p> <p>2018-19 EAP - College Preparedness- ELA, reported in 2019-20</p> <p>11th grade-</p> <p>All Students- 46.15%</p> <p>Low Income- 23.07%</p> <p>8th grade-</p> <p>All Students- 49.40%</p> <p>Low Income- 36.42%</p> <p>7th grade-</p> <p>All Students- 47.16%</p>

Low Income- 41.13%

2018-19 EAP - College Preparedness- Math,, reported in 2019-20

11th grade-

All Students- 12.00%

Low Income- 0%

8th grade-

All Students- 21.60%

Low Income- 15.33%

7th grade-

All Students- 27.07%

Low Income-20.57%

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide students the opportunity to visit colleges and universities.</p>	<p>\$1,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$6,790 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Administer PSAT and SAT for all students grades 8, 10 and 11 as an indication of college readiness.</p>	<p>\$3,496 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$401 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,443 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$507 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide ancillary instructional materials and real-world experiences for students.</p>	<p>\$1,553 - LCFF - 2000-2999 Classified Salaries</p> <p>\$505 - LCFF - 3000-3999 Employee Benefits</p> <p>\$43,993 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,616 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$19,492 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$7,364 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,939 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,488 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$299 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Send requisite number of teachers to summer AP training to maintain appropriate levels of qualified staffing.</p>	<p>\$50,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$6,188 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth,</p>	<p>\$2,376 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$11,297 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$468 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries</p>

<p>Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand tutoring and remediation options outside of the regular school day to enhance academic support for all students.</p>	<p>\$4,157 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Tutoring outside of school day</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Tutoring Technology</p>	<p>\$101 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Administer Scholastic Reading Indicator to all students 2 times per year.</p>	<p>\$0</p>	

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$53,706 - LCFF - 2000-2999 Classified Salaries</p> <p>\$36,090 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p>

Utilize counseling and goal setting strategies to encourage more students to challenge themselves with higher level courses.

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Counselor to monitor academic progress of all RFEP students for 4 years after reclassification.</p>	<p>\$79,648 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$32,442 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$175,266 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$66,707 - LCFF - 3000-3999 Employee Benefits</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>One counselor from each site will be designated to monitor and track academic progress, attendance and</p>	<p>\$45,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$12,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$84,099 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$32,133 - LCFF - 3000-3999 Employee Benefits</p>

conduct for any FY student enrolled in AAV.

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Three additional professional development days per teacher focused on best practices for LI, EL and FY student achievement (paid at per diem rate).</p>	<p>\$23,979 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$4,951 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Plan and conduct Professional Development within each department and school wide to assess the rigor and implementation of LCAP Goal #1</p>	<p>\$1,360 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$282 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$1,700 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$343 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher goals reflect how they will implement rigorous and relevant instruction aligned with the Common Core Standards</p>	<p>\$5,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$1,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$3,550 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$762 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers will use collective group data to inform instruction and increase student achievement</p>	<p>\$5,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$1,000 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$3,056 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$656 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year presented challenges in staffing and procurement which impacted planned expenditures. Due to the COVID pandemic, several programs and services were truncated, shifted to a virtual environment, or were unable to be delivered in full.

LCAP 1.1- Provide Students the Opportunity to Visit Colleges and Universities- This action was shifted to virtual college visits whenever possible. Most of the pre-scheduled End-of-Year field trips had to be canceled due to school closures. Negative impacts to students were minimized by

outreach efforts of teachers and counselors who organized virtual field trips.

LCAP 1.2- Administer the PSAT to all Students grades 9,10 and 11, and SAT to all 11th Grade Students- This action was abbreviated to include only the SAT as the PSAT was canceled. Funds from this truncated action were used to support technology replacement needs with the purchase of additional chromebooks in Goal 2.10, with the balance carried over to increased services for 2020-21.

LCAP 1.3 Provide Ancillary Instructional Materials and Supplies- Additional supplies were purchased for students but served a different function after the COVID pandemic, to support distance learning and tutoring, and funded with alternative resources. Priority for spring procurement was given to ensuring students' access to curriculum using Coronavirus Relief Funding. Procurement of supplemental supplies for the classroom, as planned in LCAP 1.3 continued in 2020-21 as supplies became available, and in preparation for students' return to campus. The impact to high-needs students was minimized in that students were provided the ancillary supplies to engage and participate in distance learning, though it was not ideal compared to in-person, at-school learning with peers and caring educators.

LCAP 1.4- Send Requisite number of teachers to Summer AP training- The summer AP in-person training was canceled and shifted to AP Virtual trainings, with fewer teachers participating than anticipated due to the pandemic. The impact to students was moderate, as fewer teachers were provided with the necessary PD to implement instructional strategies and optimize new AP resources necessary to increase student AP exam participation and pass rates. Funds from this action were used to expand virtual PD options for teachers as evidenced in Goal 2.

LCAP 1.5- Expand Tutoring and Remediation Options- Extended day tutoring that was previously offered in-person, in small groups at school, including before and after school and on Saturdays, was shifted to virtual settings, and funded with alternative funding sources once schools closed from the COVID pandemic. Existing virtual tutoring options, such as Tutor.com, continued to be utilized during this time, and funded with Supplemental and Concentration funds, however, reductions in certificated and classified salaries with benefits were the result of the reduced need for tutoring staff at sites, once schools closed. Supplemental and Concentration funds from this action were carried over to increased actions for 2020-21.

LCAP 1.10- Provide 3 Additional Professional Development Days per teacher- This action was implemented as planned but shifted to virtual settings after school closures, which was less expensive than in-person PDs, and had an overall positive impact on teachers and their capacity to facilitate distance learning. Funds from this action were carried over to 2020-21 for increased services.

LCAP 1.3 Provide Ancillary Instructional Materials and Supplies- Additional supplies were purchased for students but served a different function after the COVID pandemic, to support distance learning and tutoring, and funded with alternative resources. Priority for spring procurement was given to ensuring students' access to curriculum using Coronavirus Relief Funding. Procurement of supplemental supplies for the classroom, as planned in LCAP 1.3 continued in 2020-21 as supplies became available, and in preparation for students' return to campus. The impact to high-needs students was minimized in that students were provided the ancillary supplies to engage and participate in distance learning, though it was not ideal compared to in-person, at-school learning with peers and caring educators.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges-Until the COVID pandemic, most of the LCAP Goal 1 actions were implemented as planned. However, due to the abruptness of COVID-related school closures, there were many challenges to ensure that all students continued to learn and make progress at high levels. All actions and services that could be offered virtually were shifted in order to minimize negative impacts on students and staff. Site and district support staff remained in place but had to adjust quickly to learn how to more closely monitor high-need student participation and progress virtually. District and site support staff expanded virtual mentoring and tutoring options and provided teachers, administrators and support staff with professional development strategies so teachers could implement distance learning and provide interventions successfully.

Academies of the Antelope Valley Virtual program consists of a small cohort size. Small fluctuations in enrollment and student performance has larger impacts on data presented which impacts the majority of Goal 1's AMO's.

Challenges- Goal 1-Actions not implemented- LCAP 1.2- PSAT administration was canceled due to the COVID pandemic. The impact to students

was moderate, as students use the PSAT process to help prepare for the SAT. As we continue to encourage students to take AP exams associated with their classes, it remains difficult to identify exact numbers as students sign up with the AVHSD comprehensive campus they would normally attend through their home residence. This data gets collected and mixed with each comprehensive site.

Successes-The unanticipated result of making these wide-sweeping virtual shifts was the ability for staff to plan, learn and connect with students in new and unique ways. While in-person, at-school instruction and learning is always optimal, both students and staff shared that they appreciated new-found flexibilities and autonomy associated with distance learning, from more personalized learning experiences to student-centered instructional schedules that offered student voice and choice for additional supports through expanded virtual tutoring options and pm teacher office hours.

AAV was able to maintain AP course offerings through combined part time and full time student enrollment benefiting both groups of students by providing additional educational opportunities.

Effectiveness- While many of our indicators may not have shown planned progress, AAV continues to build programs and services to support students and staff in order to provide a vibrant learning environment conducive to support success.

Goal 2

Goal #2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities: Increase college and career ready

Annual Measurable Outcomes

Expected		Actual
AP Exams TAKen	2019-20 Increase or maintain from prior year	<p>Goal Met</p> <p>The number of AP exams reported in 2018-19 decreased from 29 taken in 2018-19 to 25 in 2019-20 for a total decrease of 4 exams from the year before.</p> <p>However, 19 Individuals took at least one exam in 19-20, whereas only 16 individuals took at least one AP exam in 18-19.</p> <p>AVUHSD - PowerSchool SIS</p>
AP Exams with "Qualifying Score" 2019-20	Increase from prior year by 3%	<p>Goal Met</p> <p>The percentage of qualifying scores increased from 4 out of 29 exams @ 13.8% in 2018-19 to 8 out of 25 exams @ 32% in 2019-20</p> <p>Source:</p> <p>AVUHSD - PowerSchool SIS</p>
Classroom Walk-throughs	2019-20 Increase to 500 visits from prior year	Not Applicable due to COVID-19 related school closures

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase the number of students who pass an AP exam with a score of 3 or better.</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - AP Materials</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase the number of academy and pathway options and offerings available.</p>	<p>\$100,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$750 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand infrastructure, wireless capacity and online access and student:device ratio.</p>	<p>\$120,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$115,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$4,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$226 - LCFF - 4000-4999 Books and Supplies</p> <p>\$2,641 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,011 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Conduct site, regional and Districtwide STEM based expositions.</p>	<p>\$15,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$0</p>	

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Utilize "DigiCOACH" classroom walk-through tool to gather evidence about Common Core implementation, 21st Century teaching practices (3 R's & 4 C's) and best practices for targeted students for coaching purposes.</p>		
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard curriculum.</p>	<p>\$4,343 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$898 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$3,185 - LCFF - 4000-4999 Books and Supplies</p> <p>\$684 - LCFF - 3000-3999 Employee Benefits</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$500 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$108 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,588 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,396 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Plan and conduct Professional Development within each department and school wide to assess the rigor and implementation of School Goal #2</p>	<p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>
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Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher goals reflect how they will support school goal #2</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$2,040 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$4,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$71,656 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$6,530 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$15,461 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$9,299 - Federal Revenues - Title I - 5000-5999 Services and Other Operating</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$74,166 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$9,151 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$2,626 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$1,019 - Federal Revenues - Title I - 5000-5999 Services and Other Operating</p>

Fully implement the AVID program.

Expenses

Expenses
\$1,719 - LCFF - 5000-5999 Services and Other Operating Expenses
\$6,111 - Federal Revenues - Title I - 1000-1999 Certificated Salaries

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Multiple external professional development conferences and workshops were canceled due to the COVID pandemic. Many were offered virtually for lower prices. There was minimal impact to students, as external PD cost savings was used to expand internal or in-house district-provided professional development and planning workshops, that aligned to core content areas. The TOSA position to support teachers with Next Generation Science Standards was unfilled. Budget savings was re-allocated to support high-needs students in both the 2019-20 and 2020-21 school years through additional technology, progress monitoring, tutoring, and expanded virtual professional development offerings, that occurred before and after school, and on student-free days, to engage and support students learning from home.

LCAP 2.1- No AP Tests were taken by AAV Virtual students for the 2019-20, school year, funds were used to support virtual professional development for teachers

LCAP 2.2- Increase the Number of Academy and Pathway Options- Spent less than budgeted, funds were used to support professional development and supplemental materials and supplies

LCAP 2.6-Increase professional development opportunities using both internal and external expertise to further the development of Common Core State Standard spent as planned

LCAP 2.5-Utilize DigiCOACH Classroom Walk-through Tool- The DigiCOACH contract was in year 2 of a two-year term that was paid in full the prior year, so no cost was associated with DigiCoach for 2019-20. There was no impact to students as classroom walk-throughs were still conducted prior to the COVID pandemic, and conducted virtually after the pandemic

LCAP 2.7- Plan and conduct Professional Development within each department and school wide to assess the rigor and implementation of School Goal #2-Implemented as planned but shifted to less expensive virtual options after schools closed from the COVID pandemic. Funds from this action were carried over to 2020-21 school year to support increased need for tutoring services for identified students of low-income, EL and FY

LCAP 2.3- Expand Technology Infrastructure- This action was expanded to support students learning from home with additional chromebooks. There was a positive impact to high-needs students in that students were provided with technology they could access from home, to engage in distance learning, though distance learning was not ideal compared to in-person, at-school learning with peers and caring educators

LCAP 2.8 Teacher Goals- Spent less than budgeted, funds were used to support tutoring

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes- Although several actions listed under this goal were impacted as a result of the COVID pandemic, through shifts in services and settings from physical to virtual, the intent of the actions largely remained the same and were implemented as planned, with some unanticipated positive results.

Successes- Professional development and online tools were increased substantially to provide teachers and staff with the capacity to provide

high quality instruction virtually, through the inception of Ed Central, an internal district database that allows teachers voice and choice in their selection, participation and evaluation of professional development offerings. Feedback from stakeholders has been positive on these internal tools, as teachers, administrators and support staff shared that Ed Central was easier to use, saved time and allowed district staff to differentiate professional development offerings based on the needs and interests of teachers.

Successes- Chromebook distribution- Chromebooks were distributed to all students. Administrative teams set up drive-through distribution centers at each school site, where students and families could check out chromebooks, obtain new chromebooks when technology issue arose and headsets as needed, along with lab kits for engineering and science classes. Stakeholder feedback was positive as parents and students shared their excitement over this new process.

Challenges- The transition to distance learning presented challenges for some staff, students and parents who were unprepared for the change or who were unequipped with connectivity, devices, and quiet places to work and learn from home. While these needs were ultimately addressed, the initial transition was more difficult for some than others. Many of our students of low-income did not have internet connectivity or quiet places to learn, and our teachers who were not yet Google certified, had larger transitions to make in order to implement distance learning successfully. Our staff who had young children at home also found it difficult to teach, cook, clean, provide childcare and help monitor their own children's learning. There were additional challenges with our Foster youth who often relied more heavily on at-school, in-person instruction and enrichment activities to connect with caring educators and friends. We found that our Foster youth and students experiencing homelessness had lower participation, attendance and grades, in relation to their peers. Some of our identified high-needs students who were offered extra support services failed to show up to the Google Meets, counseling and mentoring services. While outreach and mentoring was conducted by community attendance workers, counselors, At-Risk Coordinators and social workers, there were still some high-needs students who could not be reached and did not show up for their virtual classes. Other students figured out a way to drop in on classes they didn't belong to, which was resolved within a few weeks. Another challenge was AP testing. Since AP testing was offered 100% virtually, many of our AP students did not sign up to take the exams on-line, many shared that they felt they would not pass, so they did not want to try.

Effectiveness- Goal 2's effectiveness demonstrated mixed results for 2019-20 as it pertained to AP Tests taken and AP Tests passed. The number of AP exams taken increased from 29 in 2018-19 to 33 in 2019-20 for a total increase of 4, from the year before. In summary, we were able to maintain our AP course offerings and increase AP tests taken by almost 9%. Three students passed with qualifying scores. LCAP goals 1 and 2 worked together to provide students with the pedagogical supports and financial opportunities to take AP classes, sign-up to take AP Tests at discounted costs, and pass AP Tests at higher rates. From these mixed results, we will focus on investing in AP professional development, and monitor AP progress very carefully in 2020-21 school year. While the pass rate percentage on AP Tests is important, student access to the AP Test is even more important, so that more students have increased opportunities to take and pass the AP Exam, providing them with increased opportunities for College and Career. Post pandemic scenarios related to in-person, at-school instruction and professional development should support this increase.

Goal 3

Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Suspension Indicator	2019-20 ORANGE on Dashboard	Goal Met Green on the Dashboard 4.4% suspended at least once. Suspension rates decreased from 11.7% in 2018-19 to 4.4% in 2019-20, for a percent decline of 7.3% https://www.caschooldashboard.org/reports/19642460126003/2019/conditions-and-climate
Suspension Rate	2019-20 Reduce by 2%	Goal Not Met Suspension rates decreased from 4.5% in 2018-19 to 3.4% in 2019-20 for a percent change of 1.1%. Rates are based on number os suspensions, not on number os students suspended. Source: https://data1.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2019-20&agglevel=School&cde=19642460126003
Attendance Rate	2019-20 Maintain / Improve	Goal Not Met Chronic Absenteeism rates increased from 8.5% in 2018-19 to 9.6% in 2019-20 for a percent change of 1.5% increase.

		<p>Orange 9.6% Chronically absent 1.5% increase.</p> <p>https://www.caschooldashboard.org/reports/19642460126003/2019#chronic-absenteeism-card</p>
Chronic Absenteeism	<p>2019-20 Decrease based on forthcoming Dashboard metric</p>	<p>Goal Not Met</p> <p>Chronic Absenteeism rates increased from 8.5% in 2018-19 to 9.6% in 2019-20 for a percent change of 1.5% increase.</p> <p>Orange 9.6% Chronically absent 1.5% increase.</p> <p>https://www.caschooldashboard.org/reports/19642460126003/2019#chronic-absenteeism-card</p>
Truancy	<p>2019-20 Decrease by 1% from previous year</p>	
Dropout Rate	<p>2019-20 Maintain or decrease from prior year</p>	<p>Goal Met</p> <p>Drop-out # - 3 out of 34 - 8.8%(cohort students) in 2019-20</p> <p>Drop-out # - 3 out of 19 - 15.8% (cohort students) in 2018-29</p> <p>Decrease of 8.6%</p> <p>Source:</p> <p>https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?agglevel=school&year=2019-20&cds=19642460126003</p>
Expulsion Rates	<p>2019-20 Maintain or decrease</p>	<p>0% Expulsion</p>
Williams Textbook Sufficiency	<p>2019-20 100%</p> <p>Standard Met on Dashboard</p>	

<p>Williams Facilities Reviews</p> <p>2019-20 Good or Exemplary</p> <p>Standard Met on Dashboard</p>	
<p>Appropriately Assigned Teachers</p> <p>2019-20 Misassignments: 0</p> <p>Teacher Vacancies: 0</p>	<p>Goal Met</p> <p>Misassignment: 0</p> <p>Teacher Vacancies: 0</p> <p>EL Misassignment: 0</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase staff and student awareness of our diverse student and community populations</p>	<p>\$510 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$108 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,464 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,172 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$420 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$76 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$287 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Full compliance with instructional materials sufficiency as defined by Williams legislation.</p>	<p>\$46,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$31,759 - Other State Revenues - 4000-4999 Books and Supplies</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$82,267 - Other State Revenues - 4000-4999 Books and Supplies</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to</p>	<p>\$196,624 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$208,362 - LCFF - 2000-2999 Classified Salaries</p>

meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Full compliance with facilities inspections as defined by Williams legislation.	\$121,789 - LCFF - 3000-3999 Employee Benefits \$10,078 - LCFF - 4000-4999 Books and Supplies \$13,000 - LCFF - 5000-5999 Services and Other Operating Expenses	\$132,590 - LCFF - 3000-3999 Employee Benefits \$11,975 - LCFF - 4000-4999 Books and Supplies \$1,753 - LCFF - 5000-5999 Services and Other Operating Expenses
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Reduce rate of teacher misassignment as defined by Williams legislation and Highly Effective Teacher requirements.	\$1,784,807 - LCFF - 1000-1999 Certificated Salaries \$664,585 - LCFF - 3000-3999 Employee Benefits	\$2,414,147 - LCFF - 1000-1999 Certificated Salaries \$930,796 - LCFF - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Increase Average daily attendance through increased	\$755 - LCFF - 1000-1999 Certificated Salaries \$2,582 - LCFF - 2000-2999 Classified Salaries \$996 - LCFF - 3000-3999 Employee Benefits \$4,726 - LCFF - 4000-4999 Books and Supplies \$15,779 - LCFF - 5000-5999 Services and Other Operating Expenses	\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 2000-2999 Classified Salaries \$0 - LCFF - 3000-3999 Employee Benefits \$555 - LCFF - 4000-4999 Books and Supplies \$908 - LCFF - 5000-5999 Services and Other Operating Expenses

contact with parents.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Improve campus climate and reduce incidents of on-campus discipline through the implementation Multi-tiered Multi-dimensional Systems of Support (MTMDSS).</p>	<p>\$550 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Administer climate surveys to all stakeholders throughout the year.</p>		

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Reduce suspension rates through implementation and support of Positive Behavior Intervention and Support (PBIS) strategies.Reduce suspension rates through implementation of Positive Behavior Intervention and Support (PBIS) strategies. No impact to LCFF Targeted funding.</p>	<p>\$151 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$34 - LCFF - 3000-3999 Employee Benefits</p> <p>\$5,868 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,084 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,232 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$286 - LCFF - 3000-3999 Employee Benefits</p> <p>\$4,221 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,361 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand professional development opportunities for classified staff.</p>		

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to	\$0 - LCFF - 7000-7499 Other	\$0 - LCFF - 7000-7499 Other

meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Campus Improvements	\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses	\$0 - LCFF - 5000-5999 Services and Other Operating Expenses
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year for goal 3 was implemented as planned other than shifting direct services to students to virtual settings. Due to the COVID pandemic, several programs and services were shifted to a virtual environment, however, all actions in goal 3 were implemented as planned with some end-of-year fluctuations in purchases and teacher vacancies.

LCAP 3.6-Improve campus climate and reduce incidents of on-campus discipline through the implementation Multi-tiered Multi-dimensional Systems of Su... This action was implemented as planned except for a decrease in certificated salaries and benefits as a result of COVID pandemic school closures, as some teachers were unable to provide the supports virtually. Additionally, the contract associated with this action was canceled. There was no impact to students as internal staff was used to provide increased services to unduplicated students.

LCAP 3.7- Administer climate surveys to all stakeholders throughout the year- Spent less than budgeted as cost of the survey contract was absorbed from the previous year.

LCAP 3.9- Expand professional development opportunities for classified staff- Spent less than budgeted as alternative funding was used to implement this action.

LCAP 3.10- Campus Improvements- Spent less than budgeted as alternative funding was used due to COVID-19 related campus improvements and safety protocols.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes- All of the increased and improved services for unduplicated pupils from LCAP Goal 3's actions were implemented as planned throughout the school year and continued virtually after COVID pandemic-related school closures. High-needs students continued to interact with positive and caring adults who were able to reach out virtually and telephonically, even though at-school, in-person learning is always optimal. At-Risk Coordinators, PBIS Coordinators, and various other support staff connected with high-needs students, and continued to listen, motivate and offer positive choices that helped impact our students' academic, behavioral and social-emotional well-being.

Successes- One of the greatest successes of Goal 3, was our ability to be flexible in addressing the needs of students once schools closed from the COVID pandemic. Since we already had an MTSS tiered framework, that included the coordination of various support staff such as At-Risk Coordinators, PBIS, and monitoring tools such as Data Central, used for student identification, outreach, intervention and mentoring efforts, we were able to systematically address student needs either virtually or telephonically. Various site support staff monitored student participation in distance learning, utilized tiered intervention strategies to reengage students and build positive connections with them to address their social-emotional needs and increase their sense of well-being.

Challenges- Not all identified high-needs students were reached, although efforts were made. Data results indicated that there were still too many students who did not respond positively to the outreach and mentoring efforts and simply checked out academically or emotionally from school. Effectiveness measures for this goal, indicated that individual student suspensions decreased from 11.7% in 2018-19 to 4.4% in 2019-20 for a decline of 7.3%%, as per the 2019 Dashboard. Attendance measures were not valid for 2019-20 school year, as COVID-related school closures resulted in schools closing as of March of 2019. However, P-2 reports from 19-20 to 20-21 indicate a decrease in attendance rates by school, as schools continued to remain closed for most of the 2020-21 school year.

Goal 4

Goal #4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Parent Outreach	2019-20 20 parent responses to Community Forum surveys	Fall Climate Survey - 133 parent responses. Community Forum Survey - 137 parent responses. Source: Qualtrics
Digital Visits	2019-20 App Downloads - 200	Less than expected due to COVID-19 related school closures.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Sites will conduct parent outreach / informational workshops and conduct outreach activities to increase community partnerships.</p>	<p>\$3,754 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$484 - LCFF - 2000-2999 Classified Salaries</p> <p>\$938 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,368 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$8,197 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,603 - LCFF - 2000-2999 Classified Salaries</p> <p>\$3,780 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$55 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase contact and interaction with students parents/guardians of targeted groups through technology, face to face meetings and workshops intended to foster parent involvement.</p>	<p>\$2,900 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,018 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,500 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$524 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$3,551 - LCFF - 2000-2999 Classified Salaries</p> <p>\$434 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue use of "ParentLink" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media. This should provide more information to families in multiple formats.</p>		

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expand Parent University offerings to include online component and staffing of in-class offerings</p>	<p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The 2019-20 school year presented challenges in staffing and end-of-year programs which impacted LCAP Goal 4's planned actions and expenditures. The College Information Workshops were shifted to virtual settings resulting in cost savings that were shifted to other LCAP goal 4 actions. Due to the COVID pandemic, there was an increased need for parents and families to stay informed about schools, meals, chromebook distribution, reopenings, closures and guidelines. Many of our communication systems, student information systems and outside agencies needed to

be expanded and upgraded which resulted in the overall enhancement of several actions and services in LCAP Goal 4.7. The Director of Communications position was unable to be filled this year.

LCAP 4.1- Sites conduct Parent and Community Outreach to Better Communicate and Provide Program Information- This action was implemented as planned. There was a positive impact to students, families and community as there was an increase of Parent and Community engagement at the sites.

LCAP 4.3- Parent Link- Spent less than budgeted as the cost for Parent Link was reflected in last year's budget, Funds were used to support supplemental materials and supplies for students.

LCAP 4.4- Conduct Parent University Offerings- This action was shifted to virtual offerings from the time of school closures related to the COVID pandemic, resulting in no cost. Overall engagement with parents and families increased during this time as the need for parents and families to stay informed dramatically increased but the cost was 0. Funds were used to support Virtual PD offerings.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As schools closed from the COVID pandemic in March of 2020, communication and stakeholder input became even more important to every aspect of school and district operations. All existing district parent/student advisories ELAC, SSC, DELAC, LCAP, Superintendent and Board stakeholder input meetings were transitioned to Google meets and Zoom. Student Information Systems were upgraded with additional parent portal and student grade alert features. Google extensions were purchased districtwide to make grading systems easier for teachers to transfer grades and for students and parents to access assignments, progress reports and grades much more readily. All counseling workshops for college information and Free Application for Student Federal Aide (FASFA) were held virtually.

Successes- The overall success of these efforts resulted in increased access for parents to attend advisory meetings. For the 2020-21 school year, parent advisory meetings as well as Board meetings have continued to offer hybrid settings giving parents, students and community members the choice to attend in-person, once schools re-opened, or virtually. Stakeholder feedback has been positive as parents have shared their preference for virtual meetings and increased opportunities to participate in the educational decisions of their students. According to the 2020-21 Parent and Family Engagement local indicator survey, parents rated the district's progress in developing the capacity of staff and developing multiple opportunities for school sites to engage in 2-way communication at "full implementation."

Challenges- After schools closed from the COVID pandemic, reopening efforts were often stalled, per health and safety guidelines, which had an impact on the ability of schools to provide welcoming environments for students and families. This contributed to survey results and stakeholder feedback that rated the district's progress in creating welcoming environments at their schools at "Initial Implementation." Parents and families did share that although the schools were closed at that time to in-person instruction, school and district staff found unique ways to provide additional supplies and technology supports. School staffs were innovative in their approach to student recognition and celebration efforts to engage students and families through pm teacher office hours, virtual parent workshops, virtual college signing days and drive-through graduations. According to local indicator climate surveys, parents and families rated the district's ability to provide them with information and resources to support student learning as, "Full Implementation."

Effectiveness- Additional 2019-20 results from LCAP Goal 4 climate survey metric, indicated overall growth in every indicator from 2018-19 Qualtrics baseline climate survey results.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$3,872,788	\$4,307,786
1000-1999 Certificated Salaries	1,962,719	2,700,689
2000-2999 Classified Salaries	340,802	288,682
3000-3999 Employee Benefits	889,832	1,179,006
4000-4999 Books and Supplies	476,491	108,359
5000-5999 Services and Other Operating Expenses	202,944	31,050
7000-7499 Other	0	0

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$3,872,788	\$4,307,786
Federal Revenues - Title I	148,866	102,749
Other State Revenues	31,759	82,267
Other Local Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	2,856,883	3,699,623
LCFF S & C/Contributing to Increased or Improved Services	835,280	423,147

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$3,872,788	\$4,307,786

1000-1999 Certificated Salaries	Federal Revenues - Title I	10,000	12,717
1000-1999 Certificated Salaries	Other Local Revenues	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,784,807	2,414,147
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	167,912	273,825
2000-2999 Classified Salaries	Federal Revenues - Title I	71,656	74,166
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	196,624	208,362
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	72,522	6,154
3000-3999 Employee Benefits	Federal Revenues - Title I	8,530	10,569
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	786,374	1,063,386
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	94,928	105,051
4000-4999 Books and Supplies	Federal Revenues - Title I	42,017	3,991
4000-4999 Books and Supplies	Other State Revenues	31,759	82,267
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	56,078	11,975
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	346,637	10,126
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	16,663	1,306
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	33,000	1,753
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	153,281	27,991
7000-7499 Other	LCFF Base/Not Contributing to Increased or Improved Services	0	0

Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual
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Goal 1:

Goal #1: Ensure that students are academically proficient and prepared for college and career ready.

All Funding Sources	\$460,708	\$388,495
Federal Revenues - Title I	38,856	8,323
LCFF S & C/Contributing to Increased or Improved Services	421,852	380,172

Goal 2:

Goal #2: Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

All Funding Sources	\$473,173	\$109,435
Federal Revenues - Title I	106,946	94,084
LCFF S & C/Contributing to Increased or Improved Services	366,227	15,351

Goal 3:

Goal #3: Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

All Funding Sources	\$2,925,421	\$3,791,236
Federal Revenues - Title I	1,172	287
Other State Revenues	31,759	82,267
LCFF Base/Not Contributing to Increased or Improved Services	2,856,883	3,699,623
LCFF S & C/Contributing to Increased or Improved Services	35,607	9,059

Goal 4:

Goal #4: Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

All Funding Sources	\$13,486	\$18,620
Federal Revenues - Title I	1,892	55
LCFF S & C/Contributing to Increased or Improved Services	11,594	18,565



Annual Update for the 2020-21 Learning Continuity and Attendance Plan

LEA Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Joseph Kelly Director of School Improvement	jkelly@avhsd.org (661) 948-7655 ext. 286

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

<http://www.doc-tracking.com/screenshots/21LCAP/Instructions/LCAPandLCPAnnualUpdateInstructions.htm> - LCPAnnualUpdate

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan.

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Establish plans and protocols to ensure the safety and health of students and staff, consistent with public health guidance, for both distance learning and in-person, classroom-based instructional offerings, include but are not limited to: campus access, hygiene practices, personal protective equipment, physical distancing measures, daily cleaning and disinfecting in school and district facilities, including distribution carts and vehicles. Items purchased include but are not limited to: disinfectant, hand sanitizer, plexi-glass screens, gloves, masks, thermometers, hand washing stations, trash bags, plastic bags, water, radios, carts and various other supplies related to health and safety.	41,377.38	4,311.06	No
Purchase additional technology devices, hot spots and virtual platforms including ancillary instructional materials to support student coursework and increase student engagement during in-person, classroom-based instruction, and for hybrid models of in-person, classroom-based instruction and distance learning. Items purchased include but were not limited to: Additional Chromebooks, Promethean Boards, Google Classroom, Google extensions, Near-Pod, Google Grade Transfer, Headphones, live video streaming, pre-recorded lessons, and instructional videos.	843.15	686.57	No
Provide additional hours for staff to collaborate and build department-created content for in-person classroom-based instruction under	1,500.00	0.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
social distancing guidelines and for hybrid models of in-person classroom-based instruction and distance learning.			
Provide professional development and support to improve the capacity of all staff to effectively address the organizational and social-emotional needs of students during transitions between in-person, classroom-based instruction, and hybrid models of in-person, classroom-based instruction and distance learning.	7,500.00	426.15	No
Extended day tutoring both on and off campus will be expanded to address continuity of instruction, learning loss and achievement gaps.	20,000.00	5,556.06	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In-person Instruction- Action 1- Ensuring Safety and Health of Students-We spent less than budgeted, as schools remained closed longer than anticipated due to ongoing health guideline restrictions. Therefore, we didn't use as much PP&E, or as many extra duty hours for daily cleaning and disinfecting of classrooms, since classrooms remained closed for most of the school year.

In-Person Instruction- Action 2- Purchasing Additional Technology- We spent less than budgeted, as we were able to utilize alternative district funding to support this action, as we remained in distance learning, longer than anticipated, we realized this full shift to technology could be a long-term asset to our teachers and students, and help accelerate student learning upon their return to school. We were able to increase our investment using district funds, in providing high-tech classrooms equipped with State-of-the-Art Interactive Promethean Boards and student devices, that would support teachers in providing engaging, rigorous and relevant learning environments to students learning at school and at home simultaneously. This investment in technology was coupled with the increased need for teachers to plan effectively for hybrid learning strategies/activities which were markedly different than distance learning only strategies/activities.

In-Person Instruction- Action 3- Provide Additional Hours for Staff to Collaborate and Build Department-created Content- We spent less than budgeted. Originally we thought teachers would need more PD than planning time to prepare for In-Person learning, however, we already provided and emphasized tech-based PD in the Summer of 2020, including but not limited to the following: Google certification trainings, Google Classroom, Google Meets, PowerSchool, Google Extensions, Near-Pod, PearDeck, so teachers again emphasized their need to have time to process that Summer PD and plan with their departments on how to link rigorous content using their newly acquired tech tools and strategies. The benefit to this investment in partnership with AVHSD, was the ability for teachers to work with their site-based Instructional Partners, Google certified trainers and department chairs to link the technology to core content. Teachers were able to create and archive lessons, and build how-to videos for new teachers on how to use their new-

found tech tools, respective to their core content areas. Additionally, site teams who had already received professional development on how to become trauma-informed and provide social-emotional supports to students, needed additional time at their sites to plan and provide welcoming and positive learning environments in their classrooms.

In-Person Instruction- Action 4- Provide Professional Development and Support to Staff to Effectively Address Social-Emotional needs of Students- We spent less than budgeted for PD in this action due to an existing PD consultant contract that we had established prior to the pandemic, with the PAN Team and Pedro Noguera, who collaborated with site administrative teams to support this work on building staff capacity to address the social-emotional needs of students. The PD hours represented in this action, was for the establishment of site teams to plan and build systems to address equity and access, for students by understanding the social-emotional needs.

In-Person Instruction-Action 5- Extended Day Tutoring- We spent less than budgeted in this area, as we partnered with AVHSD to provide additional the additional support in this action, as more students needed additional academic supports tied more closely to curriculum and classroom instruction during school closures and reopening transitions. Teachers offered additional tutoring hours beyond the school day to provide students with additional virtual tutoring services on flexible schedules.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Our In-Person, classroom-based instruction model consisted of two schedules, with options that allowed students to receive in-person, classroom-based instruction and remote, at-home instruction. Students were cohorted into two (2) groups. General education and resource students participated in the At-School Learning model whereby a cohort of students physically attended campus instruction two (2) days per week and participated in remote instruction three (3) days per week. Students who participated in the Special Day Class program physically attended campus instruction four (4) days per week and remote instruction one (1) day per week. The five (5)-day work week (Monday through Friday) for teachers under this model included four (4) days of on campus instruction, one (1) day of remote instruction, and afternoon office hours to allow virtual access for all students.

Successes- Teach PM Office Hours- All students received daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction took the form of internet or telephonic communication, or by other means permissible under the most recent public health order. This daily live interaction met the needs of the students at the discretion of the certificated classroom teacher, and included, but was not limited to the following: live video

stream, pre-recorded lessons, videoconferencing, telephonic communication with students, use of instructional videos with teacher engagement, and department created content. Teacher PM Office Hours-Teachers ensured continuity of instruction by being available each school day to meet with all students either in person or virtually. Students and Families shared that teacher pm office hours was a tremendous support to them in the support of assignment completion, social-emotional well-being, and overall encouragement and troubleshooting efforts. Please see the following link to our At-School Learning-Blended Model:

https://drive.google.com/file/d/1iyc8glU5S_W1QjAwe_EroGkpCtEYUHqm/?sp=sharing

Successes- Curriculum Mapping- Department teams engaged in curricular mapping to build a scope and sequence for both distance learning and in-person, classroom-based instruction to ensure student access to rigorous core content and corresponding instructional resources. Teachers shared how much they valued the time to process PD and plan lessons that aligned to the instructional shifts of both distance learning and hybrid learning environments once schools reopened.

Successes- Safe and Secure Schools- Later in the Spring, all students were welcomed back on campus for in-person, classroom-based instruction 4 days per week with approximately 50% of students choosing to continue with remote, at-home instruction. All sites were well equipped with screening and hand-washing stations, PPE, plexi-glass shields, and medical supplies to ensure the safety and well-being of students and staff. Due to the additional federal funds, administrators were able to respond and prepare their campuses to remain safe and secure so students and parents could have peace of mind. Administrators were able to purchase materials, supplies and equipment to create additional outdoor learning spaces for students to social distance to instruction and transitional periods. Quads were transformed into additional outdoor learning hubs that students could incorporate into their daily schedules.

Successes: Increase in positive school culture and student well-being- While our students returned to school much later in the year than anticipated, our staff was excited to have them back. Our students arrived on campus to caring administrators, teachers and support staff who lined up to greet and reassure them that safety measures were in place. Staff created posters and welcome signs that demonstrated how thrilled they were to have their students back on campus once again. When students stepped inside their classrooms for the first time, they experienced warm and welcoming learning environments with new state-of-the-art technology. Students shared that they enjoyed the new outdoor learning technology and workout hubs that helped to increase their sense of well-being at school.

Challenges: Student Disengagement Concerns- As our schools remained closed for the majority of the school year, due to public health guideline measures, the percentage of students engaged and participating in their daily learning decreased as time went by. Many students did not turn their cameras on during classes which made it difficult for teachers to engage and connect with them. As students returned to school on split schedules, campuses did not have the same full attendance as before. Extra curricular enrichment events typically held after school were abbreviated to include only tutoring options. Many students and families shared that they wanted all of the students back at the same time with no split schedules, and for campuses to include all sports and extra-curricular elective and enrichment options, as offered before the COVID pandemic.



Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional technology devices and connectivity for students and staff to support distance learning for the 2020-21 school year. Purchase 6,767 chromebooks, 475 hotspots, additional lap tops for staff, and essential chromebook accessories for students. Various items included but were not limited to: Chromebooks, hot spots, Apple IPADS, Tablets, Laptops, chromebook carts and charging stations, a mouse and headset for each chromebook ordered.	130,823.77	5,1343.23	No
Provide Professional Development and Planning time during the 2020-21 school year to promote student participation, engagement and progress during distance learning- Virtual Workshops offered included but were not limited to: Getting to Know Your Students in a Virtual Setting, Building an On-Line Classroom Culture, How to Create a Virtual Classroom Using Google Slides, You Tube Live and Google Meet, Tools for the Virtual Moderate/Severe Classroom, World Language in the Virtual classroom, Best Practices in the Virtual Art Classroom, Math in the Virtual Classroom, English Language Arts in the Virtual Classroom, Physical Education in the Virtual Classroom.	1,700.00	1,461.71	No
Provide additional Tutoring and At-Risk Mentoring services both during and after the school day during the 2020-21 school year to provide additional support to EL, Foster Youth and Low-Income students during distance learning and in transitions to blended learning models by ensuring student participation, social-emotional well-being and access to core curriculum through Tutor.com, AVID Tutors, Bi-lingual Instructional Aides, At-Risk Coordinators and Counselors.	1,225.27	0.00	Yes
Provide Student and Family support and outreach through communication and supplemental instructional materials to ensure participation and engagement in Distance Learning, including tracking and monitoring efforts through PowerSchool, Data Central, emails, phone calls home, Google classroom, and Google Meets. Purchased	19,756.49	17,805.58	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
additional virtual textbook options for all adoptions, including world languages. Purchased additional instructional materials, such as student supply bags that included materials and supplies to distribute to students and accommodate distance learning including but not limited to: supply bags, pens, pencils, markers, graphing paper, rulers, calculators, student composition books, supplemental art supplies and PE equipment.			
Provide professional development and planning time to all staff to become trauma-informed and to address the social and emotional well-being of students and staff impacted by the pandemic include but are not limited to: Habitudes- Social-emotional learning curriculum, MTSS and PBIS tiered strategies, Extra Work Agreements for teachers and support staff to attend professional development from March 13, 2020 through August 11, 2020.	500.00	0.00	No
Increased Technology Platforms and Integration by purchasing or expanding the following: Supplemental Virtual textbook components, Code.org, Credo Reference Library, Desmos, EdPuzzle, Flocabulary, Google Classroom, Google Docs, Slides and Sheets, Google Meet, Gmail functionality, Learn 360, Naviance, Nearpod, Padlet, Ed Central.	19,681.04	8,404.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Distance Learning Action 1- Additional Technology- We spent less than budgeted as timelines for procurement were often stalled due to availability of product.

Distance Learning Action 2- Professional Development and Planning Time- We spent less than budgeted, as we partnered on this action with AVHSD, as the need for professional development and planning time significantly increased due to extended COVID pandemic-related school closures. Distance learning continued for an extended amount of time throughout the 2020-21 school year, which increased the need for teachers to have additional planning time to prepare virtual lessons, understand new technology platforms, and prepare for virtual assessments and grading practices tied to distance learning.

Distance Learning Action 3- Tutoring- We spent less than budgeted, as we partnered with AVHSD on this action, as the need for additional tutoring also extended to the need to provide students with additional social-emotional supports through mentoring services

beyond the instructional day, as distance learning extended well beyond what was anticipated during the 2020-21 school year, due to health and safety guidelines which did not allow schools to offer in-person, at-school instruction until the Spring of 2021. Counselors, At-Risk Coordinators and Social Workers worked additional hours to address the social-emotional needs of students.

Distance Learning Action 4- Provide Student and Family Support and Outreach- We spent less than anticipated for this action as many of these services were able to be offered during the school day by various support staff through their regular salaried positions.

Distance Learning Action 5- Provide Professional Development and Planning for staff to become trauma-informed- We spent less than budgeted for this action, as it was determined that an existing PD consultant contract that we had established prior to the pandemic, with the PAN Team and Pedro Noguera, who collaborated with site administrative teams to support this work on building staff capacity to address the social-emotional needs of students, satisfied this need. The PD hours used was for the establishment of site teams to plan and build systems to address equity and access, for students by understanding the social-emotional needs. had already addressed trauma-informed professional development to administrative teams in the Summer of 2020, who then extended this PD to teachers and site support staff in the 2020-21 school year at no additional cost.

Distance Learning Action 6- Increased Technology Platforms- We spent less than budgeted as, we partnered with AVHSD on this action, as the need increased through varied ideas from teachers for increased technology platforms as they engaged in Distance Learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Our Distance Learning model was 100% virtual. Students took 6 courses per semester, with on-line access and support from teachers during the established bell schedule and afternoon office hours. All students received daily live interaction with certificated employees and peers for purposes of instruction (minimum 30 minutes of instruction during each class period), progress monitoring, and maintaining school connectedness. Teachers provided instruction each period that served the needs of their students. Every teacher added their immediate site administrator to their Google Classroom as an observer. This interaction took the form of internet, telephonic communication, or other means permissible under the most recent public health order. The daily live interaction met the needs of the students and was at the discretion of the classroom teacher, and included, but was not limited to the following: live video stream, video conferencing, telephone conversations, pre-recorded lessons with teacher engagement, use of instructional videos with

teacher engagement, and department created content.

Successes- Teacher PM Office Hours- Teachers were available each school day to meet with all students virtually during the established class period as well as afternoon office hours. Students and families shared that teacher pm office hours was a tremendous support to them in the support of assignment completion, social-emotional well-being, and overall encouragement and troubleshooting efforts. Students and parents also shared that they appreciated the additional time and individualized support from teachers in the afternoon office hours, where teachers could answer questions, address concerns and reassure students and families.

Successes- Curriculum Mapping- Department teams continued to engage in curricular mapping to build a scope and sequence for both distance learning and in-person, classroom-based instruction to ensure student access to core content and corresponding instructional resources. Teachers shared how much they valued the time to process PD and plan lessons that aligned to the instructional shifts of both distance learning and hybrid learning environments once schools reopened.

Successes- CTE Enhancements- Students enrolled in CTE courses were given specific tools to support the virtual learning environment in order to engage in the application of CTE standards and assessments. Students enrolled in CTE courses were also able to continue to pursue industry certifications and work-based learning opportunities in the virtual environment as well as receiving the support tools and resources for extended day classes in the virtual setting, such as drone equipment, robotics, and sports medical.

Successes- Individualized IEP w Distance Learning Plans-All students with individual education plans (IEP)s, received individualized distance learning plans, to ensure learning continuity in the virtual setting. IEP goals were addressed and progress was monitored through teachers and case carriers. All distance learning IEPs were developed and revised with ongoing collaboration and consultation with the parent/guardian and student.

Successes- Additional Virtual Textbook Options-Students enrolled in world languages, received supplemental virtual textbook options, to support their learning.

Successes: Continuity of Program-English learners continued to receive designated and integrated ELD in the virtual setting, including the use of Rosetta Stone-web-based language program, and had additional support in their core content classes through bi-lingual aides and EL Coordinators. English learners were also able to complete their summative ELPAC assessment virtually. DELAC parents and families shared that they appreciated the additional supplies, and virtual supports, especially the Rosetta Stone web-based language program that they could access virtually from home.

Successes- Additional AVID Tutor Hours Provided- All AVID elective students continued to receive virtual access to AVID Tutors during distance learning. All students continued to access Tutor.com-online tutors. Students enrolled in AP classes were able to take their AP assessments on line, and demonstrated continued success with improved participation and pass rates compared to last year. All students enrolled in core classes continued to receive supplemental virtual textbook components to support their learning.

Successes- Priority Counseling and Social-Emotional Supports-Foster youth and students experiencing homelessness received

priority counseling, interventions and social-emotional support services in the virtual setting. These planning efforts were created to ensure instructional continuity for all students, including students in specialized programs, during distance learning and during transitions between distance learning and in-person, classroom-based instruction.

Successes: Increased Department Team Collaboration- Department teams were able to meet virtually across the district to engage in curriculum mapping to build a scope and sequence for distance learning. Before the pandemic, teachers met with their site department teams only to plan and engage in curriculum planning, however, since all teams were meeting virtually, they were able to plan with department teams districtwide. Teachers shared that they really valued this practice, as it helped to increase their capacity on instructional strategies and content pacing. They requested the opportunity to keep virtual department team planning in place even after students returned to school.

Challenges – classes were 80 minutes and that is a long time for being in an online learning environment. Teachers were able to meet this challenge by splitting up activities, giving time for independent work and facilitated collaboration opportunities. However, many students did not turn their cameras on so it made it difficult for teachers and support staff to connect with them. Outreach efforts were not always successful during distance learning as students who were not participating, often the did not attend the virtual intervention meetings to address their needs and causes for non-participation.

Access to Devices and Connectivity

Successes- Increased Access to Technology and Connectivity- At the beginning of this school year, we distributed an additional 4,757 Chromebooks as well as an additional 803 Hotspots. In response to stakeholder feedback identifying students and families with unique circumstances, and in anticipation of blended learning models that accommodate both distance learning and in-person, classroom-based instruction, we ordered an additional 12,400 Chromebooks, 1,250 Hotspots, 20,000 Headsets, and a mouse for each chromebook ordered. District and site support staff continued to monitor student log-ins daily through the Google Admin Console, where student log-in reports were generated and analyzed to provide additional technological support to students and families as needed, to ensure that all students were able to log in to their classes and have continued access to devices and connectivity. Additional tiered interventions were provided by at-risk coordinators, counselors and social workers to those students who had access and connectivity, but who did not participate in their classes for other reasons.

Successes- Safe Environments and Protocols with Technology Distribution- Schools created a protocol where students could come onto campus to collect Chromebooks, hotspots (as appropriate), textbooks and school ID's. Social distancing protocols and the use of PPE were instrumental in providing these resources in a safe environment. Chromebooks and headsets were provided to all students. Parents and students shared that they appreciated receiving new digital devices and that their siblings and other family members did not have to share their personal devices or wait for a computer to become available in extended family settings.

Challenges – 13% of students reported technology concerns such as internet connectivity, password issues, etc. as negatively

affecting their ability to do their best in school.

Pupil Participation and Progress

Successes: Stable Grades- Students participated in synchronous instruction through platforms like Google Meets and Zoom with their teachers and peers. Furthermore, teachers provided asynchronous learning activities which, when combined with their live interactions, equated to 240 minutes of instruction per day. The teacher, as the credentialed expert in the classroom ensured that the combination of live teaching and asynchronous activity met the same quality and quantity that the student would have received in a normal setting. Teachers affirmed that a student had participated by marking them present in PowerSchool. Student progress was assessed by the teacher through assignments, assessments and participation. Teachers entered grades to capture their participation and progress. We worked with PowerSchool and Google Admin Console to create reports that complied with SB98 in tracking student participation and progress. Grade reports indicated that grades were stable in distance learning and comparable to pre-pandemic school years.

Challenges:

Professional Development

Successes- Increased Professional Development with Technology Integration- Professional development, resources and technological support was provided to support the distance learning program and included the following categories: Instructional Strategies, Curriculum, Literacy, and Technology Platforms and Integration. These trainings provided several thousand hours of professional development and planning opportunities in 2020-21. All professional development offerings were coordinated through curriculum mapping teams to support coherence in instructional delivery and student outcomes within and across departments. These teams collaborate throughout the year on building scope and sequence timelines around the implementation and delivery of the content standards, while integrating the instructional strategies gained from attending professional development offerings. These teams are interdisciplinary as they are comprised of core content teachers, CTE teachers and elective teachers.

Successes- Instructional strategies- Several trainings were offered throughout the 2020-21 school year to provide techniques to help build community among teachers and students, and students and their peers. Instructional skills for each content area differed in style and scope; thereby, required unique strategies. The following are examples of PD sessions that addressed these needs: Getting to Know Your Students (even in a virtual setting): Participants interacted and took away 10 practical and interactive activities designed to learn about new students in a virtual setting, adaptable to any content area.

Successes- Investing in our teachers, administrators and support staff to offer a variety of professional development options virtually for the 2020-21 school year are listed below:

Building an Online Classroom Culture: Participants learn how to teach fully online, partly online, or hybrid learning. Creating culture in a classroom with new students to the course and to the school (increase amount time doing coursework, grades that matter, attendance matters) are also addressed.

How to Create a Virtual Classroom Using Google Slides: Participants create a virtual classroom with links to textbooks, assignments, and any other tools. A virtual white board is also included. Participants personalized this classroom to reflect individual style and subject matter. Instructional "tools" are in one place. Students will be able to link to their assignments, calculators, reading resources, websites, and videos.

YouTube Live and Google Meet: Participants learn how to create their own videos to introduce themselves to students and explain content. They do this by incorporating YouTube Live in Google Meet for a dynamic virtual classroom.

Tools for the Virtual Moderate/Severe Classroom: Four things needed to start using Unique Learning Systems and other N2Y programs; how to create a Live Distance Learning Lesson Plan as opposed to a weekly one; Q & A.

World Language in the Virtual Classroom: Participants learn popular applications for speaking, listening, reading and writing activities, including but not limited to FlipGrid, FluentKey, TheFableCottage, Classzone.com and many more.

Best Practices in the Virtual Art Classroom: Participants take a tour of a visual arts classroom. They learn how to set up and integrate art projects; share and discuss what has worked with interacting with families (ex. Helping parents say "show me your work" versus "did you do your work." Chat time about challenges, evolution of interaction, strategies, and bright spots.

Math in the Virtual Classroom (Online Resources): Introduction and overview of best practices in mathematics for using Khan Academy, Quizizz, Screencastify, TeachersPayTeachers, FlipGrid, Google Classroom, and Google Slides as digital worksheets.

Math in the Virtual Classroom (Assessments): Focus on assessments in the mathematics virtual classroom: grading, and providing feedback in Google Forms.

Math in the Virtual Classroom (Alg 1 Assignments): Focus on assignments, specifically in an Algebra 1 virtual classroom. Integrating Big Ideas Math with Google Classroom, using Desmos Activities, and seeing samples of student work turned in directly to Google Classroom or via Gmail using Google Docs, Sheets, Slides, or pictures.

English Language Arts in the Virtual Classroom: An overview of key Google Suite features for organizing instruction, providing feedback, and assessing student work, including using rubrics and checking for plagiarism in Classroom. We will also explore instructional tools such as Edpuzzle and Flipgrid.

Physical Education in the Virtual Classroom: Best practices for online PE. Aligning online content with standards, resources, and assessments. Tools to help student engagement.

CURRICULUM

ERWC: Collaborative for selecting readings for workshops and mini-workshops to include in the ERWC curriculum.

Read 180: Whole and small group collaboration on adding IABs and resources to ELA curriculum.

Curriculum mapping: All teachers remapped their curriculum to align with distance learning.

LITERACY

Critical Literacy in the Digital Age: Now that our lives are conducted online more than ever, fact-checking is more important than it's ever been. Using the Civic Online Reasoning Curriculum offered by the Stanford History Education Group, participants learn how to help their students think like fact-checkers, critically evaluate the information they consume, and become more responsible digital citizens.

Summarizing Written Routine: A guided practice to engage students in writing formal and effective summaries

Responding to a Prompt: Unpacking the Prompt -A look at how this academic writing routine helps students develop transferable strategies for academic writing tasks across content areas through identification of key items in any writing prompt. Ways to Organize Reading: Cloze Read, Echo Read, Partner read, Silent Reading with Active Reading Fluency Routines: A surface look and practice implementing reading routines for consistent 100% student participation and improved comprehension during any class reading activities

TECHNOLOGY PLATFORMS AND INTEGRATION

Code.org: a non-profit organization that aims to encourage students in the United States to learn computer science by providing free coding lessons to encourage schools to include more computer science classes in the curriculum.

Credo Reference Library: Credo Reference is a digital reference library, ideal for performing research for any content area.

Desmos: An online graphing calculator.

EdPuzzle: An app for interacting with content from a video.

Flocabulary: A learning program for students that uses educational hip-hop music to engage them and increase achievement across the curriculum.

Google Classroom: A learning management system that helps organize and keep track of work that has been assigned.

Google Docs, Slides, and Sheets: These are the big three, web-based tools for students to do their work.

Google Meet: Video conferencing app.

Gmail: An app that enables users to send and receive e-mail over the Internet.

Learn360: A digital resource that provides students access to over 5,000 full-length instructional videos, images, and audio files.

Naviance: An online tool/website that supports students with career exploration and the college research process.

Nearpod: Through this interactive software, students have the ability to participate in lessons that contain virtual reality, 3D objects, collaborative boards and so much more.

Newsela: A database of current event stories tailor-made for students.

Padlet: A digital bulletin board available for students and teachers to interact.

EdCentral (<https://edcentral.avhsd.org/index.php>): A PD and resource database crowdsourced by and for district faculty that includes just-in-time/real time support provided by Instructional Partners.

Successes- Participant Access- The primary success of distance learning professional development was having easy access to a large number of participants. The Zoom and Google platforms enabled convenient pathways to professional development presenters within and outside of the district on a wide scope of academic and technology topics. Beyond acquiring content knowledge during trainings, teachers were also able to practice with similar technology tools being used with students and experienced the end-user effect. Many late adopters to technology embraced the challenge of acquiring the skills necessary for a functional distance learning classroom. Features, such as Google Classroom, breakout rooms and Jamboard, were utilized for collaboration and modeled for student use. In addition, participants' distance learning experiences were not limited to time with their site colleagues. Given the access to distance learning platforms, teachers in various content areas convened regularly to discuss and share the variety of best practices among districtwide classrooms. This sharing enabled a rich array of tools at their disposal.

Challenges- Engagement Concerns- A few challenges to distance learning professional development surfaced. Given the large numbers of participants in some sessions (ranging from 60 - 200 participants), it was difficult to gauge the level of engagement and administer thorough formative assessment of the learning. It was challenging to track if all participants who logged into the session were actually present. Moreover, follow-through with participants after the PD session to offer further assistance and observe practice in the classroom was limited.

Staff Roles and Responsibilities

Classified, certificated and administration all had to adjust to providing services to our communities due to COVID-19. For Classified Staff, an MOU was developed that allowed for flexibility in the miscellaneous duties. Some examples of this include, but are not limited to:

Successes- Staff Flexibility-As staff roles and responsibilities changed, they embraced the changes and worked tirelessly to serve the needs of students. Security assisted in cleaning and sanitation; para-educators, ASB clerks, bi-lingual instructional aides, community attendance workers, at-risk coordinators, counselors, school psychologists and social workers called students and families who weren't participating in distance learning. Clerical, security and guidance staff assisted in the distribution of technology and meals. For Certificated Staff, an MOU was developed that allowed for alternative learning schedules where teachers engaged in live, synchronous teaching as well as asynchronous activities through Learning Management Software like Google Classroom or Canvas. Administration moved to more virtual activities like virtual classroom visits in Google Meets or Zoom. In addition, administration ensured that PPE's were in place, and that social distancing is was adhered to when people were on campus to assist with meal distribution efforts.

Challenges-: Employee Equity Concerns-Classified, certificated and administrative staff were generally willing to do whatever was necessary for students to be successful during distance learning. As conditions were constantly changing due to parameters created by the California Department of Public Health as well as the Los Angeles County DPH, some employees were, by definition, identified as more essential than others, and were required to work in person, which created disparities in the work day for different groups of employees. These issues were typically resolved between the labor unions and district leadership.

Support for Pupils with Unique Needs

English learners

Successes- Increased EL Progress Monitoring through Ellevation-Two additional teachers were hired on special assignment and added to the district EL support team to specifically support our site level EL teams in providing high quality education during distance learning models. Specifically, they monitored the participation and progress of our English learners, through the use of Ellevation- a web-based software platform, to ensure continuity of instruction, mitigate learning loss, and accelerate learning and reclassification during distance learning. These teachers provided the following services: Collaborated with EL Site Team to support ELs and parents of ELs, Assisted with data analysis in order to identify instructional practices that addressed gaps in EL student learning, Provided

Professional Development and monitored the implementation of differentiated strategies.

Successes- Strengthened Implementation through EL support staff- EL support staff conducted on-site and virtual meetings with stakeholders to support the English language development of ELs. EL support staff provided teachers with Instructional methods to support ELs of all typologies and modeled effective teaching practices that helped to engage Long-Term ELs. EL support staff supported the implementation of Integrated and Designated Instruction. EL Support staff also designed virtual and in-person lessons and created goals and systems to identify at-risk English Learners. They assisted the EL Site Teams to monitor Reclassified ELs. Ellevation- a web-based software platform, was purchased to better serve our English Learners in supporting our EL site teams and EL Teachers through data analysis, identification, reporting, collaboration, assessment and instruction.

Successes- EL Specific Instructional Strategies- English learners faced the unique challenge of learning English as they were also learning grade-level content virtually. This challenge became even more difficult when coupled with a distance learning environment. In order to address this additional challenge to our English learners and their families, teachers received additional professional development and were provided with the following additional supports and EL specific instructional strategies virtually: Virtual lesson plans that included ELD standards and language objectives in Google classrooms, EL specific instructional strategies that focused on Intellectual Quality, Academic English, Extended Language Interaction, Focus on Meaning, Planned sequence of events to build content proficiency, scaffold and contextualize language instruction. Teachers taught ELPAC task types to support ELs language proficiency.

Successes- Specialized EL Roadmap Training-Teachers were trained in the EL road map to implement quality instruction for ELs and provide need-responsive virtual classrooms that included social emotional learning strategies. Tiered re-engagement strategies were implemented through teachers and bi-lingual aides to ensure positive relationships with our ELs and also to ensure EL access, progress and participation throughout the learning day. Supplemental tutoring services were provided such as Tutor.com and other third-party tutoring services that prioritize the needs of ELs, foster youth, students experiencing homelessness, and students with exceptional needs, with virtual tutoring and in-home tutoring, once public health guidelines allow.

Successes- Increased Parent and Family Engagement- Additional EL parent workshops- were scheduled through Disciplina Positiva- a designed series of online workshops for parents to address learning at home, academics with their children, mental health issues, improve study routines at home to deal with challenging mental health and behaviors during the pandemic. The Disciplina Positiva team provided a series of six (6) 90-minute virtual workshops, online in Spanish, for parents of English Learners at all eight (8) comprehensive high schools, and at the two (2) alternative high schools. To build parent engagement during the At-Home Learning Model, online parent workshops built parent communities with synchronous strategies. Each workshop was recorded and shared for parents to view the workshops' asynchronous strategies. The goal was to build a community of parents to support their children to succeed at school and with the Distance Learning Model. The EL Parents shared that they valued the virtual parent workshops and asked for more to be planned for the following school year. Feedback from DELAC was overwhelming in positive feedback and support for Disciplina Positiva.

Dually Identified English learners in Special Education

Successes- Additional Tiered and Individualized Supports-Students who were dually identified as an EL/Sped student had an annual IEP. The team included multiple stakeholders who designed individual education plans, discussed present levels of performance, and adjusted the student's academic plan and accommodations accordingly. The IEPs included Language assessments, Accommodations, EL goals and services. IEP accommodations and services were implemented in all classes of EL students. Teachers, administrators and case carriers reviewed the academic plan throughout the year with students and parents to ensure that dually identified English learners in special education get the supports they need and meet their IEP objectives in distance learning environments and in transitions to hybrid learning models of in-person, classroom-based instruction and distance learning. To the extent possible, our district supported the implementation of programs that equipped students with world language skills and introduced them to diverse cultures, heritages, and languages, while also preparing them to succeed in the global economy, such as in multilingual programs.

Successes- Additional Hot Spots- A large majority of our English learners had connectivity issues due to their rural location. Our district addressed this need by purchasing a hot spot for every student who needed one. Our district purchased student supply bags for all students that included a set of headsets, a mouse, graphing paper, pens, pencils, markers and various other instructional supplies to support their at-home learning experience.

Successes- Increased Parent Access- In order for parents to properly and successfully oversee their child's learning, they were given access to technology and received training on how to understand and manipulate PowerSchool Parent Portal and other digital tools and apps. Parents were given assistance with logging into systems, apps, or other digital platforms. Additional support was provided through site support staff. Students were encouraged to speak to teachers and staff members, communicate with their school, and receive additional support on digital concerns.

Successes- Multiple Platforms to Engage Learning-There were several digital platforms being used to facilitate EL participation and progress including but not limited to Rosetta Stone, Read 180, Google classroom, Google Meets, PowerSchool, Canvas, Remind, Tutor.com, and now, Ellevote. Pupils with exceptional needs served across the full continuum of placements Case carriers/special education teachers, worked in collaboration with site administration and district administrative staff to give input and develop both the Distance Learning Plan, as it related to the needs of students with exceptional needs. Every student with an IEP also received an individualized distance learning plan to include the services and supports in the student's IEP while explaining how the IEP will be adequately implemented during in-person, classroom-based instruction and distance learning. Due to the emergency conditions, as a result of the COVID-19 pandemic, the Distance Learning plan indicates how every goal and objective will be implemented virtually by addressing the method of instruction, the schedule of service delivery, and outlines the consultation plan between the teacher, parent, and student, in order to monitor the student's progress during both distance learning and the transition to in-person, classroom-based instruction. Related service providers, as outlined in the student's IEP, were also a part of the development of this plan.

Support for Pupils with Unique Needs

Successes: Increased Tiered Supports- We were able to provide multiple layers of academic, language, and social-emotional supports for our Els, Foster youth, Low socio-economic status, Pupils experiencing Homelessness and Pupils with Exceptional Needs. One-Stop-Shop Websites were created to align these resources and assist parents and families to ensure that student access was not an issue. Additional materials and supplies and internet hot spots for connectivity were distributed to these student groups to support extended day virtual tutoring and at-home learning. Counselors and At-Risk Coordinators provided additional mentoring and social-emotional supports for these identified student groups.

Challenges – some of the services for pupils with exceptional needs cannot be delivered virtually, at least not with the same level of quality. As restrictions were gradually released, we were able to better serve these students in-person, at-school.

Pupils in Foster Care

Our foster youth had immediate enrollment and were entitled to remain in their same school whenever feasible. They prioritized counseling and tutoring services for them, as well as mentors (at-risk coordinators) who were specifically assigned to them upon entry to the school and within the virtual setting. Our foster youth had the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes. Their academic and social-emotional progress was monitored through the coordination of counselors, social workers and at-risk coordinators who conducted outreach by phone calls, emails and Google Meets to offer support, guidance and encouragement. The support staff assigned to our foster youth ensured that they had a caring adult who remained invested in his/her education and social-emotional well-being, during and after graduation from school, to support current and future postsecondary goals. During distance learning, the identified support staff at the sites collaborated with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

Successes: The At-Risk Coordinators and Social Workers were very instrumental in working identifying needs on Data Central, and working with outside agencies and foster families in addressing the needs and concerns of our foster youth. Although foster youth remain a high-risk student group, as their progress and participation remains disproportionately lower when compared to other student groups, we continue to put supports in place to seek to understand root causes of nonperformance and provide them with social-emotional supports and services that more closely align to their needs.

Students Experiencing Homelessness

Our district's homeless liaison continued to monitor the needs and progress of our students who experienced homelessness during distance learning. Our students who experience homelessness had immediate enrollment. They received prioritized counseling and tutoring services, as well as mentors (at-risk coordinators) and community attendance workers who were specifically assigned to them upon entry to the school and within the virtual setting. Our students experiencing homelessness had the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes, in the distance learning environment. Their academic and social-emotional progress was monitored through the coordination of counselors, social workers, at-risk coordinators and community attendance workers who conducted outreach by phone calls, emails and Google Meets, to offer support, guidance and

encouragement. Some additional services provided to our students experiencing homelessness were free nutrition programs, transition assistance to the school of origin, hygiene supplies, backpacks, school supplies, and transportation assistance. During distance learning, the identified support staff at the sites collaborated with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

Successes: Increased Supports- The Community Attendance Workers were the point of contact for our students experiencing homelessness and worked with district support staff and outside agencies to maintain contact, provide meals, clothes, hygiene products, medical supplies, immunization access points, backpacks, instructional materials and supplies, technology, hot spots, immediate enrollment, prioritized tutoring options, free bus passes, jackets, blankets, and counseling services to meet their needs.

Challenges: Decreased Communication and Participation- Email and Notification Issues- It was more difficult for our students experiencing homelessness to have the same access to technology and connectivity as their peers, to receive notifications and to participate in Distance Learning. Many of our students experiencing homelessness during this time, remained unidentified as they did not have access PowerSchool to fill out the School Home Questionnaire. Although the Community Attendance workers strived to meet their needs, there were still disparities in student participation between this student group and their peer group.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Develop a formative assessment and intervention process that includes a schedule for diagnostics, screenings, placement, and curricular assessments in order to identify students for interventions, set growth goals, monitor progress and accelerate learning for students who have experienced learning loss and demonstrate learning gaps.	7,500.00	0.00	No
Provide additional hours to certificated and support staff to analyze assessment data, conduct outreach, place students in interventions and monitor their progress.	5,000.00	0.00	No
Purchase and Provide PD on NWEA Map Assessments- a web-based diagnostic testing system for students to track and monitor individual student growth.	15,000.00	0.00	No
Purchase and provide PD on Ellevation- a web-based software platform designed specifically for EL students to make EL administrators and educators more productive, collaborative, and effective. Teachers and administrators provided feedback on surveys and in meetings that they needed additional support in monitoring the progress of their English learners, and in planning for effective instruction and interventions in order to address the needs of long-term English learners and accelerate their English language proficiency. Approximately 80% of our English learner population is considered to be a long-term English learner.	9,600.00	0.00	Yes
Provide increased access to virtual and in-home tutors, whenever possible, such as Tutor.com, Sylvan Learning Center and other third party providers to provide students and families with options and additional support in ELA, Mathematics and ELD for those students at greater risk of experiencing learning loss-Distance Learning tutoring-March 2020 through December 2020, use \$25,000 from CRF- To support In-Person instructional offerings- Tutoring services from 12-31-20 through 5-30-21 use SES DO TI funds-\$25,000.	13,150.00	0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Pupil Learning Loss Action 1- Develop a Formative Assessment and Intervention Process- We spent less than budgeted as this action specifically linked to the extra work agreement hours associated with the planning, coordinating and PD of NWEA MAP Assessments, districtwide, which began later in the school year, than anticipated, once the NWEA contract passed Board, and the initial process work was provided by AVHSD staff.

Pupil Learning Loss Action 2- Provide Additional Hours to Certificated and Support Staff- We spent less than budgeted as Assessment Analysis and Outreach was substantially redirected to job classifications who were already providing these services, so the actual cost was lower than anticipated.

Pupil Learning Loss Action 3- Purchase and provide PD on NWEA Map Assessments-We spent less than budgeted for the NWEA contract, as it was funded by AVHSD for for a multi-year contract, reflected in the AVHSD budget.

Pupil Learning Loss Action 4- Purchase and Provide PD on Ellevation- We spent less than budgeted on the Ellevation contract as well, as it was funded by AVHSD for for a multi-year contract, reflected in the AVHSD budget.

Pupil Learning Loss Action 5- Provide Increased Access to Virtual and In-home Tutors- We spent less than budgeted, as we partnered with AVHSD, to support the additional need for tutoring throughout the 2020-21 school year, as schools reopened they also increased their virtual and at-school tutoring options for high needs students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes- Positive Student Response to Surveys-The COVID-19 pandemic created some difficulties associated with student learning, as well as some opportunities. To monitor student learning during this unprecedented time, we are took a qualitative and quantitative approach. We surveyed students to ask them if they felt like distance learning had: 1-contributed to them being behind in their learning, 2-kept them right where they should be in their learning, 3-contributed to them being ahead in their learning. 20% of

students reported that they felt like they were behind in their learning, 70% of students reported that they felt like they were right where they should be in their learning, and 10% reported that they felt like they were ahead in their learning.

Successes- Alternative Metrics- We administered the Reading Inventory (RI) and Math Inventory (MI) to our students during the first three weeks of school to determine proficiency levels and potential learning loss. In addition to this, we purchased NWEA Map assessments to administer quarterly in English language arts and mathematics throughout the rest of the 2020-2021 school year. NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student learning. This computer adaptive assessment provided us with performance data around skill strengths/weaknesses; and, it was not bound to a specific set of grade/course level standards. As such, NWEA Map gave us the capacity to paint a better picture of how we are bridging skill gaps and growing academically. As NWEA post test results came in, 47% of our 9th graders demonstrated accelerated growth in math, 45% of our 10th graders, 42% of our 11th graders and 44% of our 12th graders respectively. Student achievement scores in math, by quintile demonstrated combined scores of, High-Average and High at 38% for 9th graders, 39% for 10th graders, 39% for 11th graders, and 42% for 12th graders respectively. Student achievement scores for Reading, High-Average and High combined by quintile were as follows: 40%-9th grade, 41%-10th grade, 43%-11th grade, and 43%-12th grade. While we were not exactly clear on the correlation between ELA and Math state assessments and NWEA, we now have a starting point to monitor students from each grade and track progress accordingly. In examining our A-G data, the District continues to grow in the number of students graduating meeting this CSU/UC requirement. We've also seen growth in our CTE programs and in our Reclassification of English Learners.

Successes- Ellevation Implementation- We assessed English language development proficiency and progress using both the ELPAC state test and Ellevation-a web-based software platform designed specifically for English learners, to make administrators and educators more productive, collaborative, and effective in monitoring progress and creating differentiated instructional strategies for English learners. State and local assessment data was monitored by a reinforced English learner (EL) team that included two additional Teachers on Assignment (TSA) that worked with EL Site Teams, teachers and EL students. We used DataCentral, as an early warning system, to inform teachers, at-risk coordinators and administration of students who were identified as "at-risk" of low performance and progress, staff assigned those students for tiered interventions, and set student progress goals throughout the year.

Successes- Targeted Professional Development on the Formative Assessment Process- We provided professional development to certificated staff to engage in a formative assessment process, that included data analysis from various sources including but not limited to: NWEA, ELPAC, Ellevation, and Data Central, to identify students for re-teaching, tiered interventions and goal setting, that served to mitigate learning loss and support the acceleration of learning.

Successes- Curriculum Mapping-Department Teams engaged in curriculum mapping on a quarterly basis to build a scope and sequence of content standard implementation and delivery- During Distance Learning, most of our students experienced some form of learning loss, from the prior year, particularly in the 4th quarter of school. In order to mitigate learning loss from curriculum/content gaps, all teachers collaborated in department teams, to assess which standards needed to be re-taught from the year before. All teachers planned for extensive overviews of the content standards from the prior year's second semester of instruction.

Successes- Data Analysis- We addressed learning loss that resulted in skill and achievement gaps, through entry level diagnostics such as NWEA, Reading and Math Inventories. Once these base-line levels were determined, teachers engaged in team planning to analyze diagnostic data by student group, set goals, assign interventions, and create differentiated instructional and re-teaching strategies to address these gaps in core classes. Support classes in ELA, Math and designated ELD were assigned accordingly as determined by the scores.

Successes- Individualized Learning Plans- English Learners- ELPAC and NWEA results supported teachers in creating individualized learning plans that provided a roadmap in determining each student's current skill/proficiency level in math, ELA and ELD. Additional tutoring services were prioritized for English learners through third party providers that offered outside-of-school and in-home tutoring services- Teachers and Administrators utilized Ellevation to provide additional access to differentiated ELD strategies and progress monitoring capabilities.

Successes- Increased Tutoring Services- Low-Income- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with with counselors, community attendance workers and food services to identify additional needs of low income students. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of low income students and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies were prioritized and provided to our students of low income.

Successes- Foster Youth- Tiered Supports- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with with counselors, community attendance workers and food services to identify additional needs of foster youth. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of foster youth and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies were prioritized and provided to our foster youth. Transportation was prioritized for our foster youth, with city bus passes so they could attend extended day tutoring and credit retrieval sessions both virtually and in-person. Transportation was also provided to our foster youth, to the extent possible, so they could stay in their school of origin, once schools reopened. Procedures for quickly enrolling foster youth were developed collaboratively with county welfare agencies and foster agencies.

Challenges- Need more District Oversight for Foster Youth- We do not have a foster youth program coordinator at the district level to directly oversee the critical needs of our foster youth and coordinate their services with our site teams and other welfare and foster youth agencies, to ensure that their needs are fully met. There is a need to have a foster youth program coordinator with district level oversight to ensure that we stay informed about and implement all laws and district policies affecting foster youth, so that our foster

youth receive the academic services and social-emotional supports they need to increase their participation and engagement in school and improve their high school graduation rates, meet their A-G requirements and transition successfully to college and career.

Successes- Pupils with Exceptional Needs- Individualized Student Distance Learning Plans- Individualized Student Distance Learning Plans were aligned to IEP objectives were created, reviewed and updated throughout the year by teachers and support staff. Students with IEPs were provided with academic, and home-based medical support services during distance learning. Supplemental tutoring was prioritized and aligned to their individualized distance learning plans. Parent participation in virtual IEPs increased during distance learning as parents shared that they found it easier to meet virtually then in person. NWEA was used as diagnostic to determine baseline scores and skill gaps for our students with exceptional needs, which helped inform instructional practices of teachers and support staff.

Challenges- At-Home Supports- It was more difficult for staff to provide extensive supports to students with exceptional needs during distance learning. Although students with exceptional needs were among the first cohorts of students brought back to in-person instruction, not all of our families opted for the in-person option. Parents shared that they were not sure if their student would be safe while COVID cases and restrictions remained high. Even though NWEA was used as a diagnostic to determine baseline and skill gaps for our students with exceptional needs, teachers shared that they needed a tool to provide assistance with differentiated instructional strategies that aligned closely with standards-aligned content and IEP objectives and individualized learning plans, so they could support increased academic proficiency, program completion, and attainment of IEP objectives.

Successes- Pupils experiencing Homelessness- Increased Academic Supports- Additional and extended day tutoring supports were offered through the school. AVID tutors extended their hours to provide additional virtual supports outside of the AVID elective, during the instructional day. Teacher pm office hours provided individualized supports as well. At-Risk Coordinators coordinated efforts with with counselors, community attendance workers and food services to identify additional needs of our students who were experiencing homelessness. Meals were distributed to students and families at all school sites. At-Risk Coordinators coordinated with counselors and social workers to address social-emotional needs of students experiencing homelessness and provide mentoring and counseling services, accordingly. Credit retrieval was offered on Saturdays to all students who needed to make up credits. Supplemental instructional materials and supplies, technology and hot spots were prioritized and provided to our students experiencing homelessness. Transportation was prioritized to our students experiencing homelessness, to pay for city bus passes so they could attend extended day tutoring and credit retrieval sessions both virtually and in-person. Our students experiencing homelessness received immediate enrollment options with site supports and welfare agency services.

Challenges- Lack of District Staff to Intentionally Focus- As the homeless population has increased throughout our valley, our population of students experiencing homelessness has also increased. We need to have a dedicated focus on this program at the district level, such as a district level program coordinator, to ensure that program requirements and objectives are met and that our students experiencing homelessness have equitable access across the district to academic programs, supports and services so that they can increase their engagement in school, improve their high school graduation rates, meet A-G requirements and transition successfully to college and career.



Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes- Increased Access to Caring Adults- Our students continued to have access to caring adults throughout school closures and reopening such as School Psychologists, School Counselors, School Social Workers, ERICS Therapists.

Successes: Increased Supports- Our students, families and staff received access to the following School Based Mental Health services and resources:

Google Site:

Link to District Website bit.ly/avhsdmentalhealth

Link updated daily/weekly depending on the need and new information

Resources for parents

Mental Health Hotline / Continued School Closure -

4 Social Workers

Daily schedule rotated

Number manned daily from 7:30 am -12:00 pm and 12:30 pm - 3:00 pm

Calls were documented on google doc: bit.ly/mhhotline

Follow up phone calls were forwarded to appropriate director or coordinator if students need continued weekly support/check-in:

Coordinator of Psych Services for Special Education Students

Coordinator of School Counseling for General Ed Students

Director Student Services for Social Workers

Students receiving DIS Counseling, ERICS Services and other Supports

Students continued to receive services by the School Psychologists, School Counselors, ERIC Therapist, and Social Workers

Service providers will be contacting all students/parents on their caseloads on how services will be delivered

School Psychologist have access to provide Ever-Fi free Mental Health Curriculum

School Psychologist will send Google Check-In Form

Virtual Calm Room for Students

Support for Teachers and Staff

Google Site for teachers with mental health supports/links

Successes- Increased Access to Caring Adults- At-Risk Coordinators, social workers and other support staff provided /offered a wide range of tiered interventions and supports for the needs of students as they pertained to mental health and social and emotional well-being. Local climate surveys indicated that student connected to the school as rated by the students grew to 69.5% for a (+8%) change over the year before. That is an incredible achievement given that our students were engaged in distance learning for so long.

Successes: Increased Supports- Additional supports for staff, students and families:

Virtual Calming Room for Teachers

Asynchronous

Students receiving School Based Mental Health Supports

Continued referrals to SBMH electronically

Current students receiving SBMH have already been contacted by the agency on how they will continue to provide SBMH

Create Infographics through CANVA that can be shared on social media links and shared with parents, students, and staff that address self-

care, social emotional supports, coping strategies

Parent Virtual Trainings and Supports (Recording Trainings)

PBIS Basics for the Home

Helping Children Cope with Changes Resulting From Covid 19

Suicide Prevention

Virtual Calm Room for Parents with additional resources

Training for Teachers and Staff / Recorded Trainings

Psychological Reactions to Disaster and Psychological First Aid after Crisis and Disaster

Understanding Educator Resilience and Developing a Self Care Plan

<https://statprogram.org/training> The STAT (Support for Teachers Affected by Trauma) curriculum is designed to help you understand Secondary Traumatic Stress (STS) and provide ways to mitigate its effects through the use of self-care techniques and a variety of helpful resources.

Please see the following link to our Mental Health and Social and Emotional Well-being Plan: <http://bit.ly/AVHSDMHP>

Successes: Positive Feedback from Parents and Staff-The mental health and social emotional well-being of staff was monitored through surveys as well as through faculty and staff meetings. Leadership was able to make accommodations or decisions to ease stress and maximize student learning. Teachers were surveyed to see what professional development they wanted at student-free staff in-service days. Staff continued to request time to get caught up and more familiar with the tools they've just learned. So district staff responded and customized trainings to be less stressful and more practical in direct support to our staff's mental and social-emotional health. Furthermore, personnel made EAP (Employee Assistance Program) available for all staff to assist in this area. DELAC parents shared how much they appreciated the additional supports that were created just for them during the extended school closures.

Successes: Virtual Calming Room- Students and staff shared that they really appreciated the virtual "Calming Room" that was made available to all students and staff.

Challenges: Student Disengagement- Students did not often attend the zoom call to receive the supports being offered. Tiered reengagement outreach efforts were made to students who did not attend the intervention zoom calls, but some students still did not respond. Professional development and planning efforts were made for teachers to integrate social-emotional learning curriculum and strategies as students returned to in-person instruction and in the hybrid learning environment. For the 2021-22 school year, stakeholders have shared the need for the addition of an advisory/ homeroom class once a week on each campus where teachers could directly address social-emotional learning without feeling like they are suspending curriculum. Either way, there is a need to create a channel through which we can push out supports to students that will not impact the teacher's pacing guide or content delivery. Stakeholder engagement will continue to address this need and make determinations on how to proceed moving forward with a Tier I, universal support plan for mental health and social and emotional well-being for all students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At-Risk Coordinators and other assigned site support staff, worked in coordination with school counselors, social workers, teachers and site administration to engage in Multi-tiered Systems of Support (MTSS), in order to track student log-ins daily, and identify students who are not logging in to Google Classroom during both distance learning, and hybrid models of distance learning and in-person, classroom-based instruction. Once identified, students received tiered re-engagement strategies until they successfully reengaged in teaching and learning. Some examples of these strategies were individual contact by a school counselor or At-Risk coordinator, access to additional resources like Tutor.com or other acceleration tools available through our PowerSchool resource tab. These resources and strategies were made available in English and Spanish. In order for students and their families to know their status in this new distance-learning environment, academic progress was monitored through our digital app, "Parent Portal," as well as hard copies mailed home for all progress reports and report cards.

Successes: Increased Outreach- We provided Student and Family support and outreach through communication and supplemental instructional materials to ensure participation and engagement in Distance Learning, including tracking and monitoring efforts through PowerSchool, Data Central, emails, phone calls home, Google classroom, and Google Meets. Classified and certificated support staff monitored students participation daily and conducted follow-up phone calls on students who missed more than 3 sessions. Teacher PM hours Our parents and student survey responses, during this time, increased significantly and demonstrated the highest participation rates ever. It made it easier to flexibly resolve issues and adapt to our families and their changing needs.

Challenges: Student Disengagement- Even though tremendous efforts were made to engage students and parents and support them with a variety of options to understand academic performance and progress, there is no substitute for face-to-face interaction and engagement. Our parents, students and families are important to us and there is an increased need to develop parent and family engagement programs that support positive relationships with families and increase our parents' ability to navigate our educational

systems, build awareness of our programs, services and supports and provide input, so students have increased access and opportunities to graduate meeting A-G requirements and transition successfully to college and career.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout the pandemic and distance learning, Food Services has taken advantage of CDE's Seamless Serving Option (SSO) and flexibilities under USDA to provide access to meal kits and multi-day food packs to all eligible persons under the program. In October, Food Services partnered with the District's transportation agency to develop bus routes where meals could be delivered to areas where students with transportation challenges could be served. The four routes that were established travel to local parks, apartment complexes and motels for families in transitional housing.

Successes- Expanded Distribution Schedule- Over the school year, Food Services has expanded its distribution schedule to include Saturdays and, under its program accountability and integrity plan, provides meals to families during extended holiday breaks.

Challenges- Supply Sources- Supply sourcing has been an ongoing challenge for sponsors across the nation during the pandemic. Taking a proactive approach by working with fellow Member Districts in Partners in Nutrition Co-Operative (PINCO), Food Services has been able to obtain the food and supplies needed to meet the meal pattern requirements under SSO. In 2020-2021, PINCO has obtained additional Department of Defense Produce entitlement providing Food Services with monies for fresh fruit and vegetables which are served with every meal kit.

Successes- Student Drive-up Meal Services- Since the beginning of the 2020-2021 school year, Food Services has provided over a million meals under the SSO. As students have begun returning to school, Food Services has worked with Administration to create opportunities for these student cohorts to enjoy their meal(s) while on-campus as well as grab and go kits to take home depending on bell scheduling while continuing to provide meals with its drive-up service for students at-home under distance learning.

Successes- Donations to Local Food Banks- Food Services has provided surplus donated USDA Foods under CDE guidance to local authorized agencies and food banks in organized events geared to assist families struggling with the impact of the pandemic.

Challenges- Adaptation to Hybrid Learning Models- Moving forward, the District's hybrid learning model will require Food Services to adapt to new bell schedules and serving options. Fortunately, our Food Services Team is nimble and by working with its PINCO

partners will be able to provide quality meals and nutrition options as needed as the District transitions back to the student's return to campus and beyond.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meal kits for students.	15,000.00	0.00	No
Pupil Engagement and Outreach	Certificated staff to reengage students and families.	12,000.00	1,121.10	No
Pupil Engagement and Outreach	Classified staff to reengage students and families.	223,331.02	0.00	No
Mental Health and Social and Emotional Well-Being	Professional development to address mental health and social-emotional well-being as tiered intervention strategies, including but not limited to: Habitudes, PBIS, MTSS.	7,500.00	0.00	No
Mental Health and Social and Emotional Well-Being	Social Workers, psychologists, and school counselors addressing the needs of students impacted negatively by school closures. No cost, current roles and responsibilities were re-purposed to facilitate the needs of "at-risk" students during COVID-19 related school closures, distance learning and in-person, classroom-based instruction models.	124,429.51	0.00	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional Actions- Action 1- Meal Kits for Students-We spent less than budgeted as food prices fluctuated throughout the year.

Additional Actions-Action 2- Pupil Engagement and Outreach- We spent less than budgeted as several job classifications were substantially redirected to provide pupil engagement and outreach so the need to pay additional hours for certificated staff to provide these services was less than anticipated.

Additional Actions- Action 3- Classified Staff to Reengage Students and Families- We spent less than budgeted as we partnered with AVHSD to provide these supports reflected in the AVHSD budget.

Additional Actions- Action 4- Professional Development to address Mental Health- We spent less than budgeted as professional development to provide tiered intervention strategies was provided internally by AVHSD staff during student free days, so no additional cost is reflected here.

Additional Actions- Action 5- Social Workers, Psychologists, and School Counselors addressing needs of students- We spent less than budgeted as extra work agreements for designated staff to provide these services were provided by AVHSD staff and the cost is reflected in the AVHSD budget.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The pandemic created different opportunities to teach and learn. Student Survey and stakeholder feedback indicated that many of our students enjoyed Distance Learning more than traditional In-Person learning and many of our students missed things outside of the classroom, like participating in athletics, activities and other extra-curricular opportunities.

Lessons Learned- Distance Learning- The lessons learned from the 2020-21 local indicator data and distance learning program plan, primarily reinforce that we had achievable goals and actions. We were able to meet the needs of our students through a variety of methods, platforms, interactions and interventions with our students demonstrating significant academic progress. 2019 Dashboard data indicated that our 11th graders scored 38.62% met and exceeded standard proficiency in ELA. For 2020-21, we implemented our alternative metric, NWEA Map assessments, for ELA, and our 11th graders scored 43%, high and high average. For Math, 2019 Dashboard indicated that our 11th graders scored 12.37% met and exceeded standard proficiency. For 2020-21, we implemented our alternative metric, NWEA Map assessments for Math, and our 11th graders scored 39% High and high average, for a significant positive change of over 26%. We're still determining the correlation between NWEA Map testing and CAASPP state tests, but initial results look promising, and the implementation of NWEA Map assessments will be an action in the 2021-24 LCAP. Additionally, more progress was made with AP pass rates, as AP pass rates increased from 27.3% in 2019-20 to 35.3% in 2020-21 with 2,350 passing scores. Lastly, our suspension rate decreased from 8.3% to 5.7%.

Lesson Learned- State and local indicators where we traditionally make progress, seemed to dip during Distance Learning, as our D and F rates increased from 27% in Semester 1- 2019-20 to 33% in semester 1- 2020-21, with graduation rates dipping slightly from 82.5% to 79.3%. A-G rates also decreased from the year before from 40.6% to 34.2%. Some of the initial findings regarding semester

grades, graduation rates and A-G rates, are due to some of our students, checking out of Distance Learning, altogether, and even though outreach and intervention efforts were implemented, there was a percentage of students who were unsuccessful during this time, reflected in their grades, A-G standings, and graduation rates, as these state and local indicators are closely connected. LCAP implications for these findings indicate a need to provide additional social-emotional supports to all students as a Tier I universal support, and then offer increased supports to identified students as needed through our student support centers. Additionally, we will add SEL professional development to staff to address the social-emotional needs of our students and help get them reconnected to school and back on track for academics.

Lesson Learned- In-Person Instruction: We have to look at the goals and actions in our 2021-24 LCAP with more of a "virtual" lens than we have in the past as well as creating environments and supports that not only help students achieve their academic potential, but also supports their social and emotional well-being. We also want to take the successes from distance learning, as they pertain to increased student engagement and versatility with technology, and ensure that our schools are equipped and our teachers are prepared to deliver instruction and formative assessment practices using technology as a tool to accelerate learning.

Lessons Learned- In-Person Instruction- We found that only about 45% of our students opted to return to in-person instruction once it was offered. It may be due to the time of the year and Spring break, however it may also be due to the fact that a large percentage of our students enjoy learning from home. Student and family surveys indicated that for some students, learning from home was less stressful than being on a large campus. Some of our students shared that they were often bullied at school and felt more safe at home. The students who did return to campus shared that they returned to see their friends and participate in CTE and AVID programs, sports, electives and extracurricular events. Lessons learned from these survey results indicated the need for LCAP 2021-24 to be increasingly responsive and receptive to our students and families in a wide variety of ways, with smaller class sizes, enhanced CTE programs and AVID electives, positioned more to address the needs, conditions and circumstances of students of low-income, foster youth and ELs, to give them a sense of community and support within their cohorts and electives, in order for these identified students to navigate high school in large settings. CTE pathway cohorts will include and increase hands-on projects that will develop strong writing and verbal skills designed to accelerate language proficiency of ELs. AVID electives will address the social-emotional needs of students from low-income families, including students experiencing homelessness, and foster youth, to encourage first generation college students to advance via their individual determination, through an elective that offers small group tutoring and social-emotional supports, a family friendly support network, grade monitoring and academic behavioral/organizational skills necessary for college and career sustainability. Lastly, there will be an additional LCAP 2021-22 focus on the increase of extracurricular, athletics and enrichment offerings, to address social-emotional wellness.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The new habits we acquired using NWEA Map Assessments will be carried on in the 2021-24 LCAP for all students. Furthermore, we have created a one-stop resource called "Data-Central" that house Student Data, Grade Analysis, Student Cohorts, Goal Setting and Goal Management that allows us to meet the very specific needs of all of our students. We've built in the ability to disaggregate our data and address learning loss by English Learner status, Socioeconomic status, Foster Youth status, Pupils with Disabilities served across the full continuum of placements, and pupils experiencing Homelessness, to ensure that no child is neglected. Our At-Risk Coordinators, Counselors and Administration will continue to use Data Central to identify and assist students in achieving their best.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As addressed in Distance Learning Action 3- Increased or Improved Service for ELs, LI and FY-Tutoring- We spent \$922,088.94 more than budgeted as the need for additional tutoring also extended to the need to provide students with additional social-emotional supports through mentoring services beyond the instructional day, as distance learning extended well beyond what was anticipated during the 2020-21 school year, due to health and safety guidelines which did not allow schools to offer in-person, at-school instruction until the Spring of 2021. Counselors, At-Risk Coordinators and Social Workers worked additional hours to address the social-emotional needs of students.

As discussed in Pupil Learning Loss Action 4- Increased or Improved Service for ELs-Purchase and Provide PD on Ellevation- We spent \$104,090.20 less than anticipated on the Ellevation contract as well, as it was budgeted for a multi-year contract, but only one year was encumbered under supplemental and concentration funds.

Several other actions and expenditures that were not explicitly stated in this plan, continued to remain in place from our prior LCAP and served to ensure increased and improved services for unduplicated pupils, as compared to the services provided to all students.

Low-Income: It was determined that our students from low-income families needed to have positive and caring adults at school and at home, virtually through additional counselors, at-risk coordinators and PBIS Coordinators, that could connect with them, get to know them, listen, motivate and offer positive choices that could impact their academic, behavior and social-emotional well-being. Additionally, students from low-income families demonstrated a need to close achievement gaps in ELA and Math, as indicated on the 2019 Dashboard and also indicated on student survey data, that they needed more support in class and after school to understand content as it pertains to classwork and homework in math and ELA. Instructional Partners, assessment coordinators, teacher induction mentors and AVID college tutors are assigned to each school site to specifically work with teachers and students in math and ELA to offer professional development and instructional support in lesson design, instructional strategies, checking for understanding and formative assessment cycles. Virtual and in-home tutoring options, when schools reopened was provided district-wide through Tutor.com and SES third party tutoring providers.

English Learners: In order to accelerate the language proficiency progress of English Learners and LTELs, and move them to reclassification, additional site and district support staff were put in place to create tiered interventions, monitor EL progress, engage EL parents and provide professional development opportunities for teachers, administrators, classified support staff and EL parents to understand how to offer targeted supports and differentiate instruction based on the ELPAC level of EL students.

Foster Youth: Foster Youth received additional resources, services and interventions to address achievement gaps, build school connections, and accelerate learning. Foster Youth demonstrated an additional need for school support staff to coordinate services with the school and community to receive outreach phone calls and virtual meetings, that addressed successful school transitions, immediate enrollment, engagement, transportation, attendance. Social Workers and Community Attendance workers coordinated services with school and community to ensure that Foster Youth continued to have access to academic, behavioral, social-emotional and extra-curricular supports and resources necessary to participate and stay engaged in distance learning and at-school, in-person instruction.. Counselors continued to be assigned specifically to foster youth to monitor their progress and coordinate services with At-Risk coordinators for academic and social-emotional supports. At-Risk coordinators continued to communicate with teachers and administrators on the progress of foster youth through the Date Central database where they were able to assign services and interventions, set short term goals and follow-up with foster youth to ensure goals were met.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we develop the 2021-24 LCAP, leadership has analyzed the Annual Updates of both the 2019-20 LCAP and 2020-21 LCP to create reasonable baselines for goal setting and identifying our priorities. By reflecting on our success, challenges, and lessons learned, we were able to discern what actions we want to continue, adjust or stop. While we did not have an alternative metric for ELA and Math in 2019-20, we did implement and analyze pre and post NWEA Map assessments for 2020-21. We noticed that although our students demonstrated flat growth on ELA and Math state assessments given in 18-19 reported on the 2019 Dashboard, NWEA Map Assessments demonstrated that over 50% of students in grades 9-12 met their growth projection with over 40% accelerating their growth projection.

The 2019-20 LCAP results showed positive trends with slight increases demonstrated in Goal 1's Graduation and College and Career rates. There was a significant increase in EL reclassification rates, with ELA and Math maintaining progress. Goal 2's AP exams with qualifying scores increased from the year before and continued to increase in 2020-21. Goals 3's suspension rates decreased, from 9.6% to 8.1%. Goal 4's school climate index indicated increases in the students' perception of "Connectedness" and "High Expectations" of staff. Caring and positive relationships increased from the perspective of both students and parents, as well. The AVUHSD continued to increase parent responses to the Fall and Winter forum surveys with over 3,749 parents responding by survey. The 2019-20 annual update results indicated a general positive trend in our outcomes, which gave us momentum prior to the pandemic and heading into 2020-21.

The 2020-21 local indicator data primarily reinforced that our students made progress and that we had achievable goals and actions in place through our LCP. We were able to meet the needs of our students through a variety of methods, platforms, interactions and interventions with our students demonstrating significant academic progress. 2019 Dashboard data indicated that our 11th graders scored 38.62% met and exceeded standard proficiency in ELA. However, for 2020-21, we implemented an alternative metric, NWEA Map assessments, for ELA, which demonstrated positive growth in ELA. Our 11th graders scored 43%, high and high average. For Math, 2019 Dashboard indicated that our 11th graders scored 12.37% met and exceeded standard proficiency. For 2020-21, we implemented our alternative metric, NWEA Map assessments for Math, and our 11th graders scored 39% High and high average, for a significant positive change of over 26%. We're still determining the correlation between NWEA Map testing and CAASPP state tests, but initial results look promising, and the implementation of NWEA Map assessments will be an action in the 2021-24 LCAP for all grade levels and identified student groups. Additionally, more progress was made with AP pass rates, as AP pass rates increased from 27.3% in 2019-20 to 35.3% in 2020-21 with 2,350 passing scores. Lastly, our suspension rate decreased from 8.3% to 5.7%.

State and local indicators where we traditionally make progress, seemed to dip during 2020-21, as our D and F rates increased from 27% in Semester 1- 2019-20 to 33% in semester 1- 2020-21, with graduation rates dipping slightly from 82.5% to 79.3%. A-G rates

also decreased from the year before from 40.6% to 34.2%. Some of the initial findings regarding semester grades, graduation rates and A-G rates, are due to some of our students, checking out of Distance Learning, altogether, and even though outreach and intervention efforts were implemented, there was a percentage of students who were unsuccessful during this time, reflected in their grades, A-G standings, and graduation rates, as these state and local indicators are closely connected. LCAP implications for these findings indicate a need to provide additional social-emotional supports to all students as a Tier I universal support, and then offer increased supports to identified students as needed through our student support centers. Additionally, we will add SEL curriculum and professional development to staff to address the social-emotional needs of our students and help get them reconnected to school and back on track for academics.

In regards to the slight dip that the entire district experienced in Grad Rate, we attributed to several factors relating to the pandemic. Some students who were on track to graduate, but still had some work to do, ended up with NM (no mark) - which meant that they couldn't graduate until they earned passing grades in those courses. In addition to this, some students just lost focus on school because of pandemic and emergency related trauma in regards to finances, food, technology, and wild fires. This does not make these students drop-outs yet as the State of California has instituted some safety nets to help these students to finish, but time will tell.

We are looking at the goals and actions in our 2021-24 LCAP with more of a "virtual" lens than we have in the past as well as creating environments and supports that not only help students achieve their academic potential, but also supports their social and emotional well-being. We will take the successes from distance learning, as they pertain to increased student engagement and versatility with technology, and ensure that our schools are equipped and our teachers are prepared to deliver instruction and formative assessment practices using technology as a tool to accelerate learning. LCAP 2021-24 will continue to increase and expand technology, progress monitoring and data-based tiered interventions through a formative assessment and monitoring process using NWEA, Ellevation, Data Central and other identified monitoring systems in order to become more proactive in identifying students for supports. In order to address teacher misassignments, the teacher induction program will be enhanced to more properly prepare teachers for educational pedagogical shifts and increase teacher retention. An additional emphasis will be placed on writing districtwide in order to increase proficiency in ELA for students of low-income, foster youth and ELs, to accelerate English Language acquisition progress for our English learners.

Approximately 45% of our students opted to return to in-person instruction once it was offered. It may have been due to the time of the year and Spring break, however it may have also been due to the fact that a large percentage of our students enjoyed learning from home. Student and family surveys indicated that for some students, learning from home was less stressful than being on a large campus. Some of our students shared that they were often bullied at school and felt more safe at home. The students who did return to campus shared that they returned to see their friends and participate in CTE and AVID programs, sports, electives and extracurricular events.

Survey and stakeholder results indicated the need for LCAP 2021-24's Goal 2 actions to be increasingly responsive and receptive to our students and families in a wide variety of ways, with smaller class sizes, enhanced CTE programs and AVID electives, positioned more to address the needs, conditions and circumstances of students of low-income, foster youth and ELs, to give them a sense of community and support within their cohorts and electives, in order for these identified students to navigate high school successfully in

smaller settings. CTE pathway cohorts will include and increase hands-on projects that will develop strong writing and verbal skills designed to accelerate language proficiency of ELs. AVID electives will address the social-emotional needs of students from low-income families, including students experiencing homelessness, and foster youth, to encourage first generation college students to advance via their individual determination, through an elective that offers small group tutoring and social-emotional supports, a family friendly support network, grade monitoring and academic behavioral/organizational skills necessary for college and career sustainability.

Additionally, there will be a renewed focus on LCAP 2021-24's Goal 3 actions to increase student engagement and social-emotional well-being through the increase and enhancement of extracurricular, athletics and enrichment offerings, so that students and families can reconnect in school settings in a variety of fulfilling ways that allow for individual and team expression. Social-emotional learning will also be prioritized in Goal 3's actions involving At-Risk Coordinators and Student Support Centers. An example of this would be in the systems we've built through Data Central, to measure academic and social-emotional progress, equipping At-Risk Coordinators with multiple student data points, so they can assist our most high need students in our Student Support Centers. A new additional action to implement Habitudes-SEL curriculum and provide staff with professional development on SEL implementation.

Recommendations for Goal 1 of LCAP 2021-22 include the following: Increase staff implementation and analysis of NWEA Map assessments for Math and ELA for more effective and targeted lesson planning practices, increase Ed Central and Ellevation usage to monitor student progress and tiered supports for all students including English learners, Foster youth and students from low-income families. Hire teachers on special assignment who can collaborate with instructional partners to emphasize writing in all core content areas to address the needs of ELs, FY and students of Low Income in ELA proficiency and the needs of ELs in their English language acceleration. Continue with technology expansion, replacement, intervention and professional development that equitably addresses the needs of high-needs students and keeps them engaged with pedagogical strategies to increase proficiency in core classes, AP classes, and CTE Academy Pathways.

Recommendations for Goal 2 of LCAP 2021-22 include the following: Increased emphasis on meeting the needs, conditions and circumstances of Low-Income, Foster Youth, and ELs through the AVID elective, CTE Pathways and extracurricular activities that reconnect and engage students in school.

Recommendations for Goal 3 of LCAP 2021-22 include the following: Continue to expand and refine MTSS and PBIS implementations with expanded coordination of expectations for support staff, administrators, counselors, social workers, and community attendance workers to collaborate, monitor, and follow-up on student interventions and goals prescribed through Data Central and PowerSchool, to better address the needs of students and offer tiered re-engagement strategies and support in the areas of social emotional well-being and mental health. Increase transportation services to students attending alternative schools from their home school of residence.

Recommendations for Goal 4 of LCAP 2021-22 include the following: Increase communication and options for parents and families to participate in school events. Provide transportation at extra-curricular events and parent workshops. Increase awareness and opportunities of parents and families to learn more about CTE Pathways, Seal of Biliteracy, AVID, A-G, FASFAs, Summer School,

Tutoring, Electives and Enrichment options for their students. Provide 9th grade Parent Orientation Tours, where parents can learn how to navigate PowerSchool, and support their students with grades, assignments and class schedules. Provide professional development for staff to build strategies that support them in the engagement of parents and families. Parent, Family and Community engagement will be prioritized to give parents and families many options to participate in school and district advisories, workshops and community-building extra-curricular events, either in-person or virtually. An additional emphasis will be placed on building the capacity of staff to engage parents in two-way communication with shared decision-making processes that support parents and families and build relationships between parents, families and school staffs, to better support student success in college and career. Transportation and child-care to these events will be increased and provided at all school sites, as needed.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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
Academies of the Antelope Valley	Matt Berryman Principal	mberryman@avhsd.org 661-948-7655 ext. 286

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

The Antelope Valley Union High School District (AVUHSD) includes eight traditional and three alternative high schools, an early college high school on the Antelope Valley College campus, the no-cost, charter Academies of the Antelope Valley and an adult education program. The district serves 21,000 students in the cities of Palmdale and Lancaster, and the surrounding area.

At the Academies of the Antelope Valley (AAV), we believe that we can best prepare students with the skills that will ensure their success in high school and beyond. AAV is comprised of three Junior High campuses and one Virtual Academy that ranges from grades 7-12. The Junior High campuses prepare students to enter any career academy and pathway offered at the high school comprehensive sites. Creating this pipeline of opportunity affords students exposure to the career sector and helps to improve their focus when entering the college and career force. At AAV we offer 1-1 technology, STEM-focused curriculum, and small, family-like campuses and a safe environment.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based upon the last Dashboard before Covid hit, AAV was not red in any of the indicators and met all local indicators. One area of notable success is a suspension rate of 4.4% in 2019 that improved to 3.4% in 2020. Furthermore, stakeholder satisfaction on local climate surveys continues to be high. Finally, the D and F rate before the pandemic was 24% and only rose to 25% despite all of the setbacks students have had to endure.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While AAV was not red in any of the indicators, English learners (EL) were red in English Language Arts as well as Mathematics. Two EL Teachers on Special Assignment were added to the District staff since these numbers and are working with EL programs to improve outcomes.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP is really a combination of trying to enact the last LCAP we had prior to the pandemic along with lessons learned about distance learning and the technology that goes with it. Many students enjoyed the transition to distance learning and AAV is able to accommodate those students in the 2021-2022 school year.

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.

Not Applicable to AAV

Support for Identified Schools

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

Not Applicable for AAV

Monitoring and Evaluating Effectiveness

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

Not Applicable for AAV

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout the 2020-21 school year, the Academies of the Antelope Valley, in partnership with the Antelope Valley Union High School District, has engaged in eliciting stakeholder feedback, conducting needs assessments, progress monitoring our LCAP goals and objectives and familiarizing staff with the revisions and requirements set forth in the Local Control Accountability Plan.

Stakeholder Engagement: August 2020 – May 2021 – The following groups were engaged in discussing and developing the 2021-24 LCAP:

District English Learner Advisory Council (DELAC) – 8/8/20, 9/16/20, 10/24/20, 12/8/20, 2/17/21, 3/17/21, 4/14/21, and 5/19/21: The DELAC met virtually through Zoom and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited. The Superintendent's Designee

presented the draft LCAP and Annual Update to the DELAC on 5/19/21 for review and comment. Feedback was very positive and there were no questions or comments stated that required a response from the Superintendent.

District Site and Leadership Team (DSLTL)– 4/26/21 and 5/17/21: The DSLTL met and discussed progress on the LCAP. A great deal of data was analyzed and evaluated in relation to our LCAP goals and objectives at these meetings using the following metrics: the California School Dashboard, A-G rates, AP test scores and participation, NWEA MAP scores in ELA and Math, professional development delivered, parent outreach conducted, etc. Each site brought data as evidence of the progress they made on the LCAP through their Single Plans for Student Achievement at their individual sites. This team developed the methodology for engaging stakeholders and determined that the current LCAP goals were appropriate and progressing. In the May meeting, all administration in the district reviewed feedback data and created actions for inclusion in to the Single Plan for Student Achievement (SPSA) and the LCAP. At the Academies of the Antelope Valley, the LCAP functions as the SPSA.

District Parent Advisory Committee (DPAC)– May 14, 2021: The DPAC is composed of parents who represent the demographics of students of the AVUHSD, including specified subgroups and representatives of each campuses' School Site Council. At this meeting, both quantitative and qualitative data was shared with this group and feedback was elicited. The Superintendent's Designee presented the draft LCAP and Annual Update to the DPAC on May 14, 2021 for review and comment. Feedback was positive and there were no questions or comments stated that required a response from the Superintendent.

Surveys - Multiple surveys were given to students, parents and staff during the 2020-2021 school year. Due to Covid-19, we received over 49,000 responses to seven different surveys (nearly 5,000 for AAV). This survey data was shared with various stakeholders throughout the year and Assistant Principal and Principal meetings, at Virtual Site visitations, at the DSLTL, DELAC and DPAC meetings and with Labor and SELPA.

Labor Groups – May 18, 2021: The Academies of the Antelope Valley, along with the district, met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the LCAP and efforts to involve stakeholders. At this meeting, both quantitative and qualitative data was shared and feedback was elicited.

SELPA - The Academies of the Antelope Valley, in collaboration with the district met with representatives from the local SELPA on February 23, 2021 and again on May 17, 2021 to review the LCAP and to elicit feedback

Board Engagement – September 2020 – June 2021: The Board of Trustees received regular updates about the LCAP throughout the year.
Review and Approval: The Board of Trustees reviewed the LCAP on June 9, 2021 and again on June 14, 2021 where they voted to approve the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Feedback this year was different from years past due to the impact of the lockdowns that resulted from Covid-19. Some of the feedback from students and parents was that they preferred Distance Learning to traditional At-School learning. 64% of students felt like they did well in Distance Learning and a majority of teachers felt like they had the technology and professional development needed to deliver effective Distance Teaching. In terms of School Climate, school pride was over 98% for students, 99% for parents and 100% for employees. Caring relationships for students was over 93%; for parents it was 98% employees maintained a 100% of being intentional about creating positive relationships with students. 95% of students report feeling safe at school; parent's perceptions of school safety was 92%; 93% of employees reported feeling safe at work. Over 98% of students, parents and employees felt that the school provided enough resources to be successful. 95% of students feel there school is clean and well-maintained (5% improvement from the prior year). Parent's perceptions of school cleanliness was up to 96% and employees agreed with 96% agreement. For technology as a regular part of the student's educational experience, students, parents and employees report over 97% agreement (with more than half of them strongly agreeing). Open lines of communication are high for all stakeholders (96% for students, 96% for parents and 98% for employees). Percentage of student participation in school related activities, clubs, programs or sports had 57% (-12%) while parents agreed with the students at 57% (-23%) with 98% of employees saying they actively encourage student to be involved. Student's belief that there is a teacher or other adult at school who has high expectations of them was steady with 91% while parents and employees guessed this number slightly higher at 94% and 100%. Finally, connectedness to the school for students grew to 80% while parents and employees viewed student connectivity at 87% and 96%.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects that was most influenced by stakeholder input into this LCAP was in how we use technology to provide both synchronous and asynchronous teaching and learning. Further highlighted are our systems of support to work with students who are at-risk of failing or discipline. For this upcoming year, we will be offering various

opportunities to make up learning loss through supplemental instruction (both before and after school, as well as on weekends). Furthermore, we will implement a Social-Emotional Learning curriculum for all students called Habitudes. For those who are struggling a little more academically or social-emotionally, these students will be identified through "Data-Central", a database that we created that helps us to identify students with multiple data points that need the most help within a tiered approach of support.

Goals and Actions

Goal

Goal #	Description
1	Ensure that students are academically proficient and college and career ready

An explanation of why the LEA has developed this goal.

This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:

- 2: State Standards
- 4: Pupil Achievement
- 5: Pupil Engagement
- 6: School Climate
- 7: Course Access
- 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Graduation Rate	2020 All Students - 88.2% LI - 89.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed				All Students - 95% LI - 95%
ELPI (English Learner Progress Indicator)	2019 Dashboard All Students - 52.4%				All Students - 60% medium LI - 50%

	medium LI - 38.5%				
RFEP (Reclassification Rate)	14.8% (2021)				25%
CCI (College/Career Indicator)	(Dashboard 2019) All Students - Performance: 31.6% prepared Progress: -11.3% (declined) LI -38.5% prepared Progress: Unavailable FY - Unavailable EL - Unavailable				All Students - 40% prepared LI -45% prepared
A-G Completion	(2020) All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed				All Students - 60% LI - 60%
CTE Pathway Completion	(2020 CCI) 40% - All Students 50% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed				50% - All Students 60% - LI
CAASPP ELA	2019 Dashboard All Students - Orange Performance: 4.5 points below standard Progress: -16.8 points				All Students - Green Performance: 0 points below standard LI - Green Performance: 0 points below

	(declined) LI - Orange 23.1 points below standard Declined 19.5 Points FY - Unavailable EL - Unavailable				standard
CAASPP Math	2019 Dashboard All Students - Orange Performance: 72.5 points below standard Progress: -27.2 points (declined) LI - Orange 95 points below standard Declined 31 Points				All Students - Green Performance: 0 points below standard LI - Green Performance: 0 points below standard
EAP % Students Prepared for College ELA	2018-19 CAASPP 11th Grade (All students) - 46.15% 11th Grade (LI) - 23.07% 8th Grade (All students) - 49.40% 8th Grade (LI) - 36.42% 7th Grade (All students) - 47.16% 7th Grade (LI) - 41.13%				Percent Met EAP 11th Grade (All students) - 55% 11th Grade (LI) - 40% 8th Grade (All students) - 60% 8th Grade (LI) - 55% 7th Grade (All students) - 60% 7th Grade (LI) - 55%
EAP % Students Prepared for College Math	2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0% 8th Grade (All students) - 21.60% 8th Grade (LI) - 15.33%				11th Grade (All students) - 20% 11th Grade (LI) - 10% 8th Grade (All students) - 30% 8th Grade (LI) - 25% 7th Grade (All students) - 35% 7th Grade (LI) - 30%

	7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%				
Implementation of Academic Standards (Local Indicator)	Standard Met				Maintained Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort students on guided tours to College, University, and Career-related destinations each semester, in grades 6-12, to increase their access to higher education.	\$14,950.00	Yes
2	College Readiness Exams	Teachers and various classified support personnel will administer the PSAT annually to all students in grades 8, 10 and 11, and administer the SAT annually to all students in grade 11 as an indicator of college readiness and to prepare students to excel on the SAT.	\$8,042.00	Yes
3	Advanced Placement Training and Tutoring	AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to AP students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.	\$22,384.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel including virtual tutors will provide extended day tutoring available to students, virtually 7 days a week and in-person, before and after school, five days per week to identified students in grades 6-12, to improve their conceptual understanding of ELA and Math standards, and close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$1,155.00	Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to students in grades 6-12, in Math, ELA and Science, and use the results formatively to provide students with best first instruction and targeted interventions that address skill gaps, so identified students can equitably access core content standards in Math, ELA and Science to increase proficiency in Math, ELA and Science.	\$13,882.00	Yes
6	EL Program Implementation	Additional EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using Ellevation, PowerSchool and Data Central to ensure proper initial placement, testing and monitoring of ELs to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates.	\$11,095.00	Yes
7	EL Reclassification Support	Designated EL Support staff will use Ellevation, Data Central and PowerSchool Database	\$13,658.00	Yes

	and Monitoring	systems, to systematically monitor, for at least four years, the academic progress of students who have exited an EL program to ensure that the students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the district's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.		
8	Student-Free Professional Development Days	AAV Staff and External Consultants will provide three student-free professional development days per teacher, grades 6-12, during the school year, focused on differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies for LI, EL and FY to increase equitable access to rigorous academic content standards and raise student achievement.	\$8,411.00	Yes
9	Variable Credit Recovery	Teachers will provide increased credit retrieval options for identified students in grades 6-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames to master core content and pass their core classes in order to increase A-G and Graduation rates.	\$12,074.00	Yes
10	Ancillary Instructional Materials	Teachers in core content classes, will provide students with ancillary instructional materials and supplies for the classroom and home use, to increase the students' ability to access the core curriculum and increase equitable access to supplemental instructional materials that ensure meaningful participation and engagement in core content classes to increase student achievement.	\$25,220.00	Yes
11	Focus on Writing	Teachers in grades 6-12 across disciplines will receive additional professional development, coaching and ancillary writing curriculum supports throughout the year to help them align their instruction, assignments and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready.	\$16,775.00	Yes
12	Intervention Materials and Supplies- Title I funded Academic Interventions	Teachers will provide supplemental instructional materials and supplies for students to use at school and at home to provide equitable learning environments at school and at home and to raise student achievement.	\$18,860.00	No
13	Saturday Tutoring- Title I funded Academic Interventions	Teachers and various certificated and classified support personnel will provide extended day and Saturday tutoring to identified students needing additional academic support.	\$24,225.00	No
14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	Teachers and various classified support personnel will provide additional interventions, individualized supports, tracking and monitoring strategies to Students with IEPs and 504 Plans, Foster Youth (FY), Homeless Youth (HY) and English learners (EL) students to ensure equitable access and proficiency on rigorous academic content standards, and adequate progress on NWEA MAP assessment growth scores, CAASPP, CAW, and ELPAC.	\$33,309.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth

An explanation of why the LEA has developed this goal.

<p>This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:</p> <p>2: State Standards</p> <p>4: Pupil Achievement</p> <p>5: Pupil Engagement</p> <p>6: School Climate</p> <p>7: Course Access</p> <p>8: Other Pupil Outcomes</p>
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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Classroom Walkthroughs	434 (DigiCOACH 2019-2020)				500 DigiCoach Walks
AP exams with	2405 (2020)				2600 Qualifying Scores

qualifying score (+3) LEA-wide					
Percentage of qualifying AP scores LEA-wide	34% (2020)				40%
AP Students in District LEA-wide	3588 (2020)				3800
AP Exams taken LEA-wide	6850 (2020)				7200
Access to a Broad Course of Study (Local Indicator)	Standard Met				Standard Met
a-g Completion	(2020) All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed				All Students - 60% LI - 60%
Graduation Rate	2020 All Students - 88.2% LI - 89.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed				All Students -95% LI - 95%
CTE Pathway Completion	(2020 CCI) 40% - All Students 50% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are				50% - All Students 60% - LI

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Counseling Services	Additional Counselors, social workers and various other classified personnel will provide tiered supports to identified students to proactively address academic, social-emotional, behavioral and physical physical well-being, to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the Academic, College and Career, Social-Emotional and behavioral needs of our unduplicated students to increase achievement, well-being and college/career readiness.	\$391,503.00	Yes
2	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide Teachers with increased opportunities to access internal and external expertise to further their development, increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for students as indicated on NWEA growth and proficiency scores, and CAASPP results.	\$6,609.00	Yes
3	Classroom Walkthroughs	Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence and provide feedback on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL).	\$0.00	Yes
4	AP Placement/Exams	Counselors will coordinate services with site administration teams to increase access to AP classes for LI, FY and EL students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours and providing students with increased access to AP exams at reduced costs so students can afford to take as many AP exams as they qualify for as evidenced by increased AP Participation, Pass rates and CCI rates.	\$1,534.00	Yes
5	Career Technical Education (CTE) opportunities	Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with students, review student performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules and increased CTE participation and pathway completions rates, as well as increased CCI rates for identified students.	\$0.00	Yes
6	AVID Elective	AVID elective sections will be offered to all students and Counselors will coordinate services	\$96,748.00	Yes

		with AVID Site Teams and site administrative teams each semester to counsel with students, review student performance, to ensure equitable outcomes for LI, EL and FY in the AVID elective as evidenced by increased CAASPP results, NWEA growth scores, EL progress and A-G completion rates for identified AVID elective students.		
7	Technology	District and site support staffs will ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage students in all classrooms, in grades 6-12, with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, and academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increases NWEA growth scores, A-G, Grad Rate and CCI rates.	\$1,675.00	Yes
8	STEM Support	STEM Teachers and STEM DO and Site support staff will increase STEM exposition and competition opportunities to students in grades 6-12 districtwide, to give students engaging hands-on, project-base experiences to build teamwork skills and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who participate in CTE pathways and STEM-related electives as evidenced by increased A-G, AP, CCI and CTE participation and completion rates.	\$4,200.00	Yes
9	Mini-grants	School Administrators will be provided with mini-grants from district Supplemental and Concentrations funds to address school conditions and inequities that can represent barriers to LI, FY and ELs to support innovative initiatives that enhance the learning experience and increase educational opportunities for LI, FY and ELs, as indicated by increased NWEA growth scores, CAASPP results, EL progress, EL Reclassification, CTE completion, and AP participation and pass rates.	\$0.00	Yes
10	21st Century Learning Environments	Instructional Partners and various other classified and certificated support personnel, will provide professional development and classroom walkthrough feedback to teachers in order to increase teacher effectiveness so that students can increase their achievement in core content classes as evidenced by increased scores on DigiCOACH walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates and CAASPP scores.	\$5,557.00	Yes
11	Enhanced Data Systems	The district Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified personnel to create, enhance and provide training on internal data-base systems, Ed Central and Data Central, so that district and site teams can readily retrieve data and implement proactive monitoring, intervention and evaluation systems on professional development and student performance to increase student achievement. The Coordinator of Data Analysis and Computer Science Principles will also collaborate with the site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher	\$1,196.00	Yes

		education.		
12	NGSS Supports	A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), as evidenced by increased CAST scores and A-G rates.	\$670.00	Yes
13	AVID Professional Development- Title I funded	AVID Professional Development and intervention planning	\$25,841.00	No
14	AVID Tutors- Title I funded	AVID tutors will facilitate small group tutoring instruction and provide student progress monitoring in the AVID elective classes to address the academic needs of students and ensure they are mastering academic content standards, completing assignments and maintaining positive GPAs in core content classes.	\$96,559.00	No
15	Intervention Technology- Title I funded	District and Site support personnel will ensure that teachers are provided with additional intervention technology that provides students with virtual platforms and intervention programs that address individual academic needs, to accelerates learning and narrow achievement gaps, s evidenced by increased NWEA growth scores, CAASPP results, EL progress and reclassification, and A-G completion rates.	\$27,800.00	No
16	Arts Integration and Visual and Performing Arts Program- TIV funded	AAV will be given a Title IV site allocation in support of arts Integration and VAPA programs that offer additional academic enrichment options for AAV students in order to support increased student engagement and academic achievement as indicated on increased NWEA Map assessment scores and CAASPP results.	\$6,106.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth

An explanation of why the LEA has developed this goal.

This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:

- 1: Basics
- 2: State Standards
- 4: Pupil Achievement
- 5: Pupil Engagement
- 6: School Climate
- 7: Course Access
- 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Suspension Indicator	2019 Dashboard All Students - Green Performance: 4.4% Progress: -7.3% (declined) LI - Green Performance: 5% Progress: Declined 10.5% FY- Unavailable LI- Unavailable				All Students - Blue Maintained 4.0% LI - Blue Performance: 4%
Suspension Rate	3.4% (2020)				3.4%

				Maintained
Expulsion Rate	0.0%			0.0%
Attendance Rate	94.56% (2020)			95%
Chronic Absenteeism	All Students - Orange 9.6% LI - Orange 10.3% FY - Unavailable EL - No color 10.3%			All Students - Green 4% LI - 4% EL - 4%
Truancy Rate				
Dropout Rate	8% (2020)			5%
Basics: Teachers, Instructional Materials, Facilities (Local Indicator)	Standard Met			Standard Met
Local Climate Survey (Local Indicator)	Standard Met			Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Williams Compliance: Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	\$49,000.00	No
2	Williams Compliance: Facilities	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	\$321,079.00	No
3	Credentialed Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$2,498,379.00	No
4	Special Education	Provide teachers, staff, supplies, services and other operating expenditures to fulfill the requirements of our Special Education program.	\$0.00	No
5	CTE Programs	Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	\$0.00	No
6	Improve Attendance	The Director of Attendance will coordinate services with site Community Attendance Workers and various site support personnel, to implement tiered reengagement interventions for students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance and lower chronic absenteeism.	\$6,506.00	Yes
7	Student Support Centers	District Program Coordinators will coordinate services with Student Support Coordinators, counselors, social workers, site administrators and various classified and certificated support	\$2,400.00	Yes

		personnel, to support the implementation of Multi-tiered Systems of Support (MTSS), using Data Central and other database tools to proactively monitor, set goals and provide academic, behavioral and social-emotional tiered interventions to identified students in the Student Support Centers to increase academic achievement, behavioral and social-emotional well-being.		
8	Implement PBIS	The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates.	\$3,500.00	Yes
9	Classified Professional Development	District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities to Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP.	\$4,500.00	Yes
10	Transportation	Transportation will be provided to students, above and beyond what is required, who need assistance getting to school or to school events.	\$0.00	Yes
11	Safe, Secure and Positive Learning Environments	District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff and families with a more positive, safe and secure learning environment by increasing visibility, building positive relationships with students, staff and families, and proactively monitoring the school environment to positively intervene as necessary, to reduce suspensions and increase a sense of safety and well-being for students, staff and families.	\$0.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities

An explanation of why the LEA has developed this goal.

This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:

- 1: Basics
- 2: State Standards
- 3: Parental Involvement
- 4: Pupil Achievement
- 5: Pupil Engagement
- 6: School Climate
- 7: Course Access
- 8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Parent participation	189 responses to Fall Climate survey				200 responses to Fall Climate survey
District App Followers	1,702 (2021)				1710 Followers
Parent and Family Engagement (Local Indicator)	Standard Met				Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	PowerSchool	Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.	\$0.00	No
2	Parent Link	District and Site staff will utilize the "Parent Link" system for messaging families (phone, text	\$0.00	Yes

		and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/Student surveys.		
3	Parent /Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences and parent orientation meetings in order to increase contact and interaction with students parents/guardians of targeted groups intended to foster parent involvement and increase Foster Youth (FY) and (LI) student participation in rigorous courses, programs, interventions and enrichment options, as evidenced by increased participation in AP, CTE and Enrichment options.	\$17,550.00	Yes
4	EL Parent Workshops	EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva," to provide college information, goal setting, financial aid and parenting workshops for non English speaking parents of EL students to increase equitable access to educational opportunities for English learners and to increase positive parent-teacher partnerships for non English speaking parents.	\$1,400.00	Yes
5	Increase Communication	The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage families and community partners of the schools and district by utilizing various agencies to increase communication and outreach efforts of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs.	\$6,900.00	Yes
6	Increase Parent and Community Outreach	Site certificated and various classified support personnel will plan and participate in school and community events to highlight AAV's educational programs, CTE Prep-Pathways and College/Career opportunities for students.	\$4,690.00	Yes
7	Expand Parent University- Title I funded	Expand Parent University to provide parents and families with additional workshops and conferences to empower parents for shared decision-making and increase their understanding of AAV's educational programs, interventions and enrichment options that support academic success, College/Career readiness, and social-emotional well-being.	\$14,690.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.26%	\$704,784.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.1- Student Field Trips

AAV Low Income (LI), and Foster Youth (FY) students are at greater risk of dropping out of school and have less access to college-higher education. AVUHSD English learner (EL) students need to be exposed to real-world experiences to strengthen their conceptual understanding and literacy skills.

Exposure to guided tours at Colleges, Universities and Career related destinations will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates.

Goal 1.2 - College Readiness Exams

AAV Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers in mastering essential standards in ELA and Math. Specifically, LI students and FY students have less access to additional academic supports and to a perception of self-success. Els need additional literacy instruction, support and interventions. Once the PSAT is administered and assessment results are available, teachers will analyze by student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT.

Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates.

1.3 - AP Training and Tutoring

AAV Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers in equitable access to higher level courses. Specifically, LI, FY and EL students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will coordinate services with teachers and administrative site teams each semester to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career.

1.4- Expanded Learning Opportunities

AAV Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities and academic supports that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments to provide standards-aligned tutoring that targets the students' immediate skill gaps, so students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA.

1.5- Formative Assessment

AAV Low Income (LI), Foster Youth (FY) face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps. AAV English learner (EL) students need additional monitoring and literacy support strategies so they have increased access to learning opportunities that support their conceptual understanding of rigorous content standards in ELA, Math and Science. Frequent and formative assessment and monitoring efforts by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments.

1.8- Student-Free Professional Development Days-

AAV Low Income (LI) and Foster Youth (FY) students face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and lead to increased failure rates.

AAV English learner (EL) students need additional literacy supports to increase their ability to make meaningful connections to, and conceptually understand rigorous academic content standards to reduce barriers of anxiety and isolation from learning a new language and core academic content standards at the same time. These students will be provided with highly effective teachers who are armed with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates.

1.9- Variable Credit Recovery

AAV Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to access rigorous ELA and Math standards, increasing their chances of failure and school drop-outs. English learner (EL) students need additional literacy support and interventions to address skill gaps, decrease anxiety to ensure equitable access to rigorous core content standards.

Teachers will provide increased credit retrieval options for students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Ed Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core content and pass their core classes, in order to increase A-G and Graduation rates.

1.10- Ancillary Instructional Materials

AAV Low Income (LI) students and Foster Youth (FY) students can experience financial constraints that can lead to barriers in accessing sufficient academic supports such as supplemental instructional materials and supplies, which can impact their equitable access to core curriculum, putting them at a greater risk of school failure and dropping out.

AAV English learners (EL) students can have difficulty making meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences which can negatively impact their ability to access core content standards which can result in feelings of anxiety, confusion and isolation.

Teachers will provide students with ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the students' ability to access the core curriculum and to reduce financial and academic barriers that keep students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates.

1.13 Focus on Writing

AAV Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers from a lack of early learning opportunities, academic supports, and additional literacy instruction that increases their skill gaps and decreases their ability to make meaningful connections to and conceptually understand rigorous College

and Career Readiness Anchor Standards .

DO Curriculum Coordinators and Site Instructional Partners along with external consultants will provide teachers in grades 6-12 with professional development, coaching and ancillary curriculum supports in cross-disciplinary writing throughout the year, to provide students with writing instruction, assignments and assessments that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates.

2.1 Provide Enhanced Counseling Services

AAV Low Income (LI) students can experience poor educational and health outcomes, unhealthy eating, physical activity, obesity, asthma, high rates of teen pregnancy, greater risk of dropping out of school, and access to college-higher education.

AAV Foster Youth (FY) students can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD).

AAV English learner (EL) students can experience feelings of anxiety, confusion, and isolation.

Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to identified students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our unduplicated students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by identified students in order for them to have equitable access to meaningfully participate and feel connected to the district's rigorous curriculum, educational programs and services relative to their peers who are not identified as LI, FY or ELs.

2.2 Professional Development-

AAV Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards.

AAV English learner (EL) students need additional literacy supports including differentiated instruction so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 6-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for students as indicated on AP Pass Rates, NWEA proficiency scores, and A-G completion rates.

2.3- Classroom Walkthroughs

AAV Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

AAV English learner (EL) students need differentiated instruction, as they can experience teachers with a lack of culturally responsive instruction and a lack of knowledge of EL strategies that can cause barriers to equitable learning opportunities.

Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 6-12, to gather evidence and provide weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships,

and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for Social-Emotional Learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores.

2.4 AP Placement/Exams

AAV Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP Courses, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic support and interventions to address skill gaps and increase their proficiency in AP classes. AVUHSD LI, and FY students also experience financial constraints to additional instructional materials and supplies, which can create barriers to accessing costly AP tests.

AAV English learner (EL) can experience barriers with school- master schedules and differentiated instruction that limit their access to rigorous courses.

Counselors will coordinate services with site administration teams each semester to counsel with students, review student performance, grades and the master schedule, to be intentional about increasing access to AP classes for LI, FY and EL students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring and Saturday sessions each semester for students in grades 9-12, and providing students with increased access to AP exams at reduced costs, \$5.00 each AP exam, so students can afford to take as many AP exams as they qualify for, as evidenced by increased AP Participation, Pass rates and CCI rates.

2.5 Career Technical Education (CTE) opportunities

AAV Low Income (LI) students, Foster Youth (FY) students and English Learner (EL) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with students, review student performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for EL, FY and LI students.

2.6- AVID Elective

AAV Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

AAV English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL need additional academic, literacy, behavioral and organizational support through the AVID elective to build confidence in academic achievement and increase conceptual understanding in core and AP classes to increase their access to college and career readiness.

AVID elective sections will be offered at all school sites to identified students, at least 10% of the total student enrollment in grades 9-12. Counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student profiles and performance data, including master schedules, to be intentional about providing equitable access to AVID electives for LI, FY and EL students. AVID elective students will be provided with direct small group tutoring instruction and grade monitoring by College AVID Tutors. AVID elective teachers meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, discuss student needs to increase positive outcomes for identified students, as evidenced by increased AVID participation, GPA, graduation, A-G and CCI rates for identified AVID elective students.

2.7 Technology

AAV Low Income (LI) students and Foster Youth (FY) students experience financial constraints to materials, technology, access to devices, and internet services.

AAV English learner (EL) students face barriers in their access to early learning and literacy opportunities which can create barriers to their conceptual understanding from prior experiences in accessing curriculum and rigorous academic content standards.

District and site support staffs will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage students in 9-12 grades with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, and academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increases NWEA growth scores, A-G, Grad Rate and CCI rates.

2.8 STEM Support

AAV Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

AAV English learner (EL) students need additional academic, literacy and hands-on supports through project-based activities to increase conceptual understanding on rigorous academic standards.

They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to students in grades 6-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates.

2.10- 21st Century Learning Environments

AAV Low Income (LI), Foster Youth (FY) need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

AAV English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs while accelerating their progress with English Language Proficiency.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 6-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for Social-Emotional Learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on DigiCoach walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates and A-G completion rates and CAASPP scores.

2.11 Data Systems-improved Data Systems and processes for formative assessment and monitoring of student progress

AAV Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can result in poor educational outcomes and greater risks of failure.

AAV English Learner (EL) students need additional monitoring of progress and exposure to rigorous courses to ensure access to equitable learning opportunities to make adequate progress in ELA and Math.

The district Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists to support the improvement of data systems and provide additional training to district and site data teams, to provide students, teachers, parents and administrators with timely and accurate information, alerts and connections to other internal data systems that provide early warning systems on LI student performance so LI students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates, as indicated on LCAP 21-22's increased outcomes for LI students.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for identified students, as evidenced by increased NWEA Map

growth rates, Grad Rates, and A-G completion rates, as indicated on LCAP 21-22's increased outcomes for LI students.

2.12 NGSS Supports

AAV Low Income (LI), Foster Youth (FY) need additional academic support from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. AAV English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 6-12, districtwide, with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards. (NGSS) in order to increase student proficiency in science as evidenced on increased CAST scores and A-G rates.

3.6 Improve Attendance

AAV Low Income (LI) students need to establish daily routines as many of their parents are working multiple jobs, or are single and need additional support from school personnel to monitor the attendance of their students and provide tiered reengagement strategies.

AAV Foster Youth (FY) students can have missing attendance data due to instability of educational placements and need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

AAV English learner (EL) students can experience feelings of anxiety, confusion and isolation that can lead to increased absences that impact academic learning. EL students need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to implement tiered reengagement interventions for identified students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates.

3.7 Student Support Centers

AAV Low-Income (LI) students and Foster Youth (FY) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of dropping out of school, which can negatively impact their access to college and careers.

AAV Foster Youth (FY) students need additional academic, emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to graduate and successfully transition to independence.

AAV English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation, further intensified by conditions where their instruction is not differentiated appropriately so they often cannot meaningfully participate and access rigorous academic standards.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with identified students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of identified students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates.

3.8 - Implement PBIS

AAV Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AAV Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AAV English learner (EL) students experience language barriers and need additional emotional and behavioral supports as they can experience feelings of isolation, anxiety and confusion that can manifest in social and emotional conditions that negatively impact academic learning.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor student behavior patterns and provide positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates.

3.9 Classified Professional Development

AAV Low Income (LI) students , Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require

increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with students, provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on local school climate indicators.

3.11 Safe, Secure and Positive Learning Environments

AAV Low-Income (LI) students need access to additional supports that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AAV Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AAV English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need strong connections from caring adults to improve their sense of well-being.

District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to analyze SWIS behavioral data from PBIS for behavioral patterns and antecedents, to proactively provide students, staff and families with a more positive, safe and secure learning environment by increasing visibility, building positive relationships with students, staff and families, and proactively monitoring the school environment, before and after school, during class transitions and lunches, to positively intervene as necessary, to reduce suspensions and increase a sense of safety and well-being for students, staff and families as evidenced by decreased suspension rates.

4.2 Parent Link

AAV Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AAV Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AAV English learners (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats to increase timely and

effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

4.3 Parent/Family Collaboration

AAV Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AAV Foster Youth (FY) students need stability in educational programs and placements with enhanced parent communication opportunities that provide information on educational programs and opportunities to ensure participation in school events.

AAV English learners (EL) parents need communication in multiple formats to increase understanding of educational programs and opportunities so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase LI, EL and FY participation in educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for LI, FY and EL students.

4.5 Increase communication

AAV Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AAV Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AAV English learners (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichment programs.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

4.6 Increase Parent and Community Outreach

AAV Low Income (LI) students need additional parental supports as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AAV Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AAV English learner (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichment programs.

Site certificated and various classified support personnel will plan and participate in school and community events to highlight AAV's educational programs, CTE Prep-Pathways and College/Career opportunities for students. AAV staff will engage families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, CAASPP, A-G completions rates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

AAV LCAP-Goal 1- Increased and Improved services are meant to achieve the following outcomes:

Increase Grad Rates, English Learner progress, EL reclassification, College and Career Indicator, A-G completion, CTE Pathway completion, CAASPP ELA, and Math results and College Preparedness

AAV-Low Income (LI) Students- LI students will receive additional college field trips, exposure to PSAT/SAT prep, AP Exams at reduced costs, Expanded Virtual and in-person tutoring, increased formative assessment through NWEA Map assessments, Increase of highly effective teachers through student-free day Professional Development, increased options for credit retrieval, additional supplementary instructional materials for use in class and at home, additional writing curriculum and instruction through Writing Revolution

AAV Foster Youth (FY) Students- FY students will receive additional college field trips, exposure to PSAT/SAT prep, AP Exams at reduced costs, Expanded Virtual and in-person tutoring, increased formative assessment through NWEA Map assessments, Increase of highly effective teachers through Professional Development, increased options for credit retrieval, additional supplementary instructional materials for use in class and at home, additional writing curriculum and instruction through Writing Revolution

AAV English learner (EL) Students- EL students will receive additional college field trips, exposure to PSAT/SAT prep, AP Exams at reduced costs, Expanded Virtual and in-person tutoring, increased formative assessment through NWEA Map assessments, additional EL staff and Ellevation monitoring tools for EL program implementation, and EL Reclassification, Increase of highly effective teachers through Professional Development, increased options for credit retrieval, additional supplementary instructional materials for use in class and at home, additional writing curriculum and instruction through Writing Revolution

AAV LCAP-Goal 2- Increased and Improved services are meant to achieve the following outcomes:

Increase in AP Participation and Pass Rates, Grad Rate, A-G Completion, and CTE Participation and Completion

AAV-Low Income (LI) Students- LI students will receive enhanced counseling services, increase in teachers with subject-matter competence who are fully credentialed, increased supervision of instruction through classroom walk-throughs, increased CTE access, enhanced AVID elective from AVID-trained teachers, Increased classroom technology with interactive capabilities, increased STEM competitions and school STEM shows, enhanced 21st Century Learning Environments through Instructional Coaches, enhanced Data-base systems for proactive monitoring, and increased Next Generation Science Supports with additional staff support and science supplies

AAV-Foster Youth (FY) Students- FY students will receive enhanced counseling services, increase in teachers with subject-matter competence who are fully credentialed, increased supervision of instruction through classroom walk-throughs, increased CTE access, enhanced AVID elective from AVID-trained teachers, Increased classroom technology with interactive capabilities, increased STEM competitions and school STEM shows, enhanced 21st Century Learning Environments through Instructional Coaches, enhanced Data-base systems for proactive monitoring, and increased Next Generation Science Supports with additional staff support and science supplies

AAV-English learner (EL) Students- EL students will receive enhanced counseling services, increase in teachers with subject-matter competence who are fully credentialed, increased supervision of instruction through classroom walk-throughs, increased CTE access, enhanced AVID elective from AVID-trained teachers, Increased classroom technology with interactive capabilities, increased STEM competitions and school STEM shows, enhanced 21st Century Learning Environments through Instructional Coaches, enhanced Data-base systems for proactive monitoring, and increased Next Generation Science Supports with additional staff support and science supplies

AAV LCAP-Goal 3- Increased and Improved services are meant to achieve the following outcomes:
Decreased Suspension, Expulsion, Chronic Absenteeism, Truancy, Dropout, and Improved Attendance and Climate Survey results

AAV-Low Income (LI) Students- LI students receive additional DO Support services through the following: A2A attendance system to increase parent communication and support improved attendance, staffed Student Support Centers to provide Multi-Tiered System of Supports (MTSS), emphasizing academic, behavioral, physical and social-emotional well-being, including social-emotional learning curriculum-Habitudes, enhanced Positive Behavior and Intervention Supports (PBIS) emphasizing proactive supports with positive reinforcements, increased positive and supportive learning environments through classified professional development and additional certificate and classified support staff, increased transportation to school, intervention, enrichment and extracurricular events.

AAV-Foster Youth (FY) Students- FY students receive additional DO Support services through the following: A2A attendance system to increase parent communication and support improved attendance, staffed Student Support Centers to provide Multi-Tiered System of Supports (MTSS), emphasizing academic, behavioral, physical and social-emotional well-being, including social-emotional learning curriculum-Habitudes, enhanced Positive Behavior and Intervention Supports (PBIS) emphasizing proactive supports with positive reinforcements, increased positive and supportive learning environments through classified professional development and additional certificate and classified support staff, increased transportation to school, intervention, enrichment and extracurricular events.

AAV-English learner (EL) Students- EL students receive additional DO Support services through the following: A2A attendance system to increase parent communication and support improved attendance, staffed Student Support Centers to provide Multi-Tiered System of Supports (MTSS), emphasizing academic, behavioral, physical and social-emotional well-being, including social-emotional learning curriculum-Habitudes, enhanced Positive Behavior and Intervention Supports (PBIS) emphasizing proactive supports with positive reinforcements, increased positive and supportive learning environments through classified professional development and additional certificate and classified support staff, Increased transportation to school, intervention, enrichment and extracurricular even

AAV LCAP-Goal 4- Increased and Improved services are meant to achieve the following outcomes:
Increased parent participation, Increased Parent Link users, Increased Parent/Family/Community Engagement

AAV-Low Income (LI) Students- LI students- Increased accessibility to Parent Link-District App, Increased access to virtual and in-person Parent workshops and conferences on College requirements, A-G, Financial Aide, and FASFA application process, including parent orientation meetings, increased community outreach

AAV-Foster Youth (FY) Students- FY students- Increased accessibility to Parent Link-District App, Increased access to virtual and in-person Parent workshops and conferences on College requirements, A-G, Financial Aide, and FASFA application process, including parent orientation meetings, increased community outreach

AAV-English Learner (EL) Students- EL students- Increased accessibility to Parent Link-District App, Increased access to virtual and in-person Parent workshops and conferences, including parent orientation meetings, increased community outreach, increased EL parent Workshops featuring "Disciplina Positiva," to provide additional information on College requirements, A-G, Financial Aide, and FASFA application process

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,573,242.00			\$247,390.00	\$3,820,632.00	\$3,535,035.00	\$285,597.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Field Trips	English learner (EL), Foster Youth, Low Income	\$14,950.00				\$14,950.00
1	2	College Readiness Exams	Low Income, Foster Youth, English learner (EL)	\$8,042.00				\$8,042.00
1	3	Advanced Placement Training and Tutoring	English learner (EL), Foster Youth, Low Income	\$22,384.00				\$22,384.00
1	4	Expanded Learning Opportunities	English learner (EL), Foster Youth, Low Income	\$1,155.00				\$1,155.00
1	5	Formative Assessment	Low Income, Foster Youth, English learner (EL)	\$13,882.00				\$13,882.00
1	6	EL Program Implementation	English learner (EL)	\$11,095.00				\$11,095.00
1	7	EL Reclassification Support and Monitoring	English learner (EL)	\$13,658.00				\$13,658.00
1	8	Student-Free Professional	Low Income,	\$8,411.00				\$8,411.00

		Development Days	Foster Youth, English learner (EL)					
1	9	Variable Credit Recovery	Low Income, English learner (EL), Foster Youth	\$12,074.00				\$12,074.00
1	10	Ancillary Instructional Materials	Foster Youth, English learner (EL), Low Income	\$25,220.00				\$25,220.00
1	11	Focus on Writing	Low Income, Foster Youth, English learner (EL)	\$16,775.00				\$16,775.00
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	All				\$18,860.00	\$18,860.00
1	13	Saturday Tutoring- Title I funded Academic Interventions	All				\$24,225.00	\$24,225.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	English learner (EL), Student with Disabilities (SWD), Homeless, Foster Youth				\$33,309.00	\$33,309.00
2	1	Enhanced Counseling Services	English learner (EL), Foster Youth, Low Income	\$391,503.00				\$391,503.00
2	2	Professional Development	English learner (EL), Foster Youth, Low Income	\$6,609.00				\$6,609.00
2	3	Classroom Walkthroughs	Low Income, Foster Youth, English learner (EL)					\$0.00
2	4	AP Placement/Exams	English learner (EL), Foster Youth, Low Income	\$1,534.00				\$1,534.00
2	5	Career Technical	Low Income,					\$0.00

		Education (CTE) opportunities	Foster Youth, English learner (EL)					
2	6	AVID Elective	Low Income	\$96,748.00				\$96,748.00
2	7	Technology	English learner (EL), Foster Youth, Low Income	\$1,675.00				\$1,675.00
2	8	STEM Support	English learner (EL), Foster Youth, Low Income	\$4,200.00				\$4,200.00
2	9	Mini-grants	Low Income, Foster Youth, English learner (EL)					\$0.00
2	10	21st Century Learning Environments	English learner (EL), Foster Youth, Low Income	\$5,557.00				\$5,557.00
2	11	Enhanced Data Systems	English learner (EL), Foster Youth, Low Income	\$1,196.00				\$1,196.00
2	12	NGSS Supports	Low Income, Foster Youth, English learner (EL)	\$670.00				\$670.00
2	13	AVID Professional Development- Title I funded	All				\$25,841.00	\$25,841.00
2	14	AVID Tutors- Title I funded	All				\$96,559.00	\$96,559.00
2	15	Intervention Technology- Title I funded	All				\$27,800.00	\$27,800.00
2	16	Arts Integration and Visual and Performing Arts Program- TIV funded	All				\$6,106.00	\$6,106.00
3	1	Williams Compliance: Instructional Materials	All	\$49,000.00				\$49,000.00
3	2	Williams Compliance: Facilities	All	\$321,079.00				\$321,079.00

3	3	Credentialed Teachers	All	\$2,498,379.00				\$2,498,379.00
3	4	Special Education	Student with Disabilities (SWD)					\$0.00
3	5	CTE Programs	All					\$0.00
3	6	Improve Attendance	Low Income, Foster Youth, English learner (EL)	\$6,506.00				\$6,506.00
3	7	Student Support Centers	Low Income, Foster Youth, English learner (EL)	\$2,400.00				\$2,400.00
3	8	Implement PBIS	English learner (EL), Foster Youth, Low Income	\$3,500.00				\$3,500.00
3	9	Classified Professional Development	English learner (EL), Foster Youth, Low Income	\$4,500.00				\$4,500.00
3	10	Transportation	Low Income					\$0.00
3	11	Safe, Secure and Positive Learning Environments	Foster Youth, Low Income, English learner (EL)					\$0.00
4	1	PowerSchool	All					\$0.00
4	2	Parent Link	Foster Youth, English learner (EL), Low Income					\$0.00
4	3	Parent /Family Collaboration	Low Income, Foster Youth, English learner (EL)	\$17,550.00				\$17,550.00
4	4	EL Parent Workshops	English learner (EL)	\$1,400.00				\$1,400.00
4	5	Increase Communication	Low Income, Foster Youth, English learner (EL)	\$6,900.00				\$6,900.00
4	6	Increase Parent and	Foster Youth, Low	\$4,690.00				\$4,690.00

		Community Outreach	Income, English learner (EL)					
4	7	Expand Parent University-Title I funded	All				\$14,690.00	\$14,690.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$704,784.00	\$704,784.00
LEA-wide Total:	\$654,713.00	\$654,713.00
Limited Total:	\$26,153.00	\$26,153.00
Schoolwide Total:	\$23,918.00	\$23,918.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Student Field Trips	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$14,950.00	\$14,950.00
1	2	College Readiness Exams	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$8,042.00	\$8,042.00
1	3	Advanced Placement Training and Tutoring	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	\$22,384.00	\$22,384.00
1	4	Expanded Learning Opportunities	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,155.00	\$1,155.00
1	5	Formative Assessment	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$13,882.00	\$13,882.00
1	6	EL Program Implementation	Limited	English learner (EL)	All Schools	\$11,095.00	\$11,095.00
1	7	EL Reclassification Support and Monitoring	Limited	English learner (EL)	All Schools	\$13,658.00	\$13,658.00
1	8	Student-Free Professional Development Days	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$8,411.00	\$8,411.00
1	9	Variable Credit	LEA-wide	Low Income, English learner (EL),	All Schools	\$12,074.00	\$12,074.00

		Recovery		Foster Youth			
1	10	Ancillary Instructional Materials	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$25,220.00	\$25,220.00
1	11	Focus on Writing	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$16,775.00	\$16,775.00
2	1	Enhanced Counseling Services	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$391,503.00	\$391,503.00
2	2	Professional Development	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$6,609.00	\$6,609.00
2	3	Classroom Walkthroughs	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
2	4	AP Placement/Exams	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	\$1,534.00	\$1,534.00
2	5	Career Technical Education (CTE) opportunities	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy		\$0.00
2	6	AVID Elective	LEA-wide	Low Income	All Schools	\$96,748.00	\$96,748.00
2	7	Technology	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,675.00	\$1,675.00
2	8	STEM Support	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,200.00	\$4,200.00
2	9	Mini-grants	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0.00
2	10	21st Century Learning Environments	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$5,557.00	\$5,557.00
2	11	Enhanced Data Systems	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,196.00	\$1,196.00
2	12	NGSS Supports	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$670.00	\$670.00
3	6	Improve Attendance	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$6,506.00	\$6,506.00
						\$2,400.00	\$2,400.00

3	7	Student Support Centers	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		
3	8	Implement PBIS	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$3,500.00	\$3,500.00
3	9	Classified Professional Development	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,500.00	\$4,500.00
3	10	Transportation	Limited	Low Income	All Schools		\$0.00
3	11	Safe, Secure and Positive Learning Environments	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools		\$0.00
4	2	Parent Link	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools		\$0.00
4	3	Parent /Family Collaboration	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$17,550.00	\$17,550.00
4	4	EL Parent Workshops	Limited	English learner (EL)	All Schools	\$1,400.00	\$1,400.00
4	5	Increase Communication	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$6,900.00	\$6,900.00
4	6	Increase Parent and Community Outreach	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$4,690.00	\$4,690.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$241,284.00			\$6,106.00		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	\$18,860.00						\$18,860.00

1	13	Saturday Tutoring- Title I funded Academic Interventions	\$24,225.00						\$24,225.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	\$33,309.00						\$33,309.00
2	13	AVID Professional Development- Title I funded	\$25,841.00						\$25,841.00
2	14	AVID Tutors- Title I funded	\$96,559.00						\$96,559.00
2	15	Intervention Technology- Title I funded	\$27,800.00						\$27,800.00
2	16	Arts Integration and Visual and Performing Arts Program- TIV funded				\$6,106.00			\$6,106.00
4	7	Expand Parent University- Title I funded	\$14,690.00						\$14,690.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.