

LCFF Budget Overview for Parents

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

CDS Code: 19 64246 0126003

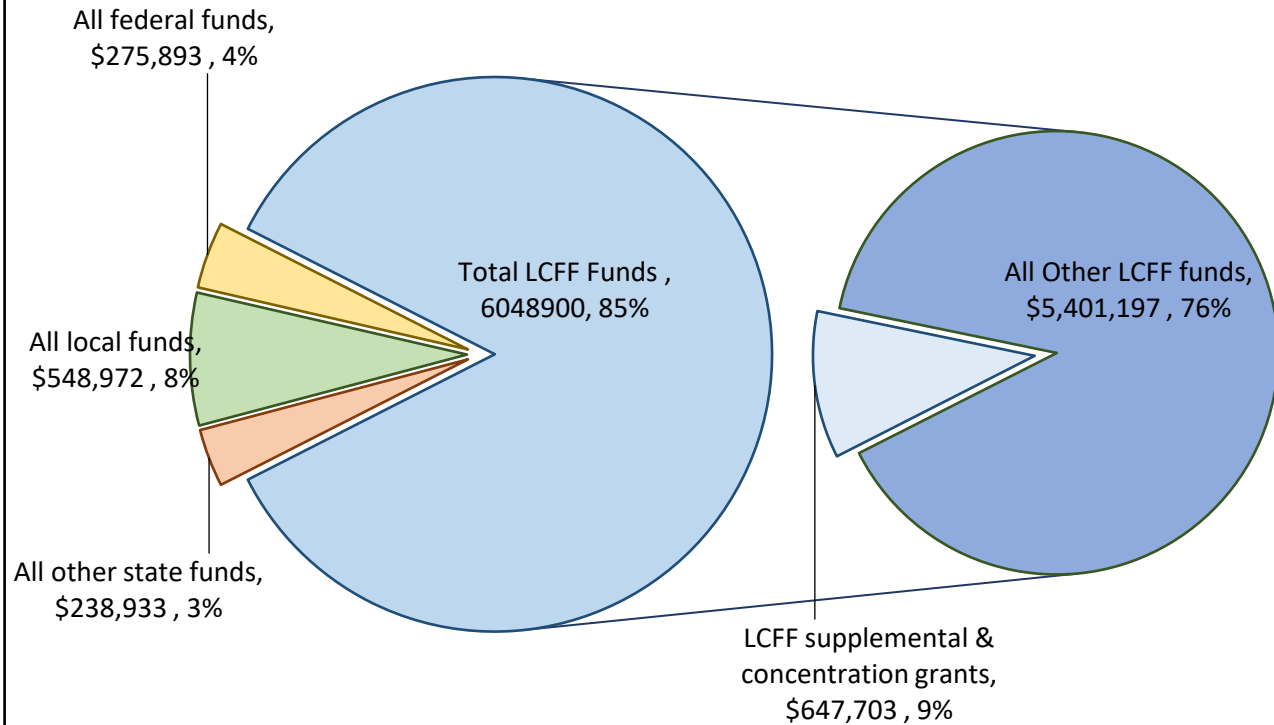
School Year: 2022 – 23

LEA contact information: William Laird, (661)948-7655 wlaird@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 2022 – 23 School Year

Projected Revenue by Fund Source

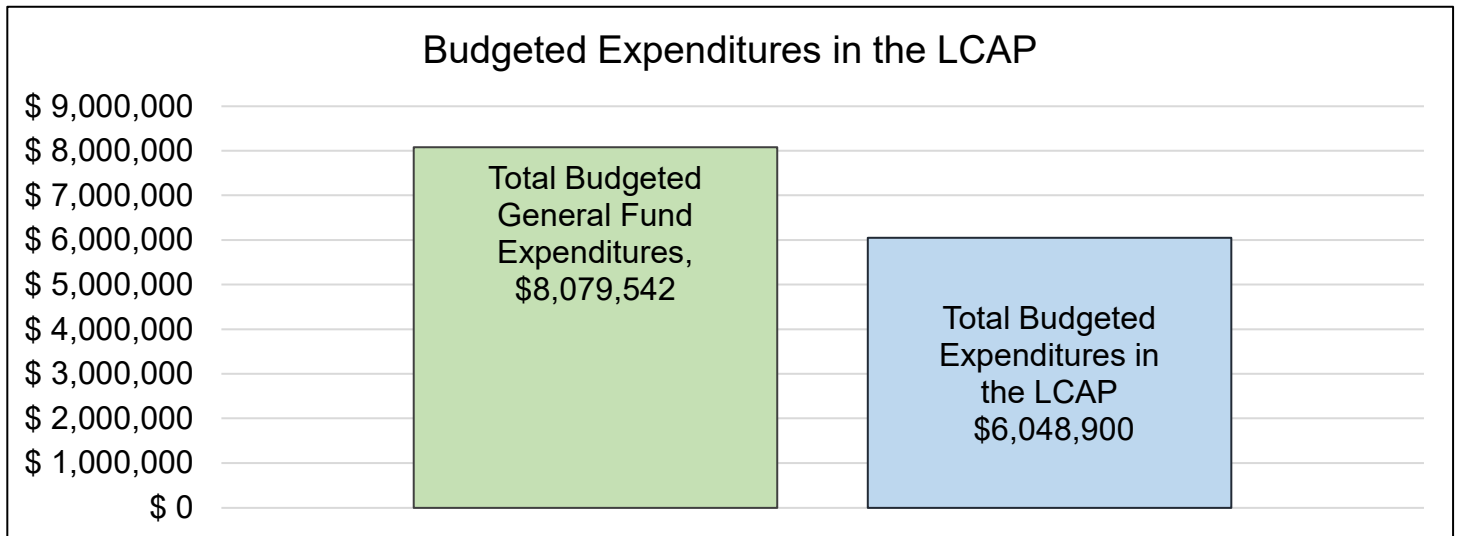


This chart shows the total general purpose revenue Academies of the Antelope Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academies of the Antelope Valley is \$7,112,698.00, of which \$6,048,900.00 is Local Control Funding Formula (LCFF), \$238,933.00 is other state funds, \$548,972.00 is local funds, and \$275,893.00 is federal funds. Of the \$6,048,900.00 in LCFF Funds, \$647,703.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academies of the Antelope Valley plans to spend \$8,079,542.00 for the 2022 – 23 school year. Of that amount, \$6,048,900.00 is tied to actions/services in the LCAP and \$2,030,642.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

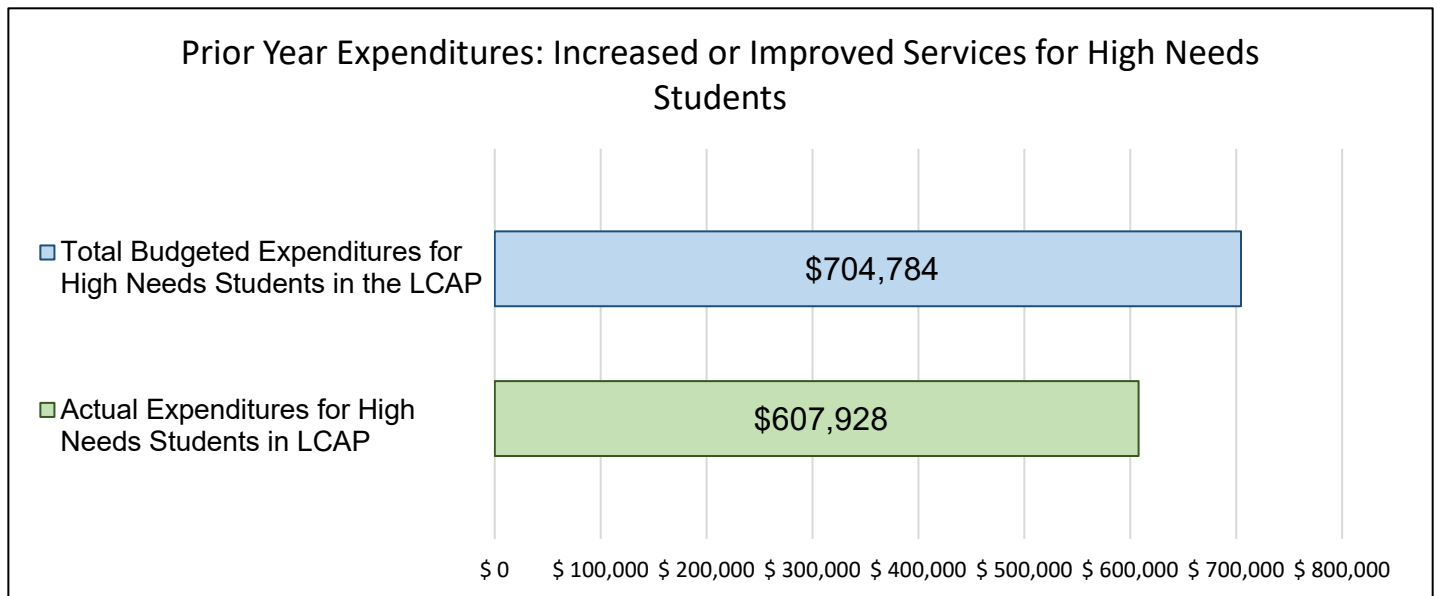
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Academies of the Antelope Valley is projecting it will receive \$647,703.00 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 \$647,703.00 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 2021 – 22



This chart compares what Academies of the Antelope Valley budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, Academies of the Antelope Valley's LCAP budgeted \$704,784.00 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent \$607,928.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$96,856.00 had the following impact on Academies of the Antelope Valley's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Will Laird Director I of Educational Services	wlaird@avhsd.org (661) 948-7655

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

As a dependent charter, Academies of the Antelope Valley (AAV) partners with the Antelope Valley Union High School District (AVUHSD) in providing a wide array of opportunities to meaningfully consult with and gain feedback from our various educational partner groups (formerly stakeholder groups) on our Local Control and Accountability Plan (LCAP) as well as other additional supplemental funding. Specific efforts are taken to ensure important constituencies are heard representing students with special needs, English Learners, Foster Youth, Title school populations, and other “at promise” student groups and translation services are

provided at each meeting as needed. AAV continues to make a genuine effort to assure voices are heard from our educational partners throughout these meetings and will continue our outreach efforts.

Each year, AAV consistently uses this structure on engagement with our educational partners that includes, but is not limited to:

- Surveys (as an example, multiple surveys were given to students, parents, and staff during the 2020-2021 school year. This survey data was then shared with various educational partners throughout the year to use in the decision making process)
- Partnership with the Antelope Valley Union High School District
- Community Forums and Back to School Nights
- Site Title 1 Parent Advisory Meetings
- Representation at District Meetings/Committees when possible
- DSLT (District Site Leadership Team)
- DELAC (District EL Advisory Committee)
- DPAC (District Parent Advisory Committee)
- Labor groups (Antelope Valley Teachers Association (AVTA), California School Employee Association (CSEA) and SELPA.

Since the approval of our current LCAP, primarily in response to COVID, AAV has received (or will be receiving) funding through the California Budget Act of 2021 such as Mega-COLA, Expanded Learning Opportunities (ELO) and Educator Effectiveness Block Grant (EEBG). Utilizing the structure mentioned above, AVUHSD will be gaining valuable feedback from our educational partners that will inform and drive the decision making process in regards to our expenditure plans.

In partnership with the AVUHSD, we will continue to engage in meaningful consultation by reaching out to groups, including but not limited to the ones mentioned below, to the extent that they are present or served by the LEA:

- Tribes
- Civil rights organizations, including disability rights organizations
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Academies of the Antelope Valley has an unduplicated pupil percentage above 55%. As such, the AAV received \$16,845.30 of additional concentration grant funds in order to increase staff support in providing direct services to students.

AAV is using or planning on using the additional concentration grant add-on funding received, to increase the hours of certificated and classified staff who provide direct services to students on school campuses, including custodial and maintenance staff. AAV schools have enrollment of students who are low-income, English learners, and/or foster youth at a rate greater than 55 percent.

Summary of Staffing plans:

Additional Supporting Hours for Certificated/Classified	\$16,845.30
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A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational partner groups past feedback overwhelmingly indicated the need to continue our broad LCAP goals as stated, from prior LCAPs, as students were making progress prior to the pandemic.

Our educational partners overwhelmingly supported efforts to address the impacts of lost instructional time and to create healthy learning spaces for students.

Specifically, educational partners identified the need to provide additional social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. The input received from all of our educational partners was consistent with the input we received for the ELO and LCAP.

In addition to our commitment to technology, access to teachers in person, opportunities to make up for lost learning, AAV is also committed to providing the necessary support to effectively meet our student's academic, social-emotional and behavioral needs. Much of this is done through our School Counseling programs, Focus on Students Social/Emotional supports, providing tutoring and credit retrieval opportunities along with staff training/professional development. Further feedback revealed the need to update our

schools' doors, windows and HVAC units in order to ensure the existence of learning environments that help mitigate the spread of COVID.

District Site and Leadership Team (DSLTL)- Specifically indicated that they wish to keep the LCAP goals, as stated in prior LCAPs, but requested data systems to support them as they monitor for student progress and success. The DSLTL also wanted additional support to implement Next Generation Science Standards and writing curriculum supports.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Due to the size and nature of AAV being a dependent charter, AAV will not receive American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

In leveraging the additional fiscal resources that AAV received (As outlined in the ELO and EEG plans), there were several ways in which we are able to align our current LCAP with those additional resources. Specifically, AAV is able to expand its staff and student training opportunities to include SEL site based strategies (All It Takes), plan summer planning time utilized to improve collaboration, staff planning and best practices. AAV continues to offer after school tutoring, counseling support focused around students academic and social/emotional needs.

In partnership with the AVUHSD, AAV has also utilized the additional funding to increase the number of educational social workers in order to better provide for the academic, social-emotional, and behavioral support and needs of our students.

Another example of the alignment with our current LCAP is the investment into improving our technology capabilities so that we can offer instruction to a larger number of students when needed. Due to the ongoing staffing shortages, there has been, at times, the

need to combine classes into a large area (e.g. gym, theater, library). The improved technology capabilities has allowed us to continue to deliver meaningful instruction and thus, maintain the continuity of learning.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021

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	Matthew Berryman Principal	mberryman@avhsd.org 661-948-7655 ext. 286

Plan Summary 2022-2023

General Information

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

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 two Junior High campuses and one Virtual Academy that ranges from grades 6-12. 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 Dashboard data before Covid, 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 (reduced) 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. When reviewing NWEA results our virtual 8th, 11th and 12th grade students exceeded their projected growth. At Knight Prep Academy our 8th grade math and 6th and 8th grade students in Language Arts exceeded their projected growth. Our SOAR Prep 7th grade students in Language Arts exceeded their projected growth.

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. During the 2021-22 school year an EL aide was added to support students needs throughout all campuses.

With the successes listed above, our English and Math scores are low. We have purchased Achieve3000 and provided staff training in order to support low performing students. Additional collaboration time has been created to review student performance and develop plans for the new year to support student achievement.

In returning to on campus instruction, we have noticed an increase in negative behaviors from students and increased social emotional needs. All students and staff went through, All It Takes, training to support good decision making skills and positive relationships with staff. All sites conduct a monthly Habitudes instruction curriculum which combines images, relatable stories, and experiences into leadership development curriculum and lesson plans that resonate with today's young adults, equipping them to navigate through life's challenges and opportunities. We also partnered with Kaiser to conduct lessons on appropriate uses of social media and how social media can negatively impact students.

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 while others struggled. As we continue to monitor student performance academically it is important to continue the monitoring of students social and emotional impact COVID has had on students and the impact this has on the educational environment. MTSS (Multi Tiered Systems of Support), PBIS (Positive Behavior Intervention Supports) and ATS (Alternatives to Suspension) will be areas of focus as we continue to support struggling students.

Learning loss through COVID will need to be monitored through NWEA assessments and additional academic supports will be integral to students academic growth.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-2022 school year, the Antelope Valley Union High School District in partnership with Academies of the Antelope Valley, has engaged in eliciting feedback from our Educational Partners, 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.

Educational Partner Engagement: August 2021 – May 2022 – The following groups were engaged in discussing and developing the 2022-2023 LCAP:

District English Learner Advisory Council (DELAC) – On 8/25/21, 9/15/21, 10/13/21, 12/15/21, 2/9/22, 3/9/22, 4/13/22, and 5/11/22, the DELAC met both virtually through Zoom as well as in person (Hybrid meetings) 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 Annual Update (2/9/22) and the draft LCAP to the DELAC on 4/13/22 and 5/11/22 for review and comment. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities. 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)– 4/27/22 & 4/28/22: The DSLTL met and discussed progress on the LCAP. Data from the current school year was analyzed and evaluated in relation to our LCAP goals and objectives at these meetings using the following metrics: A-G rates, AP test scores and participation, NWEA MAP scores in ELA and Math, professional development delivered, parent outreach conducted, etc.

School Parent Advisory Meetings: The school parent advisory meetings consist of school administration, certificated and classified staff and parents. Invitations are sent out through the district messaging system, Blackboard with the agenda and relevant attachments prior to the meeting. Meetings were held on 9/22/21, 2/16/22, 3/16/22 and 5/4/22.

District Parent Advisory Committee (DPAC) – May 5, 2022: 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 district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities. The Superintendent's Designee presented the draft LCAP and Annual Update to the DPAC on May 5, 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, staff, and community members during the 2021-2022 school year. We received over 17,000 responses to two (2) different surveys. This survey data was shared with various educational partners throughout the year at Assistant Principal and Principal meetings, at Virtual Site visitations, at the DSLT, DELAC and DPAC meetings and with Labor and SELPA.

Labor Groups – May 5, 2022: 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 educational partners. At this meeting, both quantitative and qualitative data was shared and feedback was elicited. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities

SELPA - The district met with representatives from the local SELPA on February 14, 2022 and again on May 12, 2022 to review the LCAP and to elicit feedback. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities.

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push-Down Notifications with access to the draft LCAP if requested.

Board Engagement –February – June 2022: 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 8, 2022 and again on June 13, 2022 where they voted to approve the LCAP.

A summary of the feedback provided by specific educational partners.

Feedback this year was different from years past due to the impact of COVID-19 that resulted in the lockdown in the Spring of 2020 which then led to a full year of Distance Learning for the 2020-2021. Having students and staff back on campus for the first time since March of 2020 brought its own unique challenges. There were still masking mandates related to COVID safety protocols, required COVID testing for student-athletes in most sports, required quarantines for students and staff who tested positive for COVID, as well as those identified as close contacts.

In terms of School Climate, school pride maintained at 99% agreement average over all groups (students, parents, staff). Caring relationships stayed consistently at a 98% average for all groups. There was an anticipated drop (for the above stated reasons) in feeling safe at school dropped 6% overall to 94%, while 97% of students, parents and employees felt that the school provided enough resources to be successful, noting that parents on average dropped 1%. 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 educational partners, however there was an overall drop (to 93%), again, largely due to the many changes that happened at the beginning of the school year. The percentage of student participation in school related activities, clubs, programs or sports decreased to 57% (-17%). Students, parents, and employees' belief that there is a teacher or other adult at school who has high expectations of students remained high at over 90% however there was a decrease from strongly agree as the results moved to agree. Finally, positive relationships being existent on campus saw an 80% agreement with students, 88% with parents and 96% of teachers feeling students are connected which was a slight decrease with what we saw over the last 2 years prior.

Specific feedback from our educational partners on the development of the 2021-24 LCAP:

District English Learner Advisory Committee (DELAC)- Recommended more parent workshops for non English speaking parents and more support for EL students to participate in programs and attain the Seal of Biliteracy

District Site and Leadership Team (DSLTL)- Specifically indicated that they wish to keep the LCAP goals, as stated in prior LCAPs, but requested data systems to support them as they monitor for student progress and success. DSLTL also wanted additional SEL support in the form of increased staffing. The district is planning to increase specific staffing as a result of this feedback

District Parent Advisory Committee (DPAC)- Specifically asked for increased support for their students in regards to college and career supports.

Surveys- Indicated the need to continue to break information down at workshops, and share in multiple ways, virtually and in-person, so parents can readily understand how to support their students academic success

Labor Groups- Indicated a need for increased professional development and curricular supports

SELPA- Recommended increased support for SWD in the area of core classes and in elective courses like CTE and Advanced Placement.

Board Engagement- local indicator results- A-G completion equity concerns, recommended to systematically increase access to A-G completion so more students graduate meeting A-G requirements.

The public has been notified through print media of the opportunity to submit written comments regarding the LCAP actions and expenses, as well as through the District App Push-Down Notifications with access to the draft LCAP if requested.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LCAP Goals:

Stakeholder feedback overwhelmingly indicated the need to continue our broad LCAP goals as stated, from prior LCAPs, as students were making progress prior to the pandemic, however they also identified learning and equity gaps in 2020-21 and 2021-22's outcomes. As a result, student group data will continue to be featured in our metrics with aligned actions in goals 1 and 2, intended to increase access to CTE, AP, AVID and Seal of Biliteracy programs, pathways and electives for our students.

MTSS and Expanded Learning Opportunities:

The aspect that was most influenced by the feedback of our educational partners was in their recommendation to increase our levels of support to our students. In response, we are continuing the work we are currently doing in the development of our MTSS framework and tiered support for students who have fallen behind or who have been most impacted by the last year of COVID-19 restrictions. This will also include increased staffing in the area of student support. For this upcoming year, we will be continuing to offer expanded learning opportunities and variable credit retrieval options, in goal 1, to make up credits (and learning gaps for middle school students) through supplemental instruction (both before and after school, as well as on weekends).

Increased Participation and Access to A-G, AVID, CTE, AP and Seal of Biliteracy:

Board feedback continues to indicate a need to systematically ensure equity and increase access for EL, LI and FY students in rigorous courses and college and career readiness electives and pathways. In response, actions in goal 2 work to ensure equity, access and outcomes for unduplicated students.

PBIS- "Habitudes," Social-Emotional Learning Curriculum:

Feedback continued to identify needs to address the social-emotional well-being of students, given the additional stress to our students due to COVID-19. In response, we selected and will continue to implement a Social-Emotional Learning curriculum called, "Habitudes," in goal 3, to increase social-emotional well-being for our students.

Enhanced Data-Bases and Student Support Centers:

Teachers and Administrator feedback was instrumental in their ideas around the need for data at their fingertips, so they could provide additional identification, monitoring and interventions. In response, we modified an action for enhanced data-bases to proactively screen and identify students through "Data-Central" and "Ellevation" databases, to identify students with multiple data points that need the most help within a tiered approach of support. Student Support Coordinators, School Counselors, additional Social Workers, support staff and EL Coordinators will then meet with the students through the development of Student Support Services and provide them with goals, specific tiered interventions, and follow-up visits, goals 2 and 3.

Formative Assessment:

Teacher feedback indicated a need to accelerate and monitor student progress on state standards, especially in the absence of state testing due to the pandemic, from there, an action on formative assessment was created and NWEA MAP assessments will be utilized, to support teachers in monitoring their students' progress on academic state standards, using the results of the assessments to inform instructional practices, goal 1.

Increased Classified Professional Development:

Classified stakeholder feedback requested additional classified professional development opportunities, so actions were increased in goal 3 to increase professional development for classified personnel to increase awareness and understanding of the needs of students as they relate to educational programs, interventions and services.

Increased Parent Workshops, Orientation and Collaboration Opportunities:

Parent and DELAC feedback indicated the need for additional parent teacher events and orientations. There was also feedback related to more support in the area of college and career support which is tied to the increase in staffing for student support mentioned above. As a result, actions were added in goals 2, 3, and 4 to increase parent workshops, collaboration, counseling staff, and orientation events for both English speaking parents and for non English speaking parents.

The public has been notified of the opportunity to submit written comments through print media regarding the LCAP actions and expenses, using the District App Push-Down Notifications with access to the draft LCAP if requested.

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 for 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	2021 All Students -100% LI - 100% 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% medium LI - 38.5%	NO NEW DATA AVAILABLE FROM THE SAME SOURCE 2019 Dashboard All Students - 52.4% medium			All Students - 60% medium LI - 50%

		LI - 38.5%			
RFEP (Reclassification Rate)	14.8% (2021)	Data Not Yet Available			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	DATA NOT AVAILABLE SINCE 2019 (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	(2021) All Students - 65.2% LI - 61.5% 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	(2021 College and Career Measures Only Reports) 8.7% - All Students 0% - LI			50% - All Students 60% - LI
CAASPP ELA	2019 Dashboard All Students - Orange Performance: 4.5 points below standard	High/Avg - 24% High-13% Avg-24% Low/Avg- 20%			All Students - Green Performance: 0 points below standard LI - Green

	<p>Progress: -16.8 points (declined)</p> <p>LI - Orange 23.1 points below standard Declined 19.5 Points</p> <p>FY - Unavailable EL - Unavailable</p>	<p>Low - 19% 2021-2022 NWEA Local Assessment CAASPP DATA NOT AVAILABLE SINCE 2019</p>			<p>Performance: 0 points below standard</p>
CAASPP Math	<p>2019 Dashboard All Students - Orange Performance: 72.5 points below standard Progress: -27.2 points (declined)</p> <p>LI - Orange 95 points below standard Declined 31 Points</p>	<p>High/Avg - 18% High-8% Avg-19% Low/Avg- 27% Low - 28% 2021-2022 NWEA Local Assessment CAASPP DATA NOT AVAILABLE SINCE 2019</p>			<p>All Students - Green Performance: 0 points below standard</p> <p>LI - Green Performance: 0 points below standard</p>
EAP % Students Prepared for College ELA	<p>2018-19 CAASPP 11th Grade (All students) - 46.15% 11th Grade (LI) - 23.07%</p> <p>8th Grade (All students) - 49.40% 8th Grade (LI) - 36.42%</p> <p>7th Grade (All students) - 47.16% 7th Grade (LI) - 41.13%</p>	<p>DATA NOT AVAILABLE SINCE 2019 2018-19 CAASPP 11th Grade (All students) - 46.15% 11th Grade (LI) - 23.07%</p> <p>8th Grade (All students) - 49.40% 8th Grade (LI) - 36.42%</p> <p>7th Grade (All students) - 47.16% 7th Grade (LI) - 41.13%</p>			<p>Percent Met EAP 11th Grade (All students) - 55% 11th Grade (LI) - 40%</p> <p>8th Grade (All students) - 60% 8th Grade (LI) - 55%</p> <p>7th Grade (All students) - 60% 7th Grade (LI) - 55%</p>
EAP % Students Prepared for College Math	<p>2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0%</p> <p>8th Grade (All students)</p>	<p>DATA NOT AVAILABLE SINCE 2019 2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0%</p>			<p>11th Grade (All students) - 20% 11th Grade (LI) - 10%</p> <p>8th Grade (All students) - 30% 8th Grade (LI) - 25%</p> <p>7th Grade (All students) - 35% 7th Grade (LI) - 30%</p>

	- 21.60% 8th Grade (LI) - 15.33%	8th Grade (All students) - 21.60% 8th Grade (LI) - 15.33%			
	7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%	7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%			
Implementation of Academic Standards (Local Indicator)	Standard Met	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.	\$25,450.00	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.	\$4,972.00	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.	\$22,586.00	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, weekly 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.	\$29,945.00	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.	\$10,969.00	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	\$29,945.00	Yes

		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.		
7	EL Reclassification Support and Monitoring	Designated EL Support staff will use Ellevation, Data Central and PowerSchool Database 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.	\$16,039.00	Yes
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.	\$21,259.00	Yes
9	Variable Credit Recovery	Teachers will provide credit retrieval options for identified students in grades 9-12 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.	\$25,166.00	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.	\$5,300.00	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.	\$6,500.00	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 assitional academic support.	\$10,000.00	No
14	Supplemental Interventions SWD, Foster Youth, Homeless and EL-	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	\$5,525.00	No

Goal Analysis for 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.

The 2020-21 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 include both a virtual and in-person component, 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. Los Angeles County Department of Health COVID restrictions didn't allow for college field trips during the 20-21 school year and Universities were closed to public tours. Negative impacts to students were minimized as Virtual college tours were given when possible and many teachers provided in class instruction requiring students to give presentations on colleges.

LCAP 1.2 This action was not completed due to COVID restrictions. PSAT's and SAT's were canceled for the 2020-2021 school year. During the 21-22 school year we were able to administer the PSAT's and SAT's to 11th grade students. 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 and technology in Goal 2.7, with the balance carried over to increased services for 2020-21.

LCAP 1.3 - Send Requisite number of teachers to Summer AP training- The summer AP in-person training was canceled and shifted to AP Virtual training, 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 tutoring options for students as stated 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. Teachers schedules were adjusted to provide 1.5 hours of office hours at the end of the day to provide tutoring supports to students in need. 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 2021-22.

LCAP 1.8- 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 2021-22 for increased services.

LCAP 1.10 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. Procurement of supplemental supplies for the classroom took place as they became available in preparation for students' return to campus 2nd semester. 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.

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

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

Challenge: As we transitioned into voluntary in person and distance learning classes, there was increased difficulty for teachers and staff in providing lessons. The increased need for differentiated instruction in dual instructional models made it difficult to provide equitable access to curriculum and instructional supports.

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 and SAT administration was canceled due to the COVID pandemic. The impact to students 12 was moderate, as students use the PSAT process to help prepare for the SAT. We were able to resume testing for 11th grade students in the 2021-22 school year. 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.

Success: Through at home and in person instruction, AAV student Graduation rate during the 2020-2021 school year was 100% and our A-G rate exceeded our 60% goal by 5% for a total of 65%.

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.

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.

LCAP 1.4 - Small school sizes and limited staffing make it difficult to provide daily before and after school in person tutoring. We will work to provide as many days of tutoring as possible, however, the goal was adjusted to reflect a more realistic expectation of weekly tutoring being made available to students.

LCAP 1.9 - The goal was written to provide credit recovery options to all students. Upon reviewing the goal, students in grades 6-8 are not in need of credit recovery as credit is not offered for courses taken. We also realized there was not a need to continuously "increase" our options, but to make our options available to students as needed.

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

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.

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 for 2023-2024
Classroom Walkthroughs	434 (DigiCOACH 2019-2020)	89 (DigiCOACH 2020-2021)			500 DigiCoach Walks
AP exams with qualifying score (+3) LEA-wide	2405 (2020)	1357 -(2021)			2600 Qualifying Scores
Percentage of qualifying AP scores LEA-wide	34% (2020)	23% (2021)			40%
AP Students in District LEA-wide	3588 (2020)	4259 (2021)			3800
AP Exams taken LEA-wide	6850 (2020)	5794 (2021)			7200
Access to a Broad Course of Study (Local Indicator)	Standard Met	Standard Met			Standard Met
a-g Completion	(2020)	(2021)			All Students - 60% LI - 60%

	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 - 65.2% LI - 61.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed			
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	2021 All Students - 100% LI - 100% 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 suppressed	(2021 College/Career Measures Only Report & Data) 8.7% - All Students 0% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed			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 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.	\$91,213.00	Yes
2	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide	\$6,143.00	Yes

		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.		
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).	\$5,000.00	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.	\$2,967.00	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 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.	\$103,325.00	Yes
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.	\$11,200.00	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	\$12,778.00	Yes

		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.		
9	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.	\$13,734.00	Yes
10	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 education.	\$4,943.00	Yes
11	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.	\$24,592.00	Yes
12	AVID Professional Development- Title I funded	AVID Professional Development and intervention planning	\$11,124.00	No
13	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.	\$65,600.00	No
14	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.	\$31,970.00	No
15	Arts Integration and Visual	AAV will be given a Title IV site allocation in support of arts Integration and VAPA programs	\$7,022.00	No

Goal Analysis for 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.

External professional development conferences and workshops were not held due to the COVID pandemic. Many were offered virtually for lower prices. there was minimal impact to students, as external PD cost saving was used to expand internal or in-house district=provided professional development and planning workshops that aligned to core content areas. Budget saving were re-allocated to support high-needs students 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 supports students from home.

LCAP 2.3- Due to distance learning, traditional Classroom Walk Throughs (CWT) were difficult to perform in a Virtual Environment. Administration worked to join Google classrooms when possible to make observations and provide staff and student support and feedback where possible. There was limited ability to check for student engagement in a Google Meet setting.

LCAP 2.4- AP Tests were given in person and virtually taken by AAV Virtual students for the 2020-21, school year. Due to student/parent concerns regarding COVID there was a decreased number of students taking exams.

LCAP 2.5- Increase the Number of Academy and Pathway Options- During the 20-21 school year of our primary CTE teachers moved to a different school and was not replaced. We are currently working to add a new CTE pathway in Culinary Arts for the 22-23 school year.

LCAP 2.7- Expand Technology Infrastructure- This action was expanded to support students learning from home and the transition back to in person instruction with additional chromebooks and new Promethean boards in every classroom. There was a positive impact to high-needs students in that students and staff 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 - Due to at home learning and COVID safety requirements, students were unable to compete in STEM expositions and competitions and were limited in their ability to engage in hands-on activities to build teamwork skills. Schools created and provided "supply kits" for students to pick up and work on at home but project based experiences were limited compared to previous years.

LCAP 2.16 - Due to at home learning and COVID safety requirements, efforts were made to focus on academic and social emotional learning to support students with the limited instructional time available. Additional Arts and VAPA integration provided through XBlock and after school programs and clubs were not implemented to fidelity.

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

An explanation of how effective the specific actions were in making progress toward 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- Since AAV started as a 1:1 technology school the transition for students to a virtual learning environment was smooth. We set up Chromebook distribution days for new students, provided wireless access to families who needed it and had a system for students to get technology support to ensure their Chromebooks were working. Lab kits were provided (through distribution days communicated to families) for students to pick up necessary supply kits for CTE and science classes. Staff was provided with necessary technology to allow them to teach from home while we proactively ensured classroom were set up to provide teachers access to provide instruction to students both virtually and in person as we voluntarily transitioned back to in person instruction.

Challenges- The transition to distance learning and back to voluntary in-person instruction 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. The lack of in person relationships with students made it more difficult to get students to sign up for AP Exams and build student confidence to take the exams.

Effectiveness- Goal 2's effectiveness demonstrated mixed results for 2020-21 as it pertained to AP Tests taken and AP Tests passed. The number of AP exams taken increased from 2019-20 to 2020-21. In summary, we were able to maintain our AP course offerings and increase students in AP classes. LCAP goals 1 and 2 worked together to provide students with the pedagogical supports and academic opportunities to take AP classes however fewer students took AP exams. From these mixed results, we will focus on investing in AP professional development, and monitor AP progress very carefully in 2021-22 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.

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.

LCAP 1.9 - Due to COVID and changing funding structures and reduction in school sites, there is not a need to provide mini-grants to sites. This action will be deleted.

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

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 for 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	NO NEW DATA AVAILABLE FROM THE SAME SOURCE 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)	0% (2021)			3.4%

				Maintained
Expulsion Rate	0.0% (2020)	0.0% (2021)		0.0%
Attendance Rate	94.56% (2020)	94.37% (2021-2022)		95%
Chronic Absenteeism	All Students - Orange 9.6% LI - Orange 10.3% FY - Unavailable EL - No color 10.3%	All Students - 11.6% LI - 14.8% FY - Unavailable EL - 30.8%		All Students - Green 4% LI - 4% EL - 4%
Truancy Rate				
Dropout Rate	8% (2020)	0% (2021)		5%
Basics: Teachers, Instructional Materials, Facilities (Local Indicator)	Standard Met	Standard Met		Standard Met
Local Climate Survey (Local Indicator)	Standard Met	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.	\$72,709.00	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.	\$579,443.00	No
3	Credentialed Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$3,644,915.00	No
4	Special Education	Provide teachers, staff, supplies, services and other operating expenditures to fulfill the requirements of our Special Education program.	\$679,044.00	No
5	CTE Programs	Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	\$259,543.00	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.	\$2,500.00	Yes
7	Student Support Services	District Program Coordinators will coordinate services with Student Support Coordinators, counselors, social workers, site administrators and various classified and certificated support	\$22,027.00	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 Services 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.	\$1,500.00	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.	\$500.00	Yes
10	Transportation	Transportation will be provided to students, above and beyond what is required, who need assistance getting 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 making campus improvements, 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.	\$142,265.00	Yes

Goal Analysis for 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.

The 2020-21 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 3.7 - During 2019-20 and 2020-21 school years student support centers were implemented in a virtual setting as part of the school day. Students attended their classes as scheduled and the last 1 ½ hours Monday, Tuesday, Thursday and Friday, teachers made themselves available for office hours in order to provide additional support to individual students as needed. This provided 1:1 learning opportunities for students. In returning to at school instruction, AAV has realized having a, “center” is difficult to implement due to limited staffing. This goal will be altered to change “center” to “services” allowing flexibility in determining the best approach to reaching at-risk students.

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

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

An explanation of how effective the specific actions were in making progress toward 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 re-engage 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 20-21 indicate a decrease in attendance rates by school, as schools continued to remain closed for most of the 2020-21 school year.

Challenges- With students on campus, maintaining a staffed student support center with limited staffing presented challenges. AAV recognizes a need for MTSS, PBIS and ATS support for students and will alter this goal from providing student support "Centers" to providing student support "services". This will allow staff to collaborate and develop systems which better fit with the program offered.

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.

LCAP 3.7 - Due to small school size, limited staffing and large cost in personnel, it is difficult to fully staff a student support center. Updated wording from, "Center" to "Services".

LCAP 3.10 - Transportation to school sites is not provided. Students continue to require transportation to school activities. This goal is being updated to remove wording related to transporting students to and from school.

LCAP 3.11 - Students have requested upgrades to facilities beyond what is required in an effort to improve school climate. Adding language which would allow for campus improvements outside of what is required by law.

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

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.

<p>This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:</p> <ul style="list-style-type: none"> 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 for 2023-2024
Parent participation	189 responses to Fall Climate survey	176 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			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 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	\$0.00	Yes

		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.	\$1,237.00	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.	\$250.00	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.	\$2,000.00	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.	\$2,150.00	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 for 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.

The 2020-21 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, reopening's, 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 4.5. The Director of Communications position was unable to be filled this year.

LCAP 4.6- 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.

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

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

As schools continued in a virtual setting at the start of the 2020 school year from the COVID pandemic in, 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 district wide 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- There has been 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 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.

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 support. School staff 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.

Effectiveness- Additional 2020-21 results from LCAP Goal 4 climate survey metric, indicated overall parent decline in every indicator from 2019-20 Qualtrics baseline climate survey results. Student data showed increases in Culture/Climate, Intervention Supports, Opportunity and Communication. Although the district increased its breath of communication and opportunities for parents to be involved there were mixed results as it seems some families were able to take advantage of the new opportunities as others felt disconnected from the schools without the direct ability to have daily in person contact.

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$647,703.00	\$19,608.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.71%	1.68%	\$96,659.94	12.39%

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

AAV will provide 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 an annual basis and identify students in grades 9-12 with low grades and low credit counts, and place them with a supplemental instruction teacher 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 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 .

AVUHSD Curriculum Coordinators and 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 a Social Worker 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 classroom observations, in all classrooms, grades 6-12, to gather evidence and provide 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.

Students 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 used to accommodate 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 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 students in grades 7-12. 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 6-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to keep student access to 1 to 1 site-wide, to engage students in 6-12 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.

Students 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 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 flex days, and conduct 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 and connections to other internal data systems, as evidenced by increased 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 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, 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 Services

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 site administration and various classified and site support personnel 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 intervene with identified students as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in through Student Support Services, 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 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 teams 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 to attend College Readiness Workshops that include FASFA applications, financial aide 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 site parent/community events, 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, 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, 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, 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, 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, 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, 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 Services 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 Services 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 Services 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 parents through 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 parents through 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 parents through 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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		30:1
Staff-to-student ratio of certificated staff providing direct services to students		20:1

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,884,109.00	\$0.00	\$0.00	\$164,791.00	\$6,048,900.00	\$5,728,824.00	\$320,076.00

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	\$25,450.00	\$0.00	\$0.00	\$0.00	\$25,450.00
1	2	College Readiness Exams	English learner (EL), Foster Youth, Low Income	\$4,972.00	\$0.00	\$0.00	\$0.00	\$4,972.00
1	3	Advanced Placement Training and Tutoring	Low Income, Foster Youth, English learner (EL)	\$22,586.00	\$0.00	\$0.00	\$0.00	\$22,586.00
1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	\$29,945.00	\$0.00	\$0.00	\$0.00	\$29,945.00
1	5	Formative Assessment	English learner (EL), Foster Youth, Low Income	\$10,969.00	\$0.00	\$0.00	\$0.00	\$10,969.00
1	6	EL Program Implementation	English learner (EL)	\$29,945.00	\$0.00	\$0.00	\$0.00	\$29,945.00
1	7	EL Reclassification Support and Monitoring	English learner (EL)	\$16,039.00	\$0.00	\$0.00	\$0.00	\$16,039.00
1	8	Student-Free Professional Development Days	English learner (EL), Foster Youth, Low Income	\$21,259.00	\$0.00	\$0.00	\$0.00	\$21,259.00
1	9	Variable Credit Recovery	Foster Youth, English learner (EL), Low Income	\$25,166.00	\$0.00	\$0.00	\$0.00	\$25,166.00
1	10	Ancillary Instructional Materials	Low Income, English learner (EL), Foster	\$5,300.00	\$0.00	\$0.00	\$0.00	\$5,300.00

			Youth					
1	11	Focus on Writing	English learner (EL), Foster Youth, Low Income	\$6,500.00	\$0.00	\$0.00	\$0.00	\$6,500.00
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	All	\$0.00	\$0.00	\$0.00	\$18,860.00	\$18,860.00
1	13	Saturday Tutoring- Title I funded Academic Interventions	All	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	Foster Youth, Homeless, Student with Disabilities (SWD), English learner (EL)	\$0.00	\$0.00	\$0.00	\$5,525.00	\$5,525.00
2	1	Enhanced Counseling Services	English learner (EL), Foster Youth, Low Income	\$91,213.00	\$0.00	\$0.00	\$0.00	\$91,213.00
2	2	Professional Development	English learner (EL), Foster Youth, Low Income	\$6,143.00	\$0.00	\$0.00	\$0.00	\$6,143.00
2	3	Classroom Walkthroughs	Low Income, Foster Youth, English learner (EL)	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	4	AP Placement/Exams	English learner (EL), Foster Youth, Low Income	\$2,967.00	\$0.00	\$0.00	\$0.00	\$2,967.00
2	5	Career Technical Education (CTE) opportunities	English learner (EL), Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	AVID Elective	Low Income	\$103,325.00	\$0.00	\$0.00	\$0.00	\$103,325.00
2	7	Technology	English learner (EL), Foster Youth, Low Income	\$11,200.00	\$0.00	\$0.00	\$0.00	\$11,200.00
2	8	STEM Support	English learner (EL), Foster Youth, Low Income	\$12,778.00	\$0.00	\$0.00	\$0.00	\$12,778.00

2	9	21st Century Learning Environments	English learner (EL), Foster Youth, Low Income	\$13,734.00	\$0.00	\$0.00	\$0.00	\$13,734.00
2	10	Enhanced Data Systems	English learner (EL), Foster Youth, Low Income	\$4,943.00	\$0.00	\$0.00	\$0.00	\$4,943.00
2	11	NGSS Supports	Low Income, Foster Youth, English learner (EL)	\$24,592.00	\$0.00	\$0.00	\$0.00	\$24,592.00
2	12	AVID Professional Development- Title I funded	All	\$0.00	\$0.00	\$0.00	\$11,124.00	\$11,124.00
2	13	AVID Tutors- Title I funded	All	\$0.00	\$0.00	\$0.00	\$65,600.00	\$65,600.00
2	14	Intervention Technology- Title I funded	All	\$0.00	\$0.00	\$0.00	\$31,970.00	\$31,970.00
2	15	Arts Integration and Visual and Performing Arts Program- TIV funded	All	\$0.00	\$0.00	\$0.00	\$7,022.00	\$7,022.00
3	1	Williams Compliance: Instructional Materials	All	\$72,709.00	\$0.00	\$0.00	\$0.00	\$72,709.00
3	2	Williams Compliance: Facilities	All	\$579,443.00	\$0.00	\$0.00	\$0.00	\$579,443.00
3	3	Credentialed Teachers	All	\$3,644,915.00	\$0.00	\$0.00	\$0.00	\$3,644,915.00
3	4	Special Education	Student with Disabilities (SWD)	\$679,044.00	\$0.00	\$0.00	\$0.00	\$679,044.00
3	5	CTE Programs	All	\$259,543.00	\$0.00	\$0.00	\$0.00	\$259,543.00
3	6	Improve Attendance	English learner (EL), Foster Youth, Low Income	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
3	7	Student Support Services	Low Income, Foster Youth, English learner (EL)	\$22,027.00	\$0.00	\$0.00	\$0.00	\$22,027.00
3	8	Implement PBIS	Low Income, Foster Youth, English learner (EL)	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00
3	9	Classified Professional Development	Low Income, Foster Youth, English learner (EL)	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00

3	10	Transportation	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	11	Safe, Secure and Positive Learning Environments	English learner (EL), Low Income, Foster Youth	\$142,265.00	\$0.00	\$0.00	\$0.00	\$142,265.00
4	1	PowerSchool	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Parent Link	Foster Youth, English learner (EL), Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Parent /Family Collaboration	English learner (EL), Foster Youth, Low Income	\$1,237.00	\$0.00	\$0.00	\$0.00	\$1,237.00
4	4	EL Parent Workshops	English learner (EL)	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00
4	5	Increase Communication	English learner (EL), Foster Youth, Low Income	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00
4	6	Increase Parent and Community Outreach	Foster Youth, Low Income, English learner (EL)	\$2,150.00	\$0.00	\$0.00	\$0.00	\$2,150.00
4	7	Expand Parent University-Title I funded	All	\$0.00	\$0.00	\$0.00	\$14,690.00	\$14,690.00

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,048,900.00	\$647,703.00	10.71%	1.68%	12.39%	\$648,455.00	0.00%	10.72%	Total:	\$648,455.00
								LEA-wide Total:	\$576,668.00
								Limited Total:	\$46,234.00
								Schoolwide Total:	\$25,553.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Field Trips	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$25,450.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,972.00	0.00%
1	3	Advanced Placement Training and Tutoring	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	\$22,586.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$29,945.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$10,969.00	0.00%
1	6	EL Program Implementation	Yes	Limited	English learner (EL)	All Schools	\$29,945.00	0.00%
1	7	EL Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$16,039.00	0.00%

1	8	Student-Free Professional Development Days	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$21,259.00	0.00%
1	9	Variable Credit Recovery	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$25,166.00	0.00%
1	10	Ancillary Instructional Materials	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$5,300.00	0.00%
1	11	Focus on Writing	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$6,500.00	0.00%
2	1	Enhanced Counseling Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$91,213.00	0.00%
2	2	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$6,143.00	0.00%
2	3	Classroom Walkthroughs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,000.00	0.00%
2	4	AP Placement/Exams	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	\$2,967.00	0.00%
2	5	Career Technical Education (CTE) opportunities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	\$0.00	0.00%
2	6	AVID Elective	Yes	LEA-wide	Low Income	All Schools	\$103,325.00	0.00%
2	7	Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$11,200.00	0.00%
2	8	STEM Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$12,778.00	0.00%
2	9	21st Century Learning Environments	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$13,734.00	0.00%
2	10	Enhanced Data Systems	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,943.00	0.00%
2	11	NGSS Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$24,592.00	0.00%
3	6	Improve Attendance	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,500.00	0.00%
3	7	Student Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$22,027.00	0.00%
3	8	Implement PBIS	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,500.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$500.00	0.00%
3	10	Transportation	Yes	Limited	Low Income	All Schools	\$0.00	0.00%

3	11	Safe, Secure and Positive Learning Environments	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$142,265.00	0.00%
4	2	Parent Link	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$0.00	0.00%
4	3	Parent /Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,237.00	0.00%
4	4	EL Parent Workshops	Yes	Limited	English learner (EL)	All Schools	\$250.00	0.00%
4	5	Increase Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,000.00	0.00%
4	6	Increase Parent and Community Outreach	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$2,150.00	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$3,820,632.00	\$6,498,565.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Student Field Trips	Yes	\$14,950.00	\$863.00
1	2	College Readiness Exams	Yes	\$8,042.00	\$0.00
1	3	Advanced Placement Training and Tutoring	Yes	\$22,384.00	\$0.00
1	4	Expanded Learning Opportunities	Yes	\$1,155.00	\$0.00
1	5	Formative Assessment	Yes	\$13,882.00	\$0.00
1	6	EL Program Implementation	Yes	\$11,095.00	\$2,021.00
1	7	EL Reclassification Support and Monitoring	Yes	\$13,658.00	\$0.00
1	8	Student-Free Professional Development Days	Yes	\$8,411.00	\$0.00
1	9	Variable Credit Recovery	Yes	\$12,074.00	\$0.00
1	10	Ancillary Instructional Materials	Yes	\$25,220.00	\$6,640.00
1	11	Focus on Writing	Yes	\$16,775.00	\$7,938.00
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	No	\$18,860.00	\$15,603.00
1	13	Saturday Tutoring- Title I funded Academic Interventions	No	\$24,225.00	\$9,224.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	No	\$33,309.00	\$9,151.00
2	1	Enhanced Counseling Services	Yes	\$391,503.00	\$502,151.00

2	2	Professional Development	Yes	\$6,609.00	\$14,824.00
2	3	Classroom Walkthroughs	Yes	\$0.00	\$0.00
2	4	AP Placement/Exams	Yes	\$1,534.00	\$0.00
2	5	Career Technical Education (CTE) opportunities	Yes	\$0.00	\$0.00
2	6	AVID Elective	Yes	\$96,748.00	\$0.00
2	7	Technology	Yes	\$1,675.00	\$9,340.00
2	8	STEM Support	Yes	\$4,200.00	\$0.00
2	9	Mini-grants	Yes	\$0.00	\$0.00
2	10	21st Century Learning Environments	Yes	\$5,557.00	\$0.00
2	11	Enhanced Data Systems	Yes	\$1,196.00	\$0.00
2	12	NGSS Supports	Yes	\$670.00	\$0.00
2	13	AVID Professional Development- Title I funded	No	\$25,841.00	\$26,008.00
2	14	AVID Tutors- Title I funded	No	\$96,559.00	\$64,883.00
2	15	Intervention Technology- Title I funded	No	\$27,800.00	\$12,200.00
2	16	Arts Integration and Visual and Performing Arts Program- TIV funded	No	\$6,106.00	\$0.00
3	1	Williams Compliance: Instructional Materials	No	\$49,000.00	\$47,752.00
3	2	Williams Compliance: Facilities	No	\$321,079.00	\$373,797.00
3	3	Credentialed Teachers	No	\$2,498,379.00	\$4,313,980.00
3	4	Special Education	No	\$0.00	\$744,509.00
3	5	CTE Programs	No	\$0.00	\$273,530.00
3	6	Improve Attendance	Yes	\$6,506.00	\$0.00
3	7	Student Support Centers	Yes	\$2,400.00	\$3,712.00
3	8	Implement PBIS	Yes	\$3,500.00	\$0.00
3	9	Classified Professional Development	Yes	\$4,500.00	\$0.00
3	10	Transportation	Yes	\$0.00	\$0.00
3	11	Safe, Secure and Positive Learning Environments	Yes	\$0.00	\$10,088.00

4	1	PowerSchool	No	\$0.00	\$0.00
4	2	Parent Link	Yes	\$0.00	\$0.00
4	3	Parent /Family Collaboration	Yes	\$17,550.00	\$13,686.00
4	4	EL Parent Workshops	Yes	\$1,400.00	\$0.00
4	5	Increase Communication	Yes	\$6,900.00	\$0.00
4	6	Increase Parent and Community Outreach	Yes	\$4,690.00	\$36,665.00
4	7	Expand Parent University- Title I funded	No	\$14,690.00	\$0.00

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$704,784.00	\$704,784.00	\$607,928.00	\$96,856.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Student Field Trips	Yes	\$14,950.00	\$863.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$8,042.00	\$0.00	0.00%	0.00%
1	3	Advanced Placement Training and Tutoring	Yes	\$22,384.00	\$0.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$1,155.00	\$0.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$13,882.00	\$0.00	0.00%	0.00%
1	6	EL Program Implementation	Yes	\$11,095.00	\$2,021.00	0.00%	0.00%
1	7	EL Reclassification Support and Monitoring	Yes	\$13,658.00	\$0.00	0.00%	0.00%
1	8	Student-Free Professional Development Days	Yes	\$8,411.00	\$0.00	0.00%	0.00%
1	9	Variable Credit Recovery	Yes	\$12,074.00	\$0.00	0.00%	0.00%
1	10	Ancillary Instructional Materials	Yes	\$25,220.00	\$6,640.00	0.00%	0.00%
1	11	Focus on Writing	Yes	\$16,775.00	\$7,938.00	0.00%	0.00%
2	1	Enhanced Counseling Services	Yes	\$391,503.00	\$502,151.00	0.00%	0.00%
2	2	Professional Development	Yes	\$6,609.00	\$14,824.00	0.00%	0.00%

2	3	Classroom Walkthroughs	Yes	\$0.00	\$0.00	0.00%	0.00%
2	4	AP Placement/Exams	Yes	\$1,534.00	\$0.00	0.00%	0.00%
2	5	Career Technical Education (CTE) opportunities	Yes	\$0.00	\$0.00	0.00%	0.00%
2	6	AVID Elective	Yes	\$96,748.00	\$0.00	0.00%	0.00%
2	7	Technology	Yes	\$1,675.00	\$9,340.00	0.00%	0.00%
2	8	STEM Support	Yes	\$4,200.00	\$0.00	0.00%	0.00%
2	9	Mini-grants	Yes	\$0.00	\$0.00	0.00%	0.00%
2	10	21st Century Learning Environments	Yes	\$5,557.00	\$0.00	0.00%	0.00%
2	11	Enhanced Data Systems	Yes	\$1,196.00	\$0.00	0.00%	0.00%
2	12	NGSS Supports	Yes	\$670.00	\$0.00	0.00%	0.00%
3	6	Improve Attendance	Yes	\$6,506.00	\$0.00	0.00%	0.00%
3	7	Student Support Centers	Yes	\$2,400.00	\$3,712.00	0.00%	0.00%
3	8	Implement PBIS	Yes	\$3,500.00	\$0.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	\$4,500.00	\$0.00	0.00%	0.00%
3	10	Transportation	Yes	\$0.00	\$0.00	0.00%	0.00%
3	11	Safe, Secure and Positive Learning Environments	Yes	\$0.00	\$10,088.00	0.00%	0.00%
4	2	Parent Link	Yes	\$0.00	\$0.00	0.00%	0.00%
4	3	Parent /Family Collaboration	Yes	\$17,550.00	\$13,686.00	0.00%	0.00%
4	4	EL Parent Workshops	Yes	\$1,400.00	\$0.00	0.00%	0.00%
4	5	Increase Communication	Yes	\$6,900.00	\$0.00	0.00%	0.00%
4	6	Increase Parent and Community Outreach	Yes	\$4,690.00	\$36,665.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$5,753,568.00	\$704,784.00	0.00%	12.25%	\$607,928.00	0.00%	10.57%	\$96,659.94	1.68%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$157,769.00	\$0.00	\$0.00	\$7,022.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Student Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,450.00
1	2	College Readiness Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,972.00
1	3	Advanced Placement Training and Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,586.00
1	4	Expanded Learning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,945.00
1	5	Formative Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,969.00

1	6	EL Program Implementation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,945.00
1	7	EL Reclassification Support and Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,039.00
1	8	Student-Free Professional Development Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,259.00
1	9	Variable Credit Recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,166.00
1	10	Ancillary Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,300.00
1	11	Focus on Writing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,500.00
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	\$18,860.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,860.00
1	13	Saturday Tutoring- Title I funded Academic Interventions	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	\$5,525.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,525.00
2	1	Enhanced Counseling Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,213.00

2	2	Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,143.00
2	3	Classroom Walkthroughs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	4	AP Placement/Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,967.00
2	5	Career Technical Education (CTE) opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	AVID Elective	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$103,325.00
2	7	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,200.00
2	8	STEM Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,778.00
2	9	21st Century Learning Environments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,734.00
2	10	Enhanced Data Systems	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,943.00
2	11	NGSS Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,592.00
2	12	AVID Professional Development-Title I funded	\$11,124.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,124.00
2	13	AVID Tutors-Title I funded	\$65,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,600.00
2	14	Intervention Technology-Title I funded	\$31,970.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,970.00
2	15	Arts Integration and Visual and Performing Arts Program- TIV funded	\$0.00	\$0.00	\$0.00	\$7,022.00	\$0.00	\$0.00	\$7,022.00
3	1	Williams Compliance:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,709.00

		Instructional Materials							
3	2	Williams Compliance: Facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$579,443.00
3	3	Credentialed Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,644,915.00
3	4	Special Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$679,044.00
3	5	CTE Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$259,543.00
3	6	Improve Attendance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
3	7	Student Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,027.00
3	8	Implement PBIS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
3	9	Classified Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
3	10	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	11	Safe, Secure and Positive Learning Environments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$142,265.00
4	1	PowerSchool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	Parent Link	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Parent /Family Collaboration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,237.00
4	4	EL Parent Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$250.00
4	5	Increase Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
4	6	Increase Parent and Community Outreach	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,150.00
4	7	Expand Parent University- Title	\$14,690.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,690.00

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Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24:** 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 2023–24 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 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 2021–24 LCAP from the 2017–2020 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022