

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antelope Valley Union High School District

CDS Code: 19642460000000

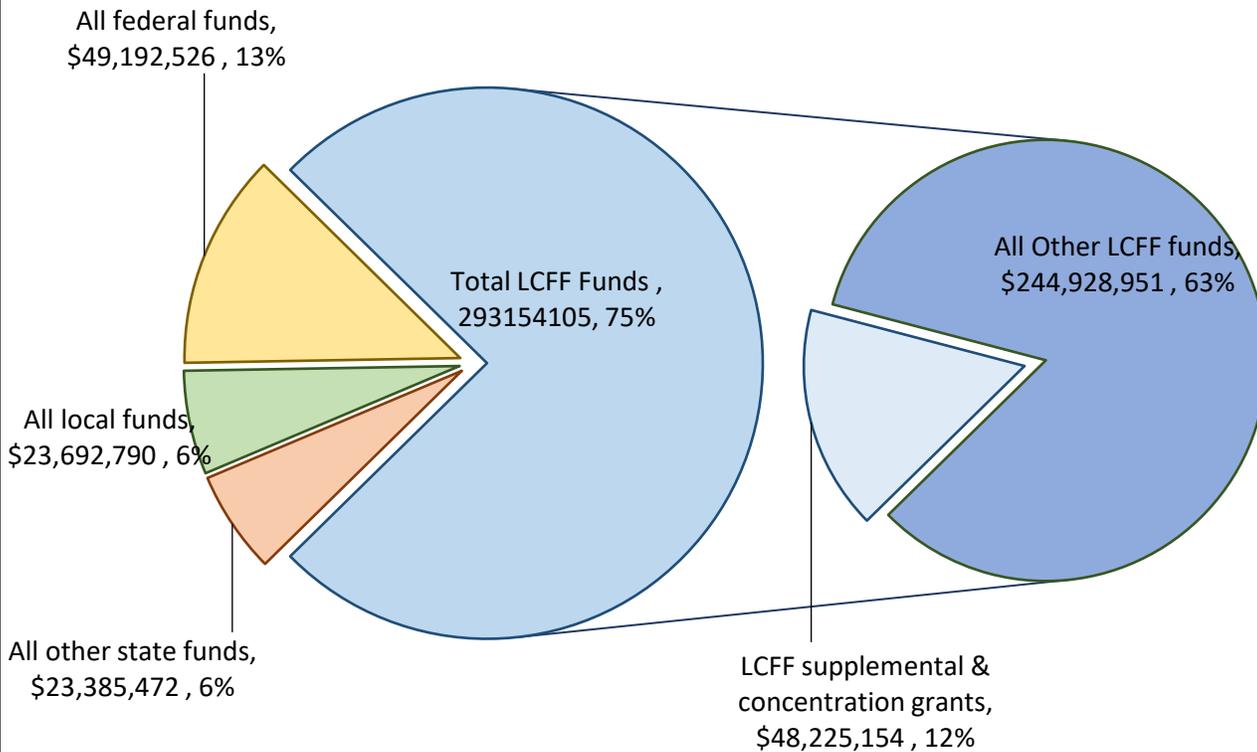
School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

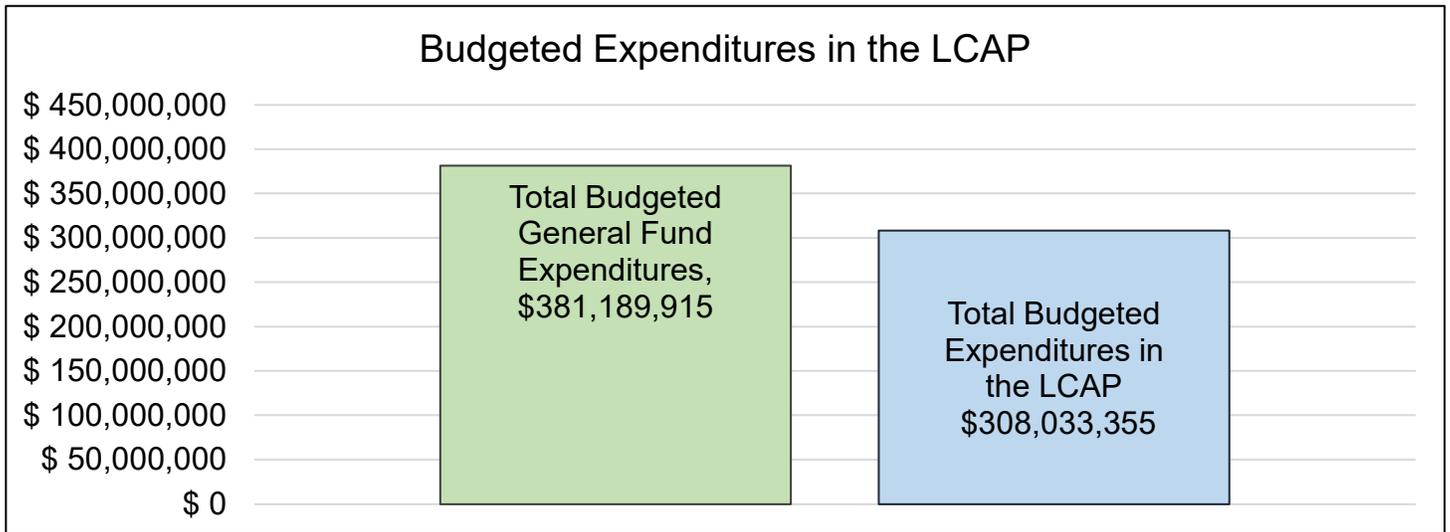


This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is \$389,424,893.00, of which \$293,154,105.00 is Local Control Funding Formula (LCFF), \$23,385,472.00 is other state funds, \$23,692,790.00 is local funds, and \$49,192,526.00 is federal funds. Of the \$293,154,105.00 in LCFF Funds, \$48,225,154.00 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 Antelope Valley Union High School District plans to spend for 2023-24. 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: Antelope Valley Union High School District plans to spend \$381,189,915.00 for the 2023-24 school year. Of that amount, \$308,033,355.00 is tied to actions/services in the LCAP and \$73,156,560.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

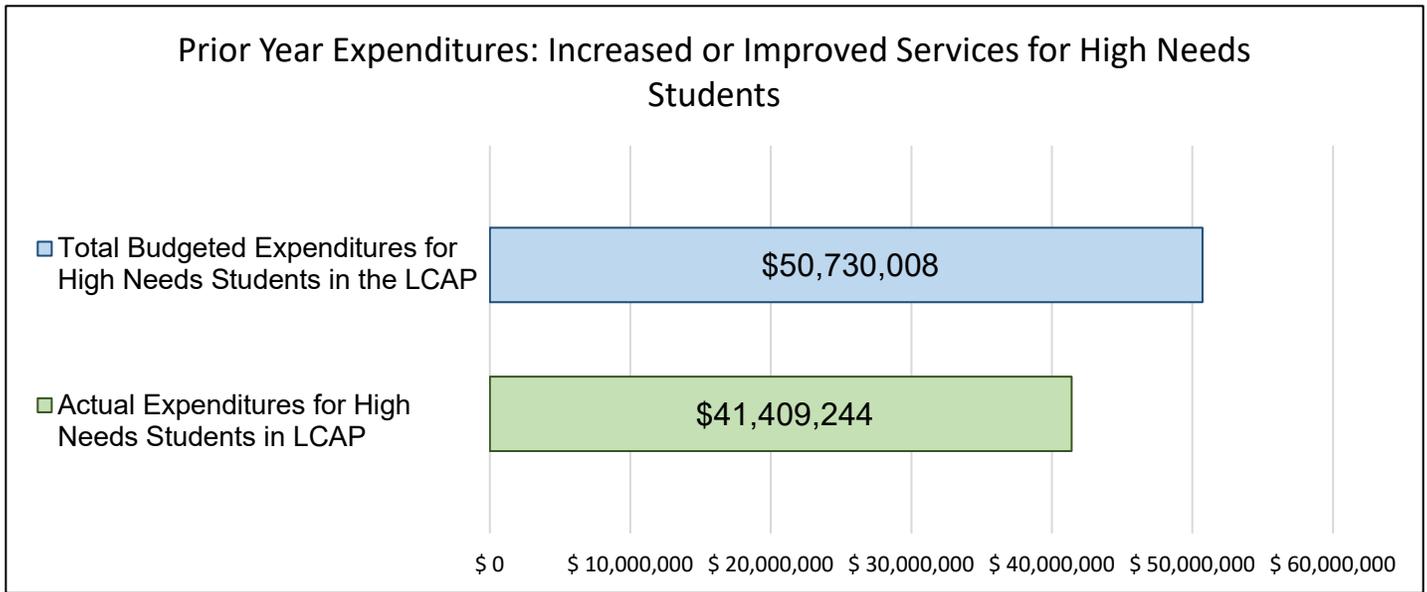
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain specialized programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Antelope Valley Union High School District is projecting it will receive \$48,225,154.00 based on the enrollment of foster youth, English learner, and low-income students. Antelope Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antelope Valley Union High School District plans to spend \$63,843,302.00 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 2022-23



This chart compares what Antelope Valley Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Antelope Valley Union High School District 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 2022-23, Antelope Valley Union High School District's LCAP budgeted \$50,730,008.00 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent \$41,409,244.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$9,320,764.00 had the following impact on Antelope Valley Union High School District's ability to increase or improve services for high needs students:

Material differences between estimated and actual expenditures were largely due to staffing challenges for hard-to-fill positions, resulting in several positions filled late in the year, and others remaining unfilled throughout the year. Additionally, the district was able to experience contract savings through negotiations with vendors, and several large projects are experiencing extended timelines.

Other funding was utilized for the 2022-23 fiscal year, decreasing the expenditures using supplemental and concentration funds.

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
Antelope Valley Union High	Dr. Will Laird Director of Educational Services	wlaird@avhsd.org 661-948-7655

Plan Summary 2023-2024

General Information

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

Antelope Valley Union High School District (AVUHSD) is committed to providing all students with equitable access to high-quality education. The Local Control and Accountability Plan (LCAP) serves as a guiding document for the District's efforts to address the unique needs of our diverse student population. In the 2023/24 academic year, the AVUHSD will continue to focus on student success by implementing initiatives that promote academic achievement, social-emotional well-being, and equity.

The Antelope Valley Union High School District (AVUHSD) is made up of eight comprehensive high schools, one early college high school with two campuses, two continuation high schools, and one community day school. Additionally, the AVUHSD operates a dependent charter school which includes two middle school preparatory campuses, as well as a virtual school. AVUHSD serves the needs of adults in the community through four campuses at Antelope Valley Adult Education.

AVUHSD offers a variety of programs to prepare students for college and careers. A college-preparatory foundation and a variety of academic programs, including Advanced Placement (AP), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), and concurrent/dual enrollment through a virtual academy or the local community college are offered across AVUHSD. Career Academies and Pathways, which focus students' coursework toward a specific field of interest, include industries such as agriculture, biomedical science, digital design, engineering, environmental science, health care, law and government, and multimedia. Programs for students with unique needs include English Language Development, Independent Study, and special education classes. Within the programs of study, students have the opportunity to meet the minimum subject area requirements known as A-G for college admissions to the California State University (CSU) and the University of California (UC) campuses.

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he or she aspires.

Reflections: Successes

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

The 2022 California Dashboard only displayed Status data for each applicable state indicator and performance level colors were not reported.

Based on an analysis of state data from the 2022 California Dashboard, as well as an analysis of local data from the 2022/2023 school year, and input from educational partners, the following areas of success and/or progress have been identified.

Academic Success/Progress:

As evidenced by our 2022 CAASPP scores in Math and English Language Arts, students overall scored in the “Very Low” range in both areas. These will be areas that we focus on improving in the 2023/24 school year and beyond.

Of particular note during the 2022/23 school year, is the academic growth demonstrated by students on the NWEA MAP assessments.

In the area of Math, 21% of AVUHSD students scored high-average and high, which is a 2% increase from 2021/22.

In the area of Reading, 26% of AVUHSD students scored high-average and high, which is similar to scores from 2021/22.

Student growth scores on NWEA assessments are strengthened by the District’s continued focus on Multi-Tiered Systems of Support (MTSS), Tier 1 good, first instruction, and analysis of data at the school sites. The District is invested in building upon student growth and will continue implementation of standards based instruction with aligned materials.

Site administrators and teacher teams will continue to work with MTSS site teams to develop lesson plans, design common assessments, analyze data along with barriers to learning, and then use their findings to guide first instruction and plan needed supports. Ongoing training of administrators in implementing MTSS school wide will also continue to be a priority so that instructional leaders can guide a sustained focus on best practices to address skills gaps and barriers to learning at the school sites. The District’s curriculum and instruction staff will continue to provide support services and professional development to teachers and paraprofessional staff in reading and mathematics. In addition, we will utilize our internal data-base systems, Data Central and NWEA Map assessments systematically, to track, monitor, mentor, and provide goals and interventions more effectively and efficiently for all students including Student with Disabilities, Homeless Youth and African American students, with an additional emphasis on English Learner (EL) Low Income (LI) and Foster Youth (FY) students in order to ensure continued academic, social-emotional, and behavioral success in these areas.

The success of students on the NWEA MAP assessments is described in both Math and Reading. The fact that 21% of students scored high-average and high in Math, representing a 2% increase from the previous year, is evidence of student growth and achievement. Similarly, 26% of students scored high-average and high in Reading, which is comparable to the scores from the previous year. Moreover, the success of students on the NWEA MAP assessments is attributed to the District’s use of Multi-Tiered Systems of Support (MTSS), which includes a focus on Tier 1 good, first instruction, and data analysis at the school sites. The District’s approach to providing ongoing training for administrators and professional development for teachers also contributed to the success of students. The District will continue to build upon this success by implementing standards-based instruction with aligned materials, utilizing internal data-base systems to track and monitor student progress, and providing support services and professional development to teachers and paraprofessional staff in reading and mathematics. Therefore, the success of students on the NWEA MAP assessments is evidence of the effectiveness of the District’s approach to supporting student growth and achievement, and the District’s commitment to ongoing improvement in these areas.

Suspension Indicator:

Data from the 2021/2022 school year indicates that suspension rates district wide are about 7.1 %, which represents a 1% decrease from 2019/20. This decrease from 2019/2020 suspension rates, which were 8.1%, can be attributed to the District’s development of a Multi-Tiered Systems of Support framework, with PBIS as a main focus in the areas of behavior and the adoption of Habitudes, a social-emotional support curriculum utilized district wide. The implementation of Student Support Centers, alternatives to suspension, and professional development in the areas of restorative justice practices and equity have all contributed to this decrease.

The success being described here is a decrease in district wide suspension rates from 8.1% in 2019/20 to 7.1% in the 2021/2022 school year. This decrease of 1% can be attributed to the District’s efforts to develop and implement a Multi-Tiered Systems of Support framework, with Positive Behavioral Interventions and Supports (PBIS) as a primary focus in the areas of behavior, along with the adoption of Habitudes, a social-emotional support curriculum that is used district wide. The implementation of Student Support Centers, which provide alternatives to suspension, and the provision of professional development in the areas of restorative justice practices and equity have also contributed to this success. These efforts are evidence of the District’s commitment to providing a supportive and equitable learning environment for all students, as well as our willingness to invest in approaches that address the root causes of behavioral issues, rather than relying solely on punitive measures. Overall, the decrease in suspension rates is a positive indicator of the effectiveness of the District’s efforts to create a positive and inclusive school culture, and our commitment to addressing the social-emotional needs of students. The continued focus on PBIS, Habitudes, and restorative justice practices, along with ongoing professional

development, will likely lead to further success in reducing suspension rates and promoting a positive school climate.

2022/23 Parent Participation:

1,733 responses to Fall Climate survey

91% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."

86% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."

89% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."

District App Followers - 54,806

2022/23 Fall Climate Survey:

Safety:

80% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."

75% Agreed or Strongly Agree - Students - "I feel safe at school."

83% Agreed or Strongly Agree- Teachers - "I feel safe at work."

Connectedness:

84% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school."

61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."

81% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."

The success being described here is the high levels of parent participation and satisfaction with the school district's efforts. In the 2022/23 school year, the District received 1,733 responses to the Fall Climate survey, indicating a high level of engagement from parents. Furthermore, a large majority of parents (91%) agreed or strongly agreed that the school provides their students with the resources they need to be successful, indicating a high level of confidence in the District's ability to support students academically. The survey also revealed high levels of satisfaction with communication between the school and parents, with 86% of respondents agreeing or strongly agreeing that open lines of communication exist at their student's school. Additionally, 89% of respondents agreed or strongly agreed that a teacher or some adult has high expectations of their student, which suggests that parents are confident in the quality of instruction their children are receiving. The District's success in promoting a safe and supportive learning environment is evidenced by the survey results, with 80% of parents, 75% of students, and 83% of teachers agreeing or strongly agreeing that they feel safe at school. This is a positive indicator of the District's success in creating a welcoming and secure learning environment for all members of the school community. Finally, the survey results suggest that parents feel a strong sense of connectedness to the District, with 84% of respondents agreeing or strongly agreeing that they feel like their student is connected to the school. Similarly, 81% of teachers agreed or strongly agreed that they feel like their students are connected to the school. Although the percentage of students who agreed or strongly agreed that they feel connected to the school was lower (61%), this is still a positive indicator that the District is successfully fostering a sense of community and belonging among its students. Overall, the high levels of parent participation and satisfaction, as well as the positive survey results related to safety and connectedness, suggest that the District is successfully creating a supportive and engaging learning environment for students and their families. To build on the success of high parent participation and positive survey responses, the District will continue to prioritize communication with families through multiple channels, including the District app and regular updates from school sites. We will also continue to ensure that all students have access to resources and support systems, including interventions and social-emotional learning curriculum. The District will work with school sites to maintain a safe and inclusive learning environment through ongoing professional development for teachers and staff on restorative justice practices and equity. Additionally, the District will continue to prioritize high expectations for all students and support teachers in providing rigorous instruction to prepare students for college and career readiness.

Other Local Indicator Successes/Progress:

- AP Students in the District - Increased: 4,259 in 2021/22 and 4,452 in 2022/23

- AP Exams with Qualifying Scores (+3) - All Students - Increased: 1,327 2020/21 (2 - Foster Youth, 606 - Low Income, 18 - English Learners, and 3 - Students with Disabilities) and 1,726 in 2021/22 (4 - Foster Youth, 765 - Low Income Students, 37 - English Learners, and 7 - Students with Disabilities)

- Dropout Rate - All Students - Decreased: 17.9% in 2020/21 and 9.2% in 2021/22

- Golden State Seal Merit Diploma - All Students - Increased: 556 in 2021/22 and 965 in 2022/23

- Graduation Rates - All Students - Maintained: 82.8% in 2020/21 and 82.3% in 2021/22

- Seal of Biliteracy - All Students - Increased: 233 students in 2020/21 and 318 students in 2021/22

These achievements demonstrate the District's success in providing students with access to high-quality academic opportunities, increasing academic achievement, and

supporting students' post-secondary success. To continue building on these successes, the District will prioritize ongoing support and resources for AP students and teachers, ensuring that all students have access to challenging coursework and are prepared to succeed on AP exams. Additionally, the District will continue to analyze and address factors contributing to the dropout rate, working to provide targeted support and interventions to students who may be at risk of dropping out. The District will also maintain its focus on supporting students' post-secondary success, continuing to promote the Golden State Seal Merit Diploma and Seal of Biliteracy, and working to provide all students with the skills and knowledge they need to succeed in college and career.

Additional successes for the District this year include the following which will be continued in the 2023/24 school year and beyond:

- Increased parent involvement for English Learners, foster, and Low Income students as evidenced by a high number of participants in parent workshops, such as "Disciplina Positiva", Parent Institute for Quality Education (PIQE), LCAP roadshows, and site meetings and events, workshops such as CAFE, and positive survey feedback from parents/guardians and school staff
- Equitable access to technology through the distribution of Chromebooks and hotspots, and the maintenance and repair of these devices, to all students that needed this resource
- Three schools participated and were successful in the WASC self-study and accreditation process
- SOAR High School maintained their attendance rate from 2021/22 to 2022/23; Every other school site saw an increase in attendance in 2022/23 compared to the 2021/22 school year

The additional successes achieved by the District this year demonstrate the continued commitment to excellence and equity in education. The increased parent involvement in the education of English Learners, Foster Youth, and Low Income students is an excellent example of this commitment. Through parent workshops, LCAP roadshows, site meetings and events, and workshops such as CAFE, the District has successfully engaged parents in their child's education, leading to positive survey feedback from parents/guardians and school staff. The equitable access to technology through the distribution of Chromebooks and hotspots, and the maintenance and repair of these devices, to all students that needed this resource has also been a success. This has allowed students to continue their education even when they are away from school. Furthermore, three schools successfully participated in the WASC self-study and accreditation process, which demonstrates the District's commitment to continuous improvement and academic excellence. Additionally, SOAR High School maintained its attendance rate, while every other school site saw an increase in attendance in 2022/23 compared to the 2021/22 school year. To build on these successes, the District will continue to prioritize parent involvement and equitable access to technology. The District will also continue to encourage schools to participate in the WASC self-study and accreditation process and provide support for this process. Moreover, the District will continue to work with schools to improve attendance rates and student engagement, which is essential to student success.

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.

Based on an analysis of state data from the 2022 California Dashboard, as well as an analysis of local data from the 2022/2023 school year, and input from educational partners, the following areas for improvement have been identified.

Academic Areas of Need:

The 2022 Dashboard reflected a decline in Math scores for our students overall, with "All Student" performance "Very Low" and -154.6 points below standard. There were significant disparities in the performance of student groups. English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, Two or More Races, and White students scored "Very Low", while Filipino students scored "Low", and Asian students scored in the "Medium" range. The average distance from the standard ranged from -90.1 points below the standard to -221.1 points below the standard. Several of our student groups received a penalty, due to their participation rate being below 95%.

The 2022 Dashboard reflected a decline in English Language Arts scores for our students overall, with "All Student" performance "Very Low" and -58.1 points below standard. The disparity amongst student groups in ELA was even greater than the gaps in Math. English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic students scored "Very Low", while White students and Two or More Races scored "Low", Filipino students scored "Medium", and Asian students scored in the "High" range. The average distance from the standard ranged from +60.1 points above the standard to -155.1 points below the standard. Several of our student groups received a penalty, due to their participation rate being below 95%.

Average achievement for unduplicated students is as follows:

English Learners - Math: -215.1 points below the standard “Very Low”; ELA: -138.4 points below the standard “Very Low”
Foster Youth - Math: -198.6 points below the standard “Very Low”; ELA: -126.7 points below the standard “Very Low”
Homeless - Math: -191.7 points below the standard “Very Low”; ELA: -104.4 points below the standard “Very Low”
Socioeconomically Disadvantaged - Math: -168.7 points below the standard “Very Low”; ELA: -74.2 points below the standard “Very Low”

To improve academic outcomes for all students the Antelope Valley Union High School District has implemented a Multi-Tiered System of Support (MTSS) to include best, first instruction, targeted intervention and support, and assessment analysis. The District continues to implement formative NWEA MAP assessments in all grades three times per year as a local data tool to monitor academic growth and progress and plan intervention throughout the academic year. An analysis of Fall 2022 to Spring 2023 NWEA performance data of our students indicates that performance levels in achievement continue to be an area of need for all students, as well as our unduplicated student groups in both reading and math. While there has been ongoing training of MTSS teams in implementing systems of support district and school wide, the District also has a number of administrators, teachers, and other support staff who are in need of differentiated MTSS training opportunities. This will be provided during the 2023/2024 school year with the support of the District Cabinet and Directors from all departments. This will build the capacity of instructional leaders to guide a sustained focus on best practices to address skills gaps and barriers to learning at the school sites. The District’s curriculum and instruction staff will continue to provide support services and professional development to teachers and paraprofessional staff in reading and mathematics.

ELL Progress:

Based on the 2022 CA School Dashboard, the performance level of English Learners was in the low range with 43% of students making progress toward English Language Proficiency. The progress of English Learners remains an identified area of need based on local data from the 2022/23 school year. English Learner Reclassification increased for the 2021/22 school year from 12.6% to 16.9% - the desired outcome for 2023/24 is 30%.

To improve the progress of English Learners, additional bilingual assistants have been hired to provide supplemental language support to assist English acquisition within the classroom.

Graduation Rates:

The 2022 Dashboard reflected “All Student” performance in the “Medium” range. Other student groups in the “Medium” range include Socioeconomically Disadvantaged, African American, Hispanic, White, and students in Two or More Races. There was a discrepancy in the performance of Asian and Filipino students in the “Very High” range and English Language Learners, Foster Youth, and Students with Disabilities in the “Low” range. Homeless student performance indicated a significant discrepancy in the “Very Low” range - two levels below “All Students”.

Chronic Absenteeism:

Based on Data Quest, chronic attendance data indicates that improving attendance remains an area of concern with chronic absenteeism for all students increasing to 33.9%. This data represents a disparity from the 2020/21 chronic absenteeism rates for all students (26%). Chronic absenteeism also increased for the following unduplicated student groups: Foster Youth (45.4%); Socioeconomically Disadvantaged (38.4%); and English Learners (35.40%). Chronic attendance rates for English Learners, Foster Youth, Homeless, and Socioeconomically disadvantaged students continue to be an identified area of focus with the needs, condition, and circumstances of unduplicated student groups to be addressed.

Suspension Indicator:

Based on the 2022 CA Dashboard, suspension rates were in need of improvement for all students, as our District placement for All Students is in the “High” range. All unduplicated student groups had suspension rates in the “Very High” range.

Data from the 2021/2022 school year indicates that suspension rates districtwide are about 7.1 %, which represents a 1% decrease from 2019/20. This decrease from 2019/2020 suspension rates, which were 8.1%, can be attributed to the District’s development of a Multi-Tiered Systems of Support framework, with PBIS as a main focus in the areas of behavior and the adoption of Habitudes, a social-emotional support curriculum utilized districtwide. The implementation of Student Support Centers, alternatives to suspension, and professional development in the areas of restorative justice practices and equity has all contributed to this decrease.

To address the increase in student behaviors, social-emotional needs, suspensions, and chronic absenteeism, AVUHSD plans to take the following steps to address academic achievement, suspension rates, chronic absenteeism, Grad Rates, AP pass rates, and CTE Pathway completion rates:

- Full implementation of MTSS/Tier I strategies
- Student Support Coordinators will coordinate services with support staff to address academic, social-emotional, and behavioral needs of students to increase student engagement and well-being along with graduation rates

- Invest and Increase Formative Assessment Systems and Practices - NWEA MAP assessments will be utilized to support teachers and administrators in monitoring students and providing them with learning recovery options and interventions that align with their skill gaps
- Community Attendance Workers to provide support at the school sites
- Increased counseling services to address increased social-emotional needs of students
- Increased opportunities for parent training and engagement

Other Local Indicator Areas of Need:

- A-G Completion - All Students - Declined: 41.5% in 2020/21 and 33.5% in 2021/22
- CTE and A-G Completion - Declined: 471 students in 2020/21 and 402 students in 2021/22

Our district will take several steps to improve A-G completion and CTE completion rates, including:

- A-G Completion: To improve A-G completion rates, we will provide students with targeted support and resources to ensure that they meet the eligibility requirements for admission to the University of California and California State University systems. This includes offering A-G courses and providing academic counseling to help students select appropriate courses and track their progress towards meeting the A-G requirements.
- CTE Completion: To improve CTE completion rates, we are expanding our CTE programs and increasing our partnerships with local businesses and industry professionals. This will provide students with more opportunities to gain real-world experience and develop the skills and knowledge needed to succeed in their chosen career paths. We are also providing students with additional support and resources to help them navigate the CTE pathway and complete their coursework.
- Data Analysis: Our district will use data analysis to identify students who may be at risk of not completing A-G or CTE requirements and providing them with additional support and resources. We are tracking student progress and using the data to inform our decision-making and ensure that all students have the support they need to succeed.
- Professional Development: We will provide professional development opportunities to our teachers to ensure that they have the skills and knowledge needed to support students in meeting A-G and CTE requirements. This includes training on effective teaching strategies, data analysis, and providing students with academic and career counseling.
- Family and Community Engagement: We will work closely with families and community partners to provide support and resources to students and increase awareness about the importance of A-G and CTE completion.

To address performance gaps among our students, our district will implement a range of evidence-based strategies and interventions, including:

- Multi-Tiered System of Support (MTSS): Our district will use the MTSS framework as a structured approach to supporting students with academic, behavioral, and social-emotional needs. This will involve tiered support, with Tier 1 providing high-quality instruction and support to all students, and Tiers 2 and 3 offering more targeted interventions and support to students who require additional assistance.
- Professional Development: We will provide ongoing professional development opportunities to our teachers to enhance their skills in delivering high-quality instruction, including culturally responsive teaching practices, differentiated instruction, and data-driven instruction.
- Data-Driven Decision Making: Our district will use a data-driven approach to monitor student progress and identify areas where additional support is needed. This will allow us to tailor interventions to meet the specific needs of individual students.
- Family and Community Engagement: We will work closely with families and community partners to provide support and resources to students and address performance gaps. This will include expanding our outreach efforts to ensure that all families are engaged and informed about their child's progress.
- Focus on Equity: Our district will prioritize equity in our decision-making and strive to eliminate any systemic barriers that may contribute to performance gaps. We will work to ensure that every student has access to high-quality education and support, regardless of their background or circumstances.

As a requirement of the California Department of Education, AVUHSD will revise Goal 5 to include Homeless students, in addition to Students with Disabilities, as they have historically been low-performing student groups in our district.

LCAP Highlights

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

As we enter the third year of this LCAP, it is worth noting that many of the actions and services implemented in previous years have proven to be successful in meeting the needs of our students. To build upon this success, the actions from last year that were refined, enhanced, or modified to promote student equity by ensuring equitable

access, participation, and outcomes to accelerate learning, close achievement gaps, and increase positive outcomes for all students will remain in place.

One critical focus that was implemented in 2022/23 and will be continued in 2023/24 is the implementation of a Multi-Tiered System of Support (MTSS) to address the academic, behavioral, and social-emotional needs of our students in Tier 1. In Tier 1, schools provide high-quality instruction and academic and behavioral support to all students. This includes evidence-based teaching practices, regular progress monitoring, and interventions tailored to address any identified needs. Our adoption of the MTSS framework, ensures that we provide an organized and structured approach for all students to receive the necessary support to succeed. The tiered infrastructure of MTSS will be a significant area of focus in our 2023/24 LCAP. Additionally, the implementation of a core instructional model is in place to ensure that all students receive top-quality instruction that aligns with state standards. This model employs research-based instructional practices, a universal teaching and learning language, and continuous professional development opportunities for teachers.

Key themes embedded throughout our LCAP 2023/24 are the following:

MTSS Tier 2 - Supplemental and interventions

- Hiring of MTSS Director: The hiring of an MTSS Director is a significant step in implementing a Multi-Tiered System of Support (MTSS) framework. This individual is responsible for overseeing the development and implementation of the Tier 2 and Tier 3 MTSS program across the District, coordinating efforts between schools and District administration, and ensuring that students receive the appropriate level of support to meet their academic, behavioral, and social-emotional needs.
- Building school site Tier 2 teams: Tier 2 teams are responsible for providing targeted interventions to students who are struggling academically, behaviorally, or socially. By building these teams at each school site, educators can work collaboratively to identify and support students who require additional assistance beyond what is provided in the general education setting.
- Intentional targeted interventions: Intentional targeted interventions are specific strategies and supports designed to meet the unique needs of individual students. By using data to identify areas of need and implementing interventions that are evidence-based and aligned with student goals, educators can improve student outcomes and accelerate learning.
- Analyzing data: Analyzing data is an essential component of an MTSS framework. By collecting and analyzing data on student performance and behavior, educators can identify areas of need, track progress, and make data-informed decisions about interventions and support.
- Administration and instructional support: Administration and instructional support are critical components of a successful MTSS program. District and school site leadership play a vital role in developing and implementing the MTSS program, providing ongoing support and resources for educators, and ensuring that the program is aligned with District goals and priorities.
- Ongoing staff development: Ongoing staff development is necessary to support educators in implementing the MTSS program effectively. This can include professional development on research-based instructional practices, data analysis, and targeted interventions, as well as opportunities for collaboration and sharing best practices with colleagues.
- Instructional observations and assessments: Instructional observations and assessments are essential components of an MTSS program. By observing classroom instruction and collecting data on student performance, educators can identify areas of need, track progress, and make data-informed decisions about interventions and support. Regular assessments, both formative and summative, can also provide valuable information about student progress and guide instructional decision-making.

MTSS Tier 3 - Intensive, individualized supports

- Increased support for EL Program Implementation, differentiation, and progress monitoring strategies: English Learners (ELs) require specialized support to achieve academic success. In order to better serve these students, increased support will be provided for EL program implementation, differentiation, and progress monitoring strategies. This may include professional development for teachers, targeted interventions for ELs, and increased collaboration between general education and EL teachers.
- Enhanced Tier 2 and 3 Supports through Student Support Centers: Student Support Centers provide targeted interventions for students who require additional support beyond what is provided in the general education setting. By enhancing these supports at the Tier 2 and 3 levels, students who are struggling academically, behaviorally, socially, or emotionally can receive the specific interventions and resources they need to succeed.
- Increased Academic Acceleration through enhanced technology, formative assessment, differentiation, spiraling of standards/skills and progress monitoring, using NWEA Map assessments, internal database systems - Data Central, Ed Central, Ellevation, SWIS-PBIS and PowerSchool: To increase academic acceleration and support student achievement, the LCAP 2023/24 prioritizes enhanced technology, formative assessment, differentiation, spiraling of standards/skills, and progress monitoring. This includes the use of tools such as NWEA Map assessments, internal database systems like Data Central, Ed Central, Elevation, SWIS-PBIS, and PowerSchool, as well as ongoing professional development for educators.
- Expanded Multi-Tiered Systems of Support (MTSS) to include enhanced Tier 2 and 3 interventions that address academic, behavioral, social-emotional and physical well-being, including mental health. Additional counselors, social workers, pupil service technicians and student support coordinators will coordinate services: In order to better support the academic, behavioral, social-emotional, and physical well-being of all students, the LCAP 2023/24 will expand the Multi-Tiered Systems of Support

(MTSS) to include enhanced Tier 2 and 3 interventions. This includes additional staffing such as counselors, social workers, pupil service technicians, and student support coordinators who will work collaboratively to provide coordinated support services for students.

- Increased equitable access to CTE Pathways, AP Courses, AVID elective sections, Dual Enrollment, Work-based Internships, Elective, and Enrichment options to increase equitable outcomes for our students in A-G completion, AP participation and pass rates, CTE Participation and Completion rates, College Career Readiness rates, Seal of Biliteracy, and Golden State Seal Merit Diploma rates: The LCAP 2023/24 prioritizes increasing equitable access to a range of academic and career-related opportunities for students. This includes access to CTE Pathways, AP Courses, AVID elective sections, Dual Enrollment, Work-based Internships, Elective, and Enrichment options. By increasing access to these opportunities, the LCAP aims to increase equitable outcomes for students in A-G completion, AP participation and pass rates, CTE Participation and Completion rates, College Career Readiness rates, Seal of Biliteracy, and Golden State Seal Merit Diploma rates.

Additional themes embedded throughout our LCAP 2023/24 are the following:

- AVID: AVID (Advancement Via Individual Determination) is an educational program that aims to prepare students for college and career success by teaching them academic and organizational skills. The program targets students who are traditionally underrepresented in higher education and provides them with the support they need to succeed. AVID strategies are integrated into classroom instruction and include collaborative learning, inquiry-based activities, and writing as a tool for learning.

- Ancillary instructional materials: Ancillary instructional materials are resources that support classroom instruction and enhance student learning. These materials can include textbooks, workbooks, software, and other digital resources. Providing teachers with a variety of ancillary materials can help them differentiate instruction and engage students in meaningful learning experiences.

- Career Academies and Pathways: Career Academies and Pathways are programs that help students explore and prepare for careers in high-demand industries. These programs provide students with hands-on learning experiences, internships, and other opportunities to gain real-world skills and knowledge. By connecting classroom learning with career opportunities, Career Academies and Pathways can help students see the relevance of their education and prepare them for future success.

- Counseling services: Counseling services are an important component of a comprehensive education program. School counselors can provide academic, social-emotional, and career counseling to students, as well as crisis intervention and referral services. By addressing the needs of the whole child, counseling services can help students overcome obstacles to learning and achieve their full potential.

- Increased parent, guardian, and community engagement and participation: Parent, guardian, and community engagement is critical to student success. When families are involved in their children's education, students tend to perform better academically, attend school more regularly, and have better social-emotional outcomes. Increasing engagement and participation can involve a range of activities, such as parent-teacher conferences, family events, and community partnerships.

- Professional development: Professional development is essential for teachers and other school staff to stay current with best practices in education and to continuously improve their skills. Professional development can take many forms, such as workshops, conferences, and coaching. By investing in the professional development of educators, schools can ensure that students receive high-quality instruction and support.

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.

Desert Winds High School: Alternative School (Year 5) - Graduation Rate
Phoenix High School: Alternative (Year 1) - Low performance
R. Rex Parris High School: Alternative School (Year 5) - Graduation Rate

Support for Identified Schools

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

The Comprehensive Support and Improvement (CSI) program is a program that provides support to schools that have been identified as needing comprehensive support based on student performance data. These schools receive additional resources and assistance to develop and implement a plan to improve student outcomes. The Antelope Valley Union High School District (AVUHSD) is committed to supporting its eligible schools in developing comprehensive support and improvement plans using evidence-based interventions and addressing resource inequities.

CSI–Low Graduation Rate

The CSI – Low Graduation Rate consists of schools that have a three–year graduation rate (i.e., the combined four-and five-year high school graduation rate) that is below 68 percent.

CSI–Low Performing

The CSI – Low Performing consists of schools that received Title I funding for the 2021/22 school year and are the lowest performing based on the 2022 Dashboard data.

Desert Winds and R. Rex Parris High Schools (Graduation Rate):

Both Desert Winds High School and R. Rex Parris High School have demonstrated low performance in graduation rates and college/career indicators, with all students performing "red" as per the 2019 California School Dashboard. For the past five years, both schools have been placed in Comprehensive Support and Improvement (CSI) for graduation rate, with graduation rates of 56.2% for Desert Winds and 60.8% for R. Rex Parris. Although both graduation rates fall within the "Very Low" range, there has been a significant improvement from the previous year, with the most recent graduation rates representing a 35.2% and a 33.8% increase respectively. After reviewing the structural systems at each site, it was found that students who make adequate progress and retrieve credits have the option to return to their comprehensive home schools to graduate. Therefore, the graduation rates for Desert Winds and R. Rex Parris may be misleading as they do not include the number of successful students who leave the alternative school and graduate from their home school.

The graduation rates and college/career indicators at Desert Winds High School and R. Rex Parris High School have been persistently low. These schools have been in the CSI program for five years due to their low graduation rates, with rates of 56.2% and 60.8% respectively. Although the rates are still in the "Very Low" range, they have shown significant improvement from the previous year. It's worth noting that some students who make adequate progress and retrieve credits return to their comprehensive home schools to graduate, which is not reflected in the alternative schools' graduation rates.

Starting in the 2019/20 school year, District support staff have been meeting quarterly with the leadership teams of Desert Winds High School and R. Rex Parris High School to monitor and evaluate the implementation and effectiveness of their CSI plans. These meetings have continued in the 2020/21, 2021/22, and 2022/23 school years. At these meetings, District support staff provided specific data to each school site through their local database, Data Central, which contains both quantitative and qualitative data. Each site then conducted a school-level needs assessment based on a review of this data, including outcome data from the California School

Dashboard, PSAT scores, AP scores, A-G rates, CTE completion rates, D/F rates, perception data on capacity, leadership, expectations, culture, and climate through surveys and table conversations, and process data involving systems, routines, instruction, use of data, and plan alignment. Perception and process data was analyzed by educational partners, and outcome data was analyzed by both the whole group and student group, with a focus on equity. Each site then reviewed this data with their school site leadership teams to determine needs.

Phoenix High School (Low Performing):

For the upcoming year (2023/24) Phoenix High School is going into their first year of CSI status. The District has already provided notification as required by the CDE and a comprehensive action plan will be developed in collaboration with district and site leadership. While no academic data is available on the California Dashboard, Phoenix was determined to be "Low Performing" in the suspension category based on state indicators. To support Phoenix High School in addressing its CSI status in the suspension category, AVUHSD will collaborate with educational consultants, conduct a thorough analysis of contributing factors, develop a comprehensive action plan in collaboration with district and site leadership, utilize data-driven decision-making, enhance school climate and student support, provide professional development for staff, and engage parents and the community. These collective efforts will provide targeted support, reduce suspensions, and create a positive and inclusive learning environment at Phoenix High School.

AVUHSD is deeply committed to supporting Desert Winds High School and R. Rex Parris High School in monitoring comprehensive support and improvement plans to address their low graduation rates and college/career indicators. District support staff actively collaborate with school leadership teams, overseeing plan implementation and evaluating effectiveness. Through data analysis, needs assessments, and partnerships with educational experts, the schools have identified specific areas for improvement and will focus on enhancing outcomes. Furthermore, AVUHSD will provide robust support to Phoenix High School as it enters its first year of CSI status. This support includes collaborating with consultants, conducting in-depth analysis of contributing factors, developing a comprehensive action plan, utilizing data-driven decision-making, enhancing school climate and student support, offering professional development opportunities, and fostering strong engagement with parents and the community. These efforts aim to reduce suspensions and establish a positive learning environment at Phoenix High School. AVUHSD is guided by its dedication to equitable resource allocation and evidence-based interventions. The District has established five priorities for the District and CSI schools, including implementing a coherent instructional guidance system, providing professional development for staff, fostering strong parent-community-school ties, cultivating a student-centered learning climate, and promoting shared leadership to drive transformative change.

AVUHSD is committed to using evidence-based interventions and addressing resource inequities to support its eligible schools in developing comprehensive support and improvement plans. To achieve this, the District has taken several steps:

- Providing access to evidence-based interventions: The District has provided each school site with the CSI School Plan for Student Achievement (SPSA) template and access to the "What Works Clearinghouse" website. This website provides evidence-based interventions that have been proven effective in addressing various needs in schools. By using evidence-based interventions, the District aims to ensure that the interventions being implemented are likely to be effective and that the resources invested in them are being used effectively.
- Supporting schools in developing their CSI plans: District support staff from Educational and Student Services have assisted each CSI school in reviewing the requirements of the CSI SPSA template sections and in developing and providing feedback on each section. By providing this support, the District aims to ensure that each school's CSI plan is comprehensive, well-informed, and effective in addressing the school's specific needs.
- Addressing potential resource inequities: The District's Business Services department has provided additional support to CSI schools in reviewing their budget allocations and identifying potential resource inequities pertaining to technology, staff, and funding. By addressing resource inequities, the District aims to ensure that each school has access to the resources it needs to effectively implement its CSI plan.
- Monitoring the implementation and effectiveness of CSI plans: District support staff have been working with several high schools, including Desert Winds High School, R. Rex Parris High School, and Phoenix High School, to improve student outcomes and reduce dropout rates. In quarterly meetings with school leadership teams, staff have evaluated and monitored the implementation and effectiveness of each school's CSI plan. By monitoring the effectiveness of CSI plans, the District aims to ensure that resources are being used effectively and that the interventions being implemented are making a positive impact on student outcomes.

Overall, AVUHSD's approach to supporting its eligible schools involves a commitment to evidence-based interventions, support for schools in developing their plans, addressing potential resource inequities, and monitoring the effectiveness of CSI plans. By taking these steps, the District is working to ensure that each school has access to the resources and support needed to effectively implement its CSI plan and improve student outcomes.

Monitoring and Evaluating Effectiveness

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

For the 2023/24 school year, the District CSI Support team will continue to work closely with each site to monitor and collaborate on their CSI actions, interventions, and expenditures. The team will conduct quarterly check-ins to review progress toward annual measurable objectives and ensure evidence-based implementations are being used effectively. To improve monitoring and identify patterns and trends, local indicators aligned to state indicators will be created and used to track growth more frequently in Math, English Language Arts, and CTE.

In addition, the District support staff will conduct monthly classroom observations in Math, ELA, and CTE classes to provide support and feedback to site administration. Further support will be provided by instructional partners and District support staff in Math and ELA. Teachers and administrators will collaborate on student progress in these areas of need to inform instruction and identify students who require intervention.

Quarterly progress reports will be shared with all educational partners to receive feedback and input on the effectiveness of the CSI planned actions. By closely monitoring progress, providing ongoing support and feedback, and collaborating with educational partners, the District can work towards achieving its goals for student success.

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 2022/2023 school year, the Antelope Valley Union High School District has engaged in eliciting feedback from our Educational Partners, conducting in-person meetings, virtual meetings, surveys, needs assessments, progress monitoring our LCAP goals and objectives, and familiarizing staff and the community with the revisions and requirements set forth in the Local Control Accountability Plan.

Educational Partner Engagement: October 2022 – May 2023 – The following groups were engaged in discussing and developing the 2023/2024 LCAP:

Community Engagement Meetings - October, 2022 - April, 2023:

10/3/22 & 2/23/23 (Quartz Hill HS), 10/26/22 (Littlerock HS), 12/12/22 (Antelope Valley HS), 1/12/23 (William J. "Pete" Knight HS), 1/23/23 (Palmdale HS), 1/30/23 (Lancaster HS), 2/8/23 (Highland HS), 2/27/23 (SOAR HS), 3/13/23 (R. Rex Parris HS, Phoenix HS, & Desert Winds HS), and 4/17/23 (Eastside HS). These meetings were attended by parents/guardians and community members. During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and a survey was distributed to collect feedback to inform the development of the 2023/24 LCAP.

Student Engagement Meetings - October, 2022 - January, 2023:

10/3/22 (Quartz Hill HS), 11/1/22 (Highland HS), 11/3/22 (Antelope Valley HS), 11/14/22 (Palmdale HS), 11/16/22 (Lancaster HS), 11/18/22 (SOAR HS), 12/13/22 (Littlerock HS), 1/19/23 (William J. "Pete" Knight HS), 1/25/23 (R. Rex Parris HS, Phoenix HS, & Desert Winds HS), and 3/2/23 (Eastside HS). These meetings were attended by randomly chosen students to represent unduplicated student groups (English Learners, Foster Youth, and Low Income). During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and a survey was distributed to collect feedback to inform the development of the 2023/24 LCAP.

School Staff Engagement Meetings - January, 2023

These meetings were held at the school sites during a regular staff meeting and attended by teachers and other school personnel who wanted to attend. During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and a survey was distributed to collect feedback to inform the development of the 2023/24 LCAP.

District English Learner Advisory Council (DELAC):

The DELAC is composed of parents/guardians who represent English Learner students in the AVUHSD, as well as representatives of each site's ELAC. On 8/24/22, 9/21/22, 10/18/22, 11/30/22, 1/18/23, 2/22/23, 3/15/23, 4/19/23, and 5/16/23, 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 via discussion and a survey. The Superintendent's Designee presented the 2022/23 LCAP on 11/30/22, and elicited feedback on "What's Working" on 1/18/23 and "Suggestions for 2023/24 LCAP" on

2/22/23. The 2023/24 draft LCAP was presented to the DELAC on 4/19/23 and 5/16/23 for review and comment. The District also presented information related to the inclusion of revising Goal 5 to include Homeless students, along with the needs of Students with Disabilities. The Superintendent responded in writing to the comments made by the DELAC.

District Parent Advisory Committee (DPAC) – November, 2022 - May, 2023

The DPAC is composed of parents/guardians who represent the demographics of students of the AVUHSD, including unduplicated students (English Learners, Foster Youth, and Low Income), as well as representatives of each site's School Site Council, ELAC, and Students with Disabilities. The Superintendent's Designee presented the 2022/23 LCAP on 11/15/22, and elicited feedback on "What's Working" and "Suggestions for 2023/24 LCAP" on 1/19/23. The 2023/24 draft LCAP was presented to the DPAC on 5/9/23 for review and comment. The District also presented information related to the inclusion of revising Goal 5 to include Homeless students, along with the needs of Students with Disabilities. No questions or comments were raised that necessitated a written response from the Superintendent.

District Site and Leadership Team (DSLTL) – January, 2022 - May, 2023:

The District and School Leadership Team (DSLTL) includes key members of the District's leadership, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, as well as school site leaders, including Principals and Assistant Principals. The DSLTL met and discussed progress on the 2022/23 LCAP on 1/30/23 and 3/6/23. A SWOT analysis was conducted, data from the current school year was analyzed and evaluated, and case studies of fictitious unduplicated students were completed 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/student outreach conducted, etc. Each site brought data as evidence of the progress they made on the LCAP through their Single Plans for Student Achievement at their individual sites. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey. This team determined that the current LCAP goals were appropriate and progressing. At the March, 2023 meeting, all administrators in the District reviewed feedback data and created actions for the revision of Goal 5 to include the needs of Homeless students into their Single Plans for Student Achievement (SPSA) and the LCAP.

SELPA - January 19 and May 11, 2023

On January 19, 2023, the Superintendent's Designee held a meeting with Antelope Valley SELPA representatives to discuss and gather feedback on the 2022/23 LCAP and plan for the 2023/24 LCAP. Furthermore, the District's representative presented information regarding the draft 2023/24 LCAP related to the needs of Students with Disabilities, the revision of Goal 5 to include Homeless students, and other related matters on May 11, 2023.

Surveys:

Multiple surveys were given to students, parents, staff, and community members during the 2022/2023 school year. We received over 19,000 responses to two (2) different quantitative surveys (fall survey and winter survey) and over five hundred to three (3) different qualitative surveys (students, staff, community). The survey data was shared with various educational partners throughout the year at Administrator meetings, school site visitations, the DSLTL, DELAC, and DPAC meetings, with the labor unions, and SELPA.

Labor Groups (AVTA and CSEA) – May 10, 2023:

The District met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the 2023/24 LCAP and efforts to involve educational partners. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey. The District also presented information related to the inclusion of revising Goal 5 to include Homeless students, along with the needs of Students with Disabilities.

The public has been notified of the opportunity to submit written comments regarding the 2023/24 LCAP improved actions, services, and expenses, using the District App Push Notifications with access to the draft LCAP if requested. In addition, a draft of the 2023/24 Antelope Valley Union High School District LCAP was posted on the Antelope Valley Union High School District website with a link for the public to submit written comments.

Board Engagement –2022/23 School Year :

The Board of Trustees received regular updates about the LCAP throughout the 2022/23 school year. The LCAP revision process was shared with the Board on May 11, 2023 in an open session.

Review and Approval:

The Board of Trustees reviewed the 2023/24 LCAP at a Public Hearing on June 9, 2023 and again on June 12, 2023 where they voted to approve the LCAP.

Los Angeles County Office of Education (LACOE)

Throughout the LCAP development process, from April through June, the District Educational Services Department consulted with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Department and Business Department attend the monthly State and Federal update meetings provided by LACOE.

A summary of the feedback provided by specific educational partners.

A summary of feedback on the LCAP is broken down by educational partner groups and advisory committees on the development of the 2023/24 LCAP.

District English Learner Advisory Committee (DELAC):

The DELAC expressed their support for the college and career-focused field trips and recommended their continuation. Additionally, they suggested the provision of more parent workshops aimed at non-English speaking parents, in addition to translation support to ensure that all families can participate in their child's education. DELAC also recommended the focused recruitment of EL students into academies and AVID programs and emphasized the need for increased academic, behavioral, and social-emotional support for EL students. To support EL students further, it is recommended to provide information and support regarding understanding A-G requirements, attendance, and graduation requirements, as well as effective communication about opportunities and interventions available to EL students.

District Parent Advisory Committee (DPAC):

The District Parent Advisory Committee (DPAC) conveyed the importance of providing various tutoring and intervention opportunities for students, along with better communication and guidance on how to access these resources. They also stressed the necessity of providing career and college planning support to help students navigate their options after graduation. The DPAC suggested offering classes in practical skills, such as "adulting," as well as assistance with the college application process. To support these initiatives, it is recommended to provide training for students in real-world scenarios that will prepare them for their future careers. Additionally, flexible transportation options should be made available to ensure that all students can participate in extracurricular activities and access before/after school tutoring. Finally, it is recommended to offer parent orientations to help families understand the various resources and opportunities available to their children within the District.

District Site and Leadership Team (DSLTL):

The DSLTL expressed their support for the current LCAP goals and actions/services from prior revisions, but also recommended additional actions and services to address specific areas. These include increased professional development opportunities for classified staff, flexible transportation options for extra-curricular activities, before/after school tutoring, and credit retrieval, as well as professional development for teachers on incorporating hands-on, project-based learning opportunities across all subject areas. Moreover, the DSLTL emphasized the need for increased monitoring and mentoring of student academic progress, especially for unduplicated students. It is also recommended to provide training for all staff members in MTSS to ensure that appropriate support is provided to students who require additional assistance.

Students:

Based on student feedback, there is a strong desire for more hands-on learning opportunities integrated into their classes and additional support in the form of tutoring and interventions during the regular school day. Students also prioritize mental health support, flexible transportation options for participating in extracurricular activities, and accessing before/after school tutoring. Additionally, students expressed the need for increased opportunities for credit retrieval, better communication regarding opportunities and interventions, and the development of real-world skills that are relevant to their future career and college aspirations.

SELPA:

The representative from SELPA recommended that additional support be provided for students with disabilities (SWD) in both core classes and elective courses, such as CTE, A-G, and Advanced Placement. To further enhance the support provided to SWD, it is recommended to provide professional development and training for all staff members involved in their education, including paraprofessionals. This training should emphasize high expectations and strategies to promote the academic and social-emotional growth of SWD.

Staff Responses:

Certificated and classified staff have endorsed the existing LCAP objectives and services and proposed additional measures to cater to specific needs. These measures include providing enhanced opportunities for professional growth for certificated staff in the core instructional model, as well as assessment of academic progress. Moreover, there is a need for additional training and professional development for both certificated and classified personnel, including more training for counselors on NWEA and involving all relevant staff in MTSS training to ensure the successful implementation of these initiatives.

School Climate Surveys:

In terms of school climate, the Fall 2022 survey indicated the following:

- Culture/Climate - 82% of students, 90% of parents/guardians, and 95% of staff are proud of their school
- Caring Relationships - 86% of students, 92% of parents/guardians, and 99% of staff agree there is a teacher or other employee at the school who cares about them or their child
- Intervention Support - 91% of students; 91% of parents/guardians, and 93% of staff state they believe the school provides students with resources to be successful
- Participation - 63% of students and 74% of parents/guardians indicated they or their child participated in a school-related activity, club, program, or sport
- High Expectations - 83% of students, and 89% of parents/guardians indicated there is a teacher or some adult at the school who has high expectations for them or their child.
- Connectedness - 61% of students, 84% of parents/guardians, and 82% of staff feel connected to the school

The Winter 2023 survey indicated the satisfied and highly satisfied percentages for all Educational Partners:

LCAP Goal 1 - College and Career Readiness

- Academic Proficiency: 85%
- College Prepared: 75%
- Career Readiness: 72%

LCAP Goal 2 - Rigorous Curriculum

- 21st Century Learning: 85%
- Rigorous Curriculum: 81%
- Academic Experience: 85%
- Collegiate Experience: 79%
- Professional Experience: 74%
- Personal Experience: 79%

LCAP Goal 3 - Safe and Positive School Climate

- School Safety: 75%
- School Facilities: 72%
- Positive School: 76%
- Students Supported: 74%

LCAP Goal 4 - Build Educational Partner Relationships

- Effective Communication: 81%
- Positive Relationships: 84%
- Community Involvement: 78%

Labor Groups (AVTA and CSEA):

AVTA and CSEA representatives highlighted the need to recruit and retain qualified teachers and classified staff, as well as professional development for all staff and additional support in assessments and curriculum development.

Board of Trustees Engagement:

During recent Board meetings, the Trustees expressed their strong interest in expanding the Career Technical Education (CTE) programs throughout the entire district. The Board recognizes the importance of preparing students for success beyond the classroom and the benefits that come with having a solid foundation in vocational skills. In addition to expanding the CTE programs, the Board members also emphasized the need to hire a Director of Multi-Tiered System of Support (MTSS). This position would be responsible for overseeing the implementation of Tier 2 and 3 support systems for students, ensuring that they receive the necessary resources and interventions to succeed academically, socially, and emotionally, including social-emotional learning (SEL) for students. The Board also recognizes the importance of SEL communication to parents, ensuring that they have access to information and resources to support their children's social-emotional development. Furthermore, the Board members discussed the importance of financial literacy lessons for all students, recognizing the significance of equipping students with the necessary skills to navigate the complex world of personal finance. Overall, the Board of Trustees are committed to providing students with the best possible education and opportunities for success.

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

Public Notice was also posted in the LACOE approved "Daily Journal" publication, in addition to the District's website, inviting the public to review and/or comment on the

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

After collaborating with educational partners and presenting data, the feedback received indicated the need to continue with the current LCAP goals and improved actions/services from prior revisions. However, the feedback also highlighted the necessity of revising or improving additional actions and services to address equity gaps and barriers to student learning evident in state and local indicators, as well as qualitative survey responses.

MTSS:

The feedback from all educational partners had a significant impact on the recommendation to increase intervention and support levels for our students. In response, we have decided to maintain our Tier 1 supports for all students while placing a greater emphasis on developing supplemental, targeted Tier 2 supports and creating Tier 3 intensive supports. To achieve this, we will be hiring a Director of MTSS, building school site Tier 2 teams, implementing intentional targeted interventions, analyzing data, adopting a core instructional model, providing administration and instructional support, offering ongoing staff development, and conducting instructional observations and assessments (Goals 1, 2, and 3).

Formative Assessment:

Teacher feedback continues to indicate a need to accelerate and monitor student progress on state standards. Formative assessments are being developed and NWEA MAP assessments are being utilized districtwide to support teachers in monitoring their student progress on academic state standards, using the results of the MAP assessments to inform instructional practices (Goals 1 and 2).

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

Feedback from the Board of Trustees indicates a commitment to providing a well-rounded education for English Learners, Foster Youth, and Low Income students that prepares them for success beyond the classroom. They will aim to improve equity and access for these students in college and career readiness, electives, and pathways. As a result, programs and resources will be invested in that support student growth and development, such as CTE programs, student support systems, math literacy, and SEL communication to parents (Goals 1, 2, and 4). Additionally, targeted support will be provided to Homeless students and Students with Disabilities in the areas mentioned above (Goal 5). By prioritizing these initiatives, we will aim to address disparities and provide all students with equal opportunities for success in the future.

Professional Development:

School staff desire professional development to improve their skills and knowledge, enhance their job performance, and stay up-to-date with the latest teaching methods and technologies, which can help them better meet the needs of their students. Ongoing professional development can improve teacher morale and job satisfaction, leading to better retention rates and ultimately benefiting the school community as a whole (Goals 1, 2, and 3).

Expanded Learning Opportunities:

Based on feedback from students, parents/guardians, and staff, it was determined that support during and outside the regular school day is necessary. To address this, we will provide expanded learning opportunities and variable credit retrieval options to students through supplemental instruction before and after school, during school, and on weekends, including Saturday school, with transportation provided as needed (Goals 2 and 3).

Enhanced Data-Bases and Student Support Centers:

Feedback from teachers and administrators has emphasized the importance of having readily available data to identify and provide support, monitoring, and interventions to students. Multiple student information systems (such as PowerSchool, Data Central, Ed Central, and Ellevation) are utilized to identify students who require the most support using a tiered approach. Student Support Coordinators, School Counselors, additional Social Workers, support staff, and EL Coordinators then meet with these students in Student Support Centers, establish goals, provide specific tiered interventions, and follow up with visits as needed (Goals 2, 3, and 4).

Positive Behavior Intervention and Supports (PBIS) - "Habitudes" Social-Emotional Learning Curriculum:

Based on ongoing feedback from students, parents/guardians, staff, and Board members, there is a clear need to prioritize the social-emotional well-being of our students, especially given the additional stress caused by the COVID-19 pandemic. To address this need, we will maintain our focus on implementing the "Habitudes" Social-Emotional Learning curriculum and providing PBIS support to students to improve their social-emotional well-being (Goal 3).

Additional Engagement/Involvement Opportunities:

Student feedback indicates a need for more opportunities to participate in site-based extra-curricular activities. To address this, we will revise actions and services to include before or after-school activities to promote student leadership skills and social-emotional well-being (Goal 3).

Increased Classified Professional Development:

Based on feedback from classified educational partners, it has been identified that there is a need for additional professional development opportunities for classified personnel. Therefore, actions will be taken to provide classified personnel with professional development opportunities that will increase their awareness and understanding of the needs of students in relation to equity, educational programs, interventions, and services (Goal 3).

Increased Parent Workshops, Orientation and Collaboration Opportunities:

Following feedback from all educational partners, it has been recognized that there is a need for more parent-teacher events and orientations, along with workshops and training sessions for parents and guardians. As a result, we have revised the actions associated with several goals to expand the opportunities for parent training, workshops, collaboration with school staff, and orientation events for both English-speaking and non-English-speaking parents (Goals 2, 3, 4, and 5).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI, and EL student group data, supported with actions to ensure equitable outcomes for FY, LI, and EL students. The metrics to support this goal measure student achievement on state and local assessments, EL progress and reclassification, student engagement on graduation rates, and College and Career readiness indicators. The actions to support this goal will provide additional support and access to FY, LI, and EL students in order to ensure that all students are academically proficient and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	85.7% - All Students 69.1% - FY (Correction) 84.1% - LI 73.8% - EL 2019-2020 DataQuest	82.8% - All Students 65.0% - FY 81.1% - LI 70.4% - EL 64.1% - Students with Disabilities 2020-2021 DataQuest	82.3% - All Students 56.8% - FY 80.5% - LI 69.7% - EL 63.5% - Students with Disabilities 2021-2022 DataQuest		90%-All Students 75% - FY 90% - LI 80% - EL 2023-2024 DataQuest
ELPI (English Learner Progress Indicator)	39.3% low 2019 California Dashboard	Summative ELPAC 13.05% - Well Developed 31.89% - Moderately Developed 34.60% - Somewhat Developed 20.45% - Minimally Developed	English Learner Progress 43% -Low - Making progress towards English language proficiency 2022 California Dashboard		55% High 2023 California Dashboard
RFEP (Reclassification Rate)	21.8% 2019-20 DataQuest (Correction)	12.6 % 2020-2021 DataQuest	Preliminary Data from CALPADS 8.76% (2021-2022)		30% 2023-2024 DataQuest

CCI (College/Career Indicator)	<p>Orange - All Students Performance: 27.6% prepared Progress: +1.4% (maintained)</p> <p>Yellow - FY Performance: 12.4% prepared Progress: +2.9% (increased)</p> <p>Orange - LI Performance: 24.7% prepared Progress: +1.6% (maintained)</p> <p>Red - EL Performance: 7.1% prepared Progress: -1% (maintained)</p> <p>2019 California Dashboard</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Orange - All Students Performance: 27.6% prepared - Progress: +1.4% (maintained)</p> <p>Yellow - FY Performance: 12.4% prepared Progress: +2.9% (increased)</p> <p>Orange - LI Performance: 24.7% prepared Progress: +1.6% (maintained)</p> <p>Red - EL Performance: 7.1% prepared Progress: -1% (maintained)</p> <p>2019 California Dashboard</p>	<p>*DATA NOT AVAILABLE SINCE 2019</p>	<p>Green - All Students 40% prepared - All Students 35% prepared - FY 40% prepared - LI 35% prepared - EL 2023 California Dashboard</p>
A-G Completion	<p>34.2% - All Students 17.20% - FY 30.60% - LI 17.30% - EL 2019-2020 DataQuest</p>	<p>41.5% - All Students 17.80% - FY 38.30% - LI 19.90% - EL 12.4% - SWD 2020-2021 DataQuest</p>	<p>33.4% - All Students 8.6% - FY 30.3% - LI 16.6% - EL 9.5% - SWD 2021-2022 DataQuest</p>	<p>45% - All Students 40% - FY 45% - LI 40% - EL 2023-2024 DataQuest</p>
CTE Pathway Completion	<p>26%- All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 CDE - College/Career Measures Reports & Data</p>	<p>13.1%- All Students 4.6% - FY 12.3% - LI 4.6% - EL 2.7- SWD 2020-2021 CDE - College/Career</p>	<p>11.2%- All Students 2.9% - FY 10.5% - LI 4.9% - EL 1.9%- SWD 2021-2022 CDE - College/Career Measures Reports & Data Only</p>	<p>35%- All Students 30% - FY 35% - LI 30% - EL 2023-2024 CDE - College/Career Measures Reports & Data</p>

		Measures Reports & Data Only		
CAASPP ELA	<p>Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)</p> <p>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points</p> <p>Red - LI Performance: 49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points</p> <p>No Color - EL 149 points below standard Declined 5.7 Points</p> <p>2019 California Dashboard</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)</p> <p>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points</p> <p>Red - LI Performance: 49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points</p> <p>No Color - EL Performance: 149 points below standard Declined 5.7 Points</p> <p>Orange - SWD Performance: 129.8 points below standard Progress: Increased 4.7 Points</p> <p>2019 California Dashboard</p>	<p>All Students Performance: 58.1 points below standard</p> <p>FY Performance: 126.7 points below standard</p> <p>LI Performance: 74.2 points below standard</p> <p>EL Performance: 138.4 points below standard</p> <p>SWD Performance: 155.1 points below standard</p> <p>2022 California Dashboard</p>	<p>Yellow - All Students Performance: 10 points below standard</p> <p>Green - FY Performance: 40 points below standard</p> <p>Yellow - LI Performance: 10 points below standard</p> <p>Green - EL 55 points below standard</p> <p>2023 California Dashboard</p>
CAASPP Math	<p>2019 Dashboard</p> <p>Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained)</p> <p>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained)</p> <p>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points</p> <p>Red - LI Performance: 148.8 points below standard Progress:</p>	<p>All Students Performance: 154.6 points below standard</p> <p>FY Performance: 198.6 points below standard</p> <p>LI Performance: 168.7 points below standard</p> <p>EL Performance: 215.1 points below standard</p> <p>SWD Performance: 221.1 points below standard</p> <p>2022 California Dashboard</p>	<p>Yellow - All Students Performance: 65 points below standard</p> <p>Yellow - FY Performance: 95 points below standard</p> <p>Yellow - LI Performance: 75 points below standard</p> <p>Yellow - EL Performance: 100 points below standard</p>

	<p>Red - LI Performance: 148.8 points below standard Progress: Declined 3.8 Points</p> <p>Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points</p> <p>2019 California Dashboard</p>	<p>Declined 3.8 Points Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points Orange - SWD Performance: 168.3 points below standard Progress: Declined 5.8 Points 2019 California Dashboard</p>			<p>2023 California Dashboard</p>
California Science Test			<p>All Students - 12.71% Standard Met or Exceeded FY - 6.38% Standard Met or Exceeded EL - 0.11% Standard Met or Exceeded LI - 9.27% Standard Met or Exceeded SWD - 3.47% Standard Met or Exceeded 2021-2022</p>		<p>All Students - 30% Standard Met or Exceeded FY - 30% Standard Met or Exceeded EL - 30% Standard Met or Exceeded LI - 30% Standard Met or Exceeded SWD - 30% Standard Met or Exceeded</p>
Local Math Assessment: NWEA MAP (11th grade)	<p>High: 21% High Avg: 18% Avg.: 19% Low Avg.: 21% Low: 21% 2020-2021 NWEA Local Assessment</p>	<p>High: 11% High Avg: 8% Avg.: 20% Low Avg.: 26% Low: 34% 2021-2022 NWEA Local Assessment</p>	<p>High: 7% High Avg: 14% Avg.: 18% Low Avg.: 24% Low: 37% 2022-2023 Fall NWEA Local Assessment</p>		<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
Local ELA Assessment: NWEA Map (11th grade)	<p>High: 17% High Avg.: 26% Avg.: 23% Low Avg.: 18% Low: 16% 2020-2021 NWEA Local Assessment</p>	<p>High: 19% High Avg: 9% Avg.: 24% Low Avg.: 23% Low: 25% 2021-2022 NWEA Local Assessment</p>	<p>High: 9% High Avg: 17% Avg.: 21% Low Avg.: 24% Low: 29% 2022-2023 Fall NWEA Local Assessment</p>		<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
EAP % Students Prepared for College	<p>37.65% - All Students 7.25% - FY</p>	<p>DATA NOT AVAILABLE SINCE 2019</p>	<p>31.74% - All Students 18.06% - FY</p>		<p>50% - All Students 35% - FY</p>

ELA	33.23% - LI 8.15% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/	37.65% - All Students 7.25% - FY 33.23% - LI 8.15% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/	25.76% - LI 2.42% - EL 5.15% - SWD 2021-2022 (11th Grade Only)		45% - LI 30% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/
EAP % Students Prepared for College Math	11.19% - All Students 14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/	DATA NOT AVAILABLE SINCE 2019 11.19% - All Students 14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/	7.73% - All Students 0% - FY 5.03% - LI 0% - EL 0.65% - SWD 2021-2022 (11th Grade Only)		35% - All Students 35% - FY 30% - LI 25% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/
Implementation of Academic Standards (Local Indicator)	Standard Met 2020-2021	Standard Met 2021-2022	Standard Met 2022-23		Standard Met 2023-2024
Seal of Biliteracy	All Students Count = 234 Cohort = 4401 5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020	All Students Count = 233 Cohort = 4236 5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020 DataQuest	All Students Count = 318 Cohort of Reg HS Diploma =4,151 Percent = 7.7% FY Count = 0 Cohort of Reg HS Diploma = 109 Percent = 0% LI Count = 261 Cohort of Reg HS Diploma = 3,438 Percent =7.6% EL Count = 13 Cohort of Reg HS Diploma = 420 Percent =3.1% SWD Count = 2 Cohort of Reg HS Diploma = 518 Percent =0.4% 2021-2022 DataQuest		2019-2020 All Students- 12% FY-10% LI-12% EL-10% 2023-2024 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12, on guided tours to Colleges, Universities, and Career-related destinations, each semester, to increase their access to higher education and future careers and/or occupations.	\$144,249.00	Yes
2	College Readiness Exams	Teachers and various classified support personnel will administer the PSAT annually to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 10 and 11, and administer the SAT annually to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grade 11, as an indicator of college readiness and to prepare students to excel on the SAT.	\$442,453.00	Yes
3	AP Training and Tutoring	AP Teachers, site and District leadership will attend AP and College Board 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 English Learner (EL), Foster Youth (FY), and Low Income (LI), 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.	\$399,713.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel, including college tutors, will provide in-person extended day tutoring, six days a week, and in virtual settings, 7 days a week, in English and Spanish, to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12, to improve their conceptual understanding on ELA, Math, and Science standards to close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$273,285.00	Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12, 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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students can equitably access core content standards in Math, ELA, and Science to increase proficiency in Math, ELA, and Science.	\$397,628.00	Yes
6	ELA and Math Supports	Counselors will coordinate services with site administrative teams to place English Learner (EL), Foster Youth (FY), and Low Income (LI) identified students in grades 9-12 in reduced class sizes in ELA and Math to 25:1. Teachers will provide daily small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum - Read 180 for literacy support classes and project-based for Math Literacy support classes to accelerate learning and close achievement gaps in Math and	\$428,801.00	Yes

		ELA.		
7	EL Program Implementation	Additional EL site and district support staff will provide professional development, on differentiated instruction for English Learner (EL) students, by ELPAC level, to designated and integrated ELD teachers. EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using ELlevation, PowerSchool, and Data Central to ensure proper initial placement, testing, monitoring, instruction and intervention strategies are implemented for 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.	\$3,267,587.00	Yes
8	EL Reclassification Support and Monitoring	Designated EL support staff will provide professional development to teachers on how to use ELlevation, Data Central, and PowerSchool database systems, to systematically monitor, for at least four years, the academic progress of EL students who have exited an EL program to ensure that EL 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.	\$718,453.00	Yes
9	Student-Free Professional Development Days	AVUHSD staff and external consultants will provide four, student-free professional development days per teacher, grades 9-12, during the school year, focused on implementation of MTSS, core instructional model, student engagement, formative assessment, monitoring, intervention, and SEL strategies for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable access to rigorous academic content standards and raise student achievement.	\$1,788,721.00	Yes
10	Variable Credit Recovery	Teachers will provide supplemental credit retrieval options for identified English Learner (EL), Foster Youth (FY), and Low Income (LI) 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.	\$999,851.00	Yes
11	Enhanced Data Systems	The District Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified and certificated personnel to create, enhance, and provide training on internal database systems, Ed Central and Data Central, so district and site teams can readily select and evaluate professional development offerings and retrieve student outcome data, to implement monitoring, intervention, and goal-setting strategies for English Learner (EL), Foster Youth (FY), and Low Income (LI) students to close achievement gaps and increase student achievement. The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure that English Learner (EL), Foster Youth (FY), and Low Income (LI) students have equitable access to rigorous courses and increased access to higher education.	\$668,573.00	Yes
12	Ancillary Instructional	Teachers in core content classes, will provide English Learner (EL), Foster Youth (FY), and Low	\$1,786,000.00	Yes

	Materials	Income (LI) students with ancillary instructional materials and supplies for classroom and home use, to increase equitable access to core curriculum, to ensure meaningful participation and engagement in core content classes, and to increase student achievement.		
13	Focus on Writing	Teachers in grades 9-12, across disciplines, will receive additional professional development, coaching, and ancillary writing curriculum supports throughout the year to help 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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students to be college and career ready.	\$64,280.00	Yes

Goal Analysis for 2022-2023

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.

LCAP Goal 1, "Ensuring that students are academically proficient and prepared for college and career," includes 13 improved actions and services for LCAP year two, 2022/23.

All 13 improved actions and services relating to Goal 1 were fully or partially implemented.

11 of 13 actions were implemented fully

2 of 13 actions was implemented partially

The 2022/23 school year allowed us to hit the ground running post-pandemic. The improved actions and services in Goal 1 continued to offer a variety of supports that serve to empower students, not only by refining data programs and systems, but also by building variety within programs and interventions to better address student needs and root causes of behavior and performance. We also continued to expand programs and services where possible to add additional emphasis and enhancements within implementations, programs, and services.

The implementation of formative assessments (1.5) and EL program support (1.7/1.8) has been highly successful. NWEA formative assessments in ELA, Math, and Science were administered three times this year to measure student performance and growth. District coordinators collaborated with site leadership to improve student participation and academic growth. The EL administrative team provided ongoing professional development, monthly training, and support for site-level coordinators, teachers, and staff. This included training on ELD standards, instructional strategies, ELPAC assessments, student placement, and reclassification criteria. Counselors supported EL students' academic progress and enrollment in higher-level courses, while additional staff ensured accurate and reliable ELPAC data.

Implementing variable credit recovery options for students (1.10) was challenging due to transportation issues and fewer supplemental sections being offered. However, the District provided various options for credit retrieval, including virtual classes, APEX, independent study, summer school, and Saturday credit retrieval. Alternative education and tutoring options were also made available to students, further expanding their opportunities for credit retrieval.

There were no planned actions in LCAP Goal 1 that differed substantively from how they were described in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 1.1 - Student Field Trips

Reason for difference: A significant portion of the college and career-based field trips were made possible through one-time COVID-relief funding and generous

donations. In addition, fewer trips were scheduled than originally anticipated. Although the funding sources are different, there was no impact to students, as services were provided as intended and our students were able to go on a variety of college and career-based field trips. This resulted in spending less than planned. Despite this, we remain committed to providing valuable experiences for our students and plan to increase the number of field trips in the upcoming year.

Action 1.3 - AP Training and Tutoring

Reason for difference: We invested more in AP training and tutoring compared to the previous year; however, our actual expenditure was lower than the budgeted amount. This was primarily due to a higher budget allocated for this action, which included carryover funds from the 2021/22 fiscal year. This resulted in spending less than planned.

Action 1.4 - Expanded Learning Opportunities

Reason for difference: We provided students with a range of expanded learning opportunities in both in-person and virtual formats. This included utilizing existing virtual tutoring options and offering structured tutoring sessions before and after school, as well as on Saturdays. The availability of federal funding specifically allocated for ELO programs enabled us to deliver valuable educational support to students through these diverse formats. This resulted in spending less than planned.

Action 1.5 - Formative Assessment

Reason for difference: This year, the NWEA English Language Arts, Math, and Science assessments were conducted three times (Fall, Winter & Spring) to assess both student performance and growth. Additionally, teachers and administrators received multiple professional development (PD) sessions throughout the year, with funding provided through Title II. This resulted in spending less than planned.

Action 1.7 - EL Program Implementation

Reason for difference: We successfully implemented a comprehensive English Language (EL) program, which included additional professional development (PD) opportunities for teachers. The program was supported by the provision of necessary materials and supplies to enhance the learning experience for EL students. This resulted in spending more than planned.

Action 1.10 - Variable Credit Recovery

Reason for difference: We implemented a variable credit recovery program District-wide aimed at supporting students in their academic progress. The available supplemented sections were well-designed and delivered with thoroughness to effectively meet students' needs for credit recovery. This resulted in spending more than planned.

Action 1.11 - Enhanced Data Systems

Reason for difference: The training session for enhanced data systems surpassed expectations in effectiveness while incurring fewer costs for materials and supplies than anticipated. Through the strategic use of technology and innovative teaching methods, the program achieved cost efficiency. Virtual sessions reduced the need for printed resources and physical equipment, resulting in savings. Internal experts were utilized to minimize reliance on external trainers. This success showcases our commitment to efficiency and resource optimization in training initiatives. This resulted in spending less than planned.

Action 1.12 - Ancillary Instructional Materials

Reason for difference: We provided ancillary instructional materials to support student achievement District-wide. Cost-effective options were explored and responsible resource management was encouraged. This commitment to optimizing resources ensured that the materials effectively enhanced student learning within the budget. This resulted in spending less than planned.

Action 1.13 - Focus on Writing

Reason for difference: The implementation of Writing Revolution workshops, conferences, and related initiatives was carried out partially. Although the original plan aimed for a full-scale implementation, certain factors led to a scaled-down approach. This resulted in spending less than planned. We are committed to a full implementation of Writing Revolution workshops next year, recognize the importance of enhancing writing skills, and are dedicated to providing comprehensive support for student growth in this area.

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

LCAP Goal 1 - "Ensure that all students are academically proficient and college and career ready."

We successfully implemented all 13 of the improved actions and services related to Goal 1. Our success and areas of improvement can be measured through nine state and local indicators, which include Graduation Rate, AP Exams taken, AP Courses offered, English Language (EL) progress, Reclassification of Fluent English Proficient (RFEP) students, College/Career readiness, A-G requirements, and CAASPP scores in English Language Arts (ELA) and Math.

1.1 - Student Field Trips

Numerous students were provided with the opportunity to visit college and career-oriented destinations across Southern California through organized field trips. The organized field trips to college and career-oriented destinations were effective in improving students' motivation, academic performance, language skills, and college/career readiness.

1.2 - College Readiness Exams

Ensuring that all students in grades 9-11 had the opportunity to take the PSAT throughout the year, and that grade 11 students could take the SAT during school hours, proved to be an effective means of promoting college readiness. By offering these standardized tests, students were able to gain valuable experience in a testing environment, and identify areas where they needed improvement. The results of the tests also provided important data that helped educators develop targeted interventions for students who required additional support. The success of this initiative can be attributed to the careful planning and execution by the school administrators and educators who made it possible for students to take these tests. Overall, the opportunity to take these tests proved to be a valuable asset in preparing students for college and beyond.

1.3 - AP Training and Tutoring

Providing AP teachers with training to enhance their instructional strategies and utilize new AP resources proved to be an effective means of improving student participation and pass rates on AP exams. The training provided AP teachers with new tools and strategies to better engage students and improve their understanding of AP course materials. As a result of the training, teachers were able to help their students achieve higher levels of success on AP exams. Additionally, the District's efforts to offer additional AP courses and encourage student enrollment in these courses was also effective. This initiative resulted in more students taking AP courses and exams, and achieving success on these exams. Overall, the combination of teacher training and the expansion of AP course offerings proved to be a successful strategy for promoting student achievement and college readiness. As a result, the number of AP exams with qualifying scores increased by 399, and the total number of students enrolled in AP courses grew by 193 students to a total of 4,452.

1.4 - Expanded Learning Opportunities

The effectiveness of extended day tutoring provided virtually 7 days a week by teachers, classified support personnel, and virtual tutors, and in-person before and after school on a weekly basis, to identified students in grades 6-12 was remarkable. The tutoring sessions aimed to improve students' conceptual understanding of ELA and Math standards and close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments. This initiative ensured that students who required additional academic support received it in a timely and effective manner, enabling them to make significant progress towards achieving academic success.

1.5 - Formative Assessment

The NWEA formative assessments in English Language Arts, Math, and Science were administered three (3) times this year (Fall, Winter & Spring) in order to measure performance, as well as student growth. District curriculum coordinators met with site administration and leadership to share results, participation, and strategies for improving student participation and academic growth.

1.6 - ELA and Math Support

As we strive to differentiate instructional strategies to address skill gaps in both math and literacy for our non-proficient students, class sizes continue to be reduced for English Language Arts and Math support classes with an understanding that content and pedagogy needs to look different in support classes. We envision additional professional development for teachers next year to build their knowledge and capacity in these areas.

1.7/1.8 - EL Program Implementation/EL Reclassification Support and Monitoring

The District's administrative team for English Learners (ELs) maintained their commitment to ongoing professional development, attending EL-specific workshops and conferences, and providing monthly training to site-level EL coordinators, ELD teachers, and support staff. Training topics were selected to include ELD standards, EL instructional strategies, ELPAC assessments, student placement, and reclassification criteria, to build staff capacity in implementing a high-quality ELD Program. Counselors also played a vital role in supporting the academic progress of EL students and providing them with targeted support to attain and maintain academic proficiency, enroll in higher-level and A-G courses, and pursue their college and career goals. In addition, additional staff were utilized to administer and monitor the ELPAC assessment to ensure accurate and reliable data.

1.9 - Student-Free Professional Development Days

The District designated three student-free days to provide targeted professional development opportunities for teachers, focusing on topics such as the effective use of NWEA formative assessments, the implementation of social-emotional learning strategies to support student well-being, MTSS, the core instructional model, and best practices for increasing student engagement. Ongoing training and support will be provided to teachers in these areas throughout the upcoming school year and beyond.

1.10 - Variable Credit Recovery

Students were provided with various options for credit retrieval, including virtual classes, APEX, independent study, summer school, and Saturday credit retrieval. In addition, alternative education and additional tutoring options were also made available to students, further increasing their opportunities for credit retrieval.

1.11 - Enhanced Data Systems

The District's Data Analysis and Computer Sciences Coordinator worked with Data Service Specialists and other personnel to improve training on internal data-base systems, Ed Central and Data Central. This facilitated district and site teams' evaluation of professional development opportunities and access to student outcome data for the implementation of monitoring, intervention, and goal-setting strategies that helped English Learner (EL), Foster Youth (FY), and Low Income (LI) students improve their achievement.

1.12 - Ancillary Instructional Materials

During the school year of 2022/23, our main focus was to provide students with extra resources to assist them in achieving their goals. These resources comprised supplementary instructional materials and supplies that were dispensed to students based on their requirements. Our objective in offering these resources was to enhance student engagement, success, and accomplishment in their academic endeavors. According to feedback received from students, there was a demand for prioritizing subject knowledge, enhancing learning, and refining organizational skills. As a result, we included other instructional materials, such as student planners to assist in student executive functioning skills, as a component of our efforts to provide improved services.

1.13 - Focus on Writing

Teachers in grades 9-12 received partial professional development, coaching, and ancillary writing supports to align their instruction, assignments, and grading. While the focus on writing had some positive impact, the overall implementation fell short of expectations. Moving forward, we recognize the need to reassess and enhance our approach to writing instruction. We remain committed to providing ongoing professional development and support to teachers to bolster their expertise in teaching writing. By addressing the identified shortcomings and implementing targeted strategies, we aim to make more substantial progress in improving writing skills and achieving the desired academic outcomes for our students.

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.

After gathering feedback from our educational partners and analyzing local metrics, we have decided to maintain Goal 1 and its associated actions with some minor modifications. We will work to expand the number of college and career-based field trips.

Goal 1.1 - Student Field Trips

Our plan is to enhance the students' learning experience by increasing the number of field trips to college and career-based destinations.

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.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI, and EL student group data, supported with actions to ensure equitable outcomes for FY, LI, and EL students. The metrics to support this goal measure qualitative classroom observation data, student access and participation in a broad course of study, state and local achievement indicators for AP pass rates, CTE and A-G completion rates, student engagement on graduation rates, and students meeting State Golden Seal Merit requirements. The actions to support this goal will provide core program support with counseling services provided for all students and additional actions to provide increased support and access to FY, LI, and EL students to ensure that all students are provided with a 21st Century learning environment and rigorous curriculum that allows them to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
AP exams with qualifying score (+3)	2405 - All Students 3 - FY 1185 - LI 27 - EL 2019-2020 CollegeBoard & PowerSchool	1357 - All Students 2 - FY 606 - LI 18 - EL 3- SWD 2020-2021 CollegeBoard & PowerSchool	1726 - All Students 4 - FY 765 - LI 37 - EL 7- SWD 2021-2022 CollegeBoard & PowerSchool		Qualifying scores 3000 - All Students 100 - FY 2000 - LI 350 - EL 2022-2023 CollegeBoard & PowerSchool
Percentage of qualifying AP scores	34% - All Students 15% - FY 32% - LI 42%- EL 2019-2020 CollegeBoard & PowerSchool	23% - All Students 10% - FY 19% - LI 24%- EL 8%-SWD 2020-2021 CollegeBoard & PowerSchool	32% - All Students 15% - FY 26% - LI 34%- EL 16%-SWD 2021-2022 CollegeBoard & PowerSchool		45% - All Students 35% - FY 45% - LI 43%- EL 2022-2023 CollegeBoard & PowerSchool
AP Students in District	3588 2020-2021 PowerSchool	4259 2021-2022 PowerSchool	4452 2022-2023 PowerSchool		6000 2023-2024 PowerSchool

AP Exams taken	6850 - All Students 20 - FY 3719 - LI 64 - EL 2019-2020 CollegeBoard &PowerSchool	5794 - All Students 22 - FY 3277 - LI 76 - EL 38-SWD 2020-2021 CollegeBoard &PowerSchool	5519 - All Students 28 - FY 2989 - LI 109 - EL 46-SWD 2021-2022 CollegeBoard &PowerSchool		8,000 - All Students 200 - FY 6000 - LI 300 - EL 2012-2023 CollegeBoard &PowerSchool
Access to a Broad Course of Study (Local Indicator)	Standard Met 2020-2021 Local Indicator	Standard Met 2021-2022 Local Indicator	Standard Met 2022-2023 Local Indicator		Standard Met 2023-2024 Local Indicator
CTE Pathway Completion	26% - All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 College/Career Measures Reports & Data	13.1%- All Students 4.6% - FY 12.3% - LI 4.6% - EL 2.7- SWD 2020-2021 CDE - College/Career Measures Reports & Data Only	11.2%- All Students 2.9% - FY 10.5% - LI 4.9% - EL 1.9%- SWD 2021-2022 CDE - College/Career Measures Reports & Data Only		35%- All Students 30% - FY 35% - LI 30% - EL 2022-2023 College/Career Measures Reports & Data
A-G Completion	34.2% - All Students 17.2% - FY 30.60% - LI 17.3% EL 2019-2020 DataQuest	41.5% - All Students 17.80% - FY 38.30% - LI 19.90% - EL 12.4% - SWD 2020-2021 DataQuest	33.4% - All Students 8.6% - FY 30.3% - LI 16.6% - EL 9.5% - SWD 2021-2022 DataQuest		45% - All Students 40% - FY 45% - LI 40% - EL 2022-2023 DataQuest
CTE Completion and A-G Completion	381 Students had both CTE Completion and A-G Completion 2019-2020 CALPADS Report 15.2 and 3.15	471- Students had both CTE Completion and A-G Completion 9- SWD had both CTE Completion and A-G Completion 2020-2021 CALPADS 15.1	402- Students had both CTE Completion and A-G Completion 9- SWD had both CTE Completion and A-G Completion 2021-2022 CALPADS 15.1		450 Students had both CTE Completion and A-G Completion 2022-2023 CALPADS Report 15.2 and 3.15
Graduation Rate	85.7% - All Students 69.1% - FY 84.1% - LI 73.8% - EL 2019-2020 DataQuest	82.8% - All Students 65.0% - FY 81.1% - LI 70.4% - EL 64.1% - Students with Disabilities	82.3% - All Students 56.8% - FY 80.5% - LI 69.7% - EL 63.5% - Students with Disabilities 2021-2022		90% - All Students 75% - FY 90% - LI 80% - EL 2022-2023 DataQuest

		2020-2021 DataQuest	DataQuest		
Golden State Seal Merit Diploma	All Students Count = 856 Reg HS Graduates = 4401 19.5% FY Count = 11 Reg HS Graduates = 150 7.3% LI Count = 581 Reg HS Graduates = 3575 16.3% EL Count = 24 Reg HS Graduates = 442 5.4% 2019-2020 DataQuest	All Students Count = 556 Reg HS Graduates = 4236 13.1% FY Count = 13 Reg HS Graduates = 154 8.4% LI Count = 353 Reg HS Graduates = 3555 9.9% EL Count = 24 Reg HS Graduates = 407 5.9% SWD Count = 19 Reg HS Graduates = 484 3.9% 2020-2021 DataQuest	All Students Count = 965 Reg HS Graduates = 4,151 23.2% FY Count = 4 Reg HS Graduates = 109 3.7% LI Count = 670 Reg HS Graduates = 3,438 19.5% EL Count = 27 Reg HS Graduates = 420 6.4% SWD Count = 37 Reg HS Graduates = 518 7.1% 2021-2022 DataQuest		All Students-25% FY-14% LI-25% EL-15% 2022-2023 DataQuest
Classroom Walkthroughs	6164 Walkthroughs 2019-2020 DigiCOACH	1144 Walkthroughs 2020-2021 DigiCOACH	2126 Walkthroughs 2022-2023 DigiCOACH		10,000 Walkthroughs 2023-2024 DigiCOACH

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselors	Provide Guidance/Counseling services to ensure that students have multiple opportunities for academic, collegiate, professional, and personal growth.	\$3,333,485.00	No
2	Enhanced Counseling and Student Support Services	Additional school counselors, social workers, and various other classified personnel will provide tiered supports to English Learner (EL), Foster Youth (FY), and Low Income (LI) students to proactively address academic, social- emotional, behavioral, and physical well-	\$10,085,114.00	Yes

		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.		
3	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers with increased opportunities to access internal and external expertise, to further their development, develop the Teacher Induction Program (AVTI), and to increase their depth of knowledge about English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with California 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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students as indicated on NWEA growth and proficiency scores, and AP pass rates.	\$1,523,867.00	Yes
4	Targeted AVTI Mentoring and Supports	The Antelope Valley Teacher Induction (AVTI) Coordinator and Teacher Induction Mentors, along with various other support personnel, will provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with additional differentiated and formative assessment tiered supports and monitoring strategies, by mentoring AVTI teachers and new administrators in order to increase teacher/administrator effectiveness in addressing identified needs and achievement gaps to increase student achievement and social-emotional well-being.	\$676,801.00	Yes
5	Classroom Walkthroughs	Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence, and provide feedback to teachers and administrators on California 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) in order to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective learning environments that close achievement gaps and raise student achievement.	\$25,960.00	Yes
6	AP Placement/Exams/Tutoring	Counselors will coordinate services with site administrative teams to increase equitable access to AP classes for Low Income (LI) students. Teachers will further prepare Low Income (LI) students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs, so Low Income (LI) students can take as many AP exams as they qualify for, to increase their AP participation and pass rates, and CCI rates.	\$488,867.00	Yes
7	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 master schedules, to be intentional about increasing student access to CTE courses and pathways for English Learner (EL), Foster Youth (FY), and Low Income (LI) students. CTE course	\$4,335,853.00	Yes

		sections on master schedules at all schools will be increased to accommodate the increase of EL, FY, and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules, and increased CTE participation and completion rates, including increased CCI rates for English Learner (EL), Foster Youth (FY), and Low Income (LI) students.		
8	AVID Elective	AVID elective sections will be offered at all school sites and counselors will coordinate services with AVID site teams and site administrative teams each semester, to review master schedules and academic performance of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, to be intentional about increasing equitable access to AVID electives and increasing achievement for EL, FY, and LI students to increase AVID participation, A-G enrollment, graduation, and CCI rates.	\$2,746,601.00	Yes
9	AVID Health Survey/Transition	The AVID Coordinator will be involved in the schools' efforts to provide sections of AVID Health Survey/ Healthful Living curriculum. These sections will be staffed with AVID trained teachers who will provide early intervention to English Learner (EL), Foster Youth (FY), and Low Income (LI) students in 9th grade. The curriculum will focus on successfully transitioning from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills. This will equip students to transition successfully and access rigorous academic content standards, thereby increasing their access to A-G courses and preparing them for college and career readiness.	\$166,633.00	Yes
10	Technology	District and site support personnel will ensure that teachers have access to renovated classrooms equipped with technology, wireless capacity, and online resources to increase student-to-device ratios from 4:1 to 1:1 districtwide. They will also support teachers in engaging English Learner (EL), Foster Youth (FY), and Low Income (LI) students in grades 9-12 with rigorous curriculum. This will involve providing students with increased access to academic resources, digital curriculum resources, and diagnostic and formative assessments to improve their engagement with rigorous academic content standards. These efforts will be measured through increased NWEA growth scores, A-G completion rates, Grad Rates, and CCI rates.	\$2,777,438.00	Yes
11	STEM Support	STEM teachers and STEM district/site support staff will increase STEM exposition and competition opportunities for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 9-12 districtwide, to give them engaging hands-on, project-based experiences, to build teamwork skills, and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes, to increase the number of students who participate in CTE pathways and STEM-related electives, and to increase A-G, AP, CCI, and CTE participation and completion rates.	\$43,918.00	Yes
12	Dual Enrollment/Internships	The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, to increase	\$248,876.00	Yes

		dual enrollment and work-based learning internships for EL, FY, and LI students, and to increase their achievement, as evidenced on increased A-G, CCI, and Golden State Seal Merit Diploma rates.		
13	Enrichment Options	Counselors will coordinate services with site administrative teams to provide and place English Learner (EL), Foster Youth (FY), and Low Income (LI) students in academic and enrichment courses, above and beyond the 6 period day, virtually and in person, before and after school, in order to increase academic and enrichment options for EL, FY, and LI students who have limited access during the 6 period day, to increase their achievement as evidenced by increased A-G, AP, CCI, Grad Rates, and Golden State Merit Seal Diploma rates.	\$508,298.00	Yes
14	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 English Learner (EL), Foster Youth (FY,) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English Learner progress and reclassification rates, A-G completion rates, and CAASPP scores.	\$2,124,512.00	Yes
15	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), to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective NGSS differentiated instructional strategies as evidenced by increased CAST scores and A-G rates.	\$6,798.00	Yes

Goal Analysis for 2022-2023

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.

LCAP Goal 2, "Providing a 21st century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth," included 15 improved actions and services for the LCAP.

All 15 improved actions and services relating to Goal 2 were fully or minimally implemented.

14 of 15 actions were implemented fully

1 of 15 actions was implemented minimally

The synergy between LCAP Goals 1 and 2 facilitated the provision of both instructional assistance and financial aid to enable students to enroll in AP courses, register for AP tests at reduced expenses, and achieve higher success rates on the tests. Our focus on enhancing AP professional development and tracking AP progress will persist throughout 2023/24. Although the percentage of students passing AP tests is noteworthy, the priority lies in ensuring that a greater number of students have access to the exams, thereby broadening their possibilities to succeed in higher education and their future careers.

The implementation of professional development (2.3) and equitable access to AP classes (2.6) has been highly successful. Our increased investment in professional development and online tools has equipped teachers and staff with the skills to deliver high-quality instruction, resulting in improvements in Graduation Rate, AP Exams

taken, AP Courses offered, CTE Pathway and A-G Completion, College/Career readiness, Golden State Seal Merit Diploma, and classroom walk-throughs. Additionally, we have ensured that LI students have access to AP classes, providing differentiated instruction, extended school day AP prep tutoring, and reduced-cost AP exams. As a result, we have seen a significant increase in qualifying AP exam scores and enrollment in AP courses.

The implementation of the AVID elective (2.8) has resulted in numerous successes. Students participating in AVID have shown increased academic achievement, including higher GPAs and improved performance on standardized tests such as the CAASPP. In addition, AVID has helped to increase the number of students eligible for admission to four-year colleges and universities. AVID students also have higher rates of attendance, decreased discipline referrals, and improved social-emotional skills, as evidenced by surveys and qualitative data. The program has had a positive impact not only on individual students but also on the school as a whole, fostering a culture of academic excellence and college readiness.

Implementing the enrichment options (2.13) posed a challenge of providing transportation for students attending on-site programs before and after school. However, counselors and site administrators collaborated to overcome this challenge and identify targeted students. They also offered academic and enrichment courses through a virtual platform, ensuring that all students had access to these opportunities.

Implementing NGSS supports (2.15) presented challenges due to the absence of an anticipated Teacher on Special Assignment (TOSA) hire. This created a hurdle in effectively implementing the NGSS (Next Generation Science Standards) supports within our organization. However, despite this setback, we remained committed to finding alternative solutions to overcome this challenge and ensure the successful integration of NGSS into our curriculum.

There were no planned actions in LCAP Goal 2 that differed substantively from how they were described in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 2.4 - Targeted AVTA Mentoring and Supports

Reason for difference: Despite being under budgeted, AVUHSD was able to implement Targeted AVTI Mentoring Supports through full funding. We are committed to providing valuable support to new teachers and fostering their professional growth through targeted mentoring. This resulted in spending more than planned. The budget for the upcoming 2023/24 school year will be reassessed and adjusted accordingly.

Action 2.5 - Classroom Walkthroughs

Reason for difference: Classroom walkthroughs were fully implemented, with funding split with Title I resources. AVUHSD demonstrated resourcefulness by leveraging available funds to support this important initiative. Classroom walkthroughs using "DigiCOACH" provided valuable feedback to improve instruction and support teacher growth. Moving forward, we will evaluate and align funding to ensure ongoing support for walkthroughs. This resulted in spending less than planned.

Action 2.7 - Career Technical Education (CTE) opportunities

Reason for difference: The implementation of CTE pathway coordinators and CTE sections at various sites was successfully carried out. However, the budget for this initiative was under spent due to the ongoing construction of the composite lab. This resulted in spending less than planned. The organization remains committed to robust CTE programs and will adjust the budget accordingly.

Action 2.11 - STEM Support

Reason for difference: The spending for the STEM exposition was lower than anticipated due to cost-saving measures implemented by AVUHSD. These measures included seeking cost-effective alternatives and negotiating better pricing for event-related expenses. Additionally, we benefited from unexpected sponsorships, donations, and volunteer support, which helped reduce the financial burden. This resulted in spending less than planned.

Action 2.12 - Dual Enrollment/Internships

Reason for difference: Due to split funding for the Director of Industry Liaison and Post-Secondary Partnerships, we were able to achieve our Dual Enrollment/Internships goals without exceeding the allocated budget. This resulted in spending less than planned. In the upcoming 2023/24 year, the Director's position will be fully funded through targeted funds.

Action 2.13 - Enrichment Options

Reason for difference: The full implementation of the enrichment options encountered a significant challenge related to transportation logistics. Providing transportation for on-site programs before and after school proved to be a complex task, impacting the seamless execution of the initiative. Despite the transportation constraints, efforts were made to offer academic and enrichment courses virtually, ensuring that all students could access these opportunities regardless of their transportation limitations. This resulted in spending less than planned.

Action 2.15 - NGSS Supports

Reason for difference: Despite the goal of implementing NGSS supports, minimal progress was made due to the lack of a science curriculum coordinator, resulting in no expenses incurred. To improve the situation and ensure better implementation of NGSS supports in the future, hiring a science curriculum coordinator will continue to be a top priority to bridge the gap and enhance the effectiveness of NGSS supports.

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

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

We have successfully implemented all of the improved actions and services related to Goal 2. Our success and areas of improvement can be measured through nine state and local indicators, which include Graduation Rate, AP Exams taken, AP Courses offered, CTE Pathway and A-G Completion, College/Career readiness, Golden State Seal Merit Diploma, and classroom walk-throughs.

2.1 - School Counselors

Our school counselors have been providing a range of services to ensure that our students have multiple opportunities for academic, collegiate, professional, and personal growth. Through individual and group counseling sessions, our counselors help students develop important academic and life skills, explore post-secondary options, and identify career pathways that align with their interests and strengths. By working closely with students and their families, our counselors provide guidance and support to help our students achieve their full potential and become well-rounded, successful members of our community.

2.2 - Enhanced Counseling and Support

Our counselors and social workers have been instrumental in providing tiered supports, monitoring student progress, conducting outreach, and offering social-emotional support to high-needs students. In particular, social workers and community attendance workers have been collaborating with schools and communities to ensure that Foster Youth have access to academic, behavioral, social-emotional, and extra-curricular resources necessary to stay engaged in school. To accomplish this, augmented counselors have been assigned to Foster Youth to monitor their progress and coordinate services with at-risk coordinators who provide academic and social-emotional supports. These at-risk coordinators communicate with teachers and administrators through our internal Data Central database to track the progress of Foster Youth, assign services and interventions, and follow-up to ensure that goals are met.

2.3 - Professional Development

To equip our teachers and staff with the skills to deliver high-quality instruction, we have significantly increased our investment in professional development and online tools. We provided a wide range of in-district and out-of-district offerings, both in-person and virtual. The introduction of Ed Central, our internal District database, has given our teachers more autonomy in selecting, participating in, and evaluating professional development opportunities. This has been a significant step towards empowering our educators to take charge of their professional growth and ultimately enhance the quality of instruction in our District.

2.4 - Targeted AVTI Mentoring and Supports

Our AVTI Coordinator and Teacher Induction Mentors have been collaborating closely with new teachers and administrators to enhance their effectiveness in addressing the identified needs and achievement gaps that impact student achievement and social-emotional well-being. Through this program, we aim to provide comprehensive support to our new educators to help them achieve their goals and reach their full potential. By working together, we can ensure that our students receive the best possible education and support for their holistic growth and development.

2.5 - Classroom Walkthroughs

Our Instructional Partners, assessment coordinators, and teacher induction mentors have been providing ongoing support to teachers as they analyze and implement professional development strategies based on student assessment results. This collaborative effort helps our teachers develop effective instructional practices that meet the diverse learning needs of our students. We believe that by equipping our teachers with the skills and tools to analyze and interpret student data, we can better

address their academic and social-emotional needs, ultimately leading to improved outcomes for our students.

2.6 - AP Placement/Exams/Tutoring

Our counselors and site administrators have collaborated to ensure that LI students have equitable access to AP classes. Our teachers have provided differentiated instruction, extended school day AP prep tutoring, and reduced-cost AP exams to eliminate financial and academic barriers. Our goal is to give all students the opportunity to participate in AP classes and reach their full potential, regardless of their background or financial status. We also increased districtwide AP course availability, with the expectation that students taking AP classes would also take the corresponding AP exam. As a result of these efforts, we have seen a rise of 399 qualifying AP exam scores and 193 more students enrolled in AP courses, bringing the total number of students enrolled in AP courses to 4,452.

2.7 - Career Technical Education

We have increased the number of CTE course sections on the master schedules at all schools to accommodate the growing need for unduplicated students to participate in CTE courses and pathways. In this effort, our counselors have been working closely with CTE support staff and site administrative teams to provide counseling services to students, review their performance, and make adjustments to the master schedules as necessary. By collaborating in this way, we aim to ensure that our students have access to the best possible education and support to help them achieve their academic and career goals.

2.8 - AVID Elective

To support the academic success of our unduplicated students, we have offered AVID elective classes at all of our school sites. In close coordination with AVID site teams, our counselors have been reviewing master schedules and academic performance data to ensure that these students have access to the appropriate support and resources they need to excel in their coursework. By providing AVID classes and closely monitoring student progress, we aim to help our students build important academic skills, develop a strong sense of self-efficacy, and prepare for success in college and beyond.

2.9 - AVID Health Survey/Transition

To promote health and well-being among our students, we have provided sections of AVID Health Survey/Healthful Living curriculum, which have been staffed with AVID trained teachers. By integrating health education into our curriculum and leveraging the expertise of our AVID trained teachers, we aim to equip our students with the knowledge and skills they need to make informed decisions about their health and lead healthy, active lifestyles. Through this initiative, we are supporting the holistic development of our students and reinforcing the importance of health and wellness within our school community.

2.10 - Technology

Our district and site support personnel have been committed to providing teachers with the technology, wireless capacity, and online access needed to enhance their teaching practices and increase student engagement with rigorous academic content standards. With these resources, teachers have been able to access a wide range of digital curriculum resources, academic assessments, and diagnostic tools to inform their instruction and accelerate student learning. As a result, we have seen significant improvements in key metrics, including NWEA growth scores, A-G completion rates, graduation rates, and CCI rates. By empowering our teachers with the tools they need to succeed, we are creating a more supportive and effective learning environment for all students in our district.

2.11 - STEM Support

Unduplicated students were provided with increased opportunities to engage in hands-on, project-based experiences through STEM expositions and competitions. STEM teachers and district/site support staff worked collaboratively to ensure that students could build teamwork skills and apply classroom learning to real-world situations.

2.12 - Dual Enrollments/Internships

The Director of Industry Liaison and Post-Secondary Partnerships worked closely with colleges and industries to coordinate services and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for unduplicated students. Through close collaboration and review of student needs and performance, the director was able to identify and coordinate services that led to increased opportunities for students to participate in these programs. As a result, more unduplicated students were able to take advantage of these valuable learning opportunities and gain practical experience in their chosen fields.

2.13 - Enrichment Options

Despite the transportation challenges, the collaboration between counselors and site administrators to identify targeted students and offer academic and enrichment courses beyond the typical 6 period day has been highly effective. By leveraging virtual platforms and on-site programs before and after school, students were able to access additional learning opportunities and enrich their educational experiences. This has resulted in improved academic performance, increased engagement, and enhanced opportunities for students to explore their interests and passions outside of traditional classroom settings.

2.14 - 21st Century Learning Environments

Professional development and feedback from instructional partners, as well as other classified and certificated support personnel, were provided to teachers to enhance their effectiveness in supporting targeted students. Classroom walkthroughs were conducted to provide constructive feedback to teachers and improve their instructional practices. The ultimate goal was to improve targeted students' academic performance in core content classes, as demonstrated by increased NWEA growth scores, progress and reclassification rates for English Learners, A-G completion rates, and CAASPP scores.

2.15 - NGSS Supports

The absence of the anticipated hire for the District's Science Curriculum Coordinator had a negative impact on the effectiveness of the NGSS implementation. Without a dedicated coordinator, the level of support provided to science teachers in implementing and assessing the Next Generation Science Standards (NGSS) was significantly reduced. This lack of specialized expertise and guidance hindered the overall progress and success of the NGSS integration within the district. Despite efforts to compensate through collaborative support from other curriculum coordinators, the absence of a dedicated Science Curriculum Coordinator created challenges and led to a less satisfactory outcome.

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.

Based on the feedback from our educational partners, data analysis of our local metrics, and our continuing commitment to meeting the needs of your FY, LI, and EL students, we have decided not to make any changes to our current LCAP actions and services for Goal 2.

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.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI, and EL student group data, supported with actions that offer additional tiered supports to ensure equitable outcomes for FY, LI, and EL students. The metrics will measure student engagement through attendance, suspension, and expulsion data and will include local indicators for climate and basic services that include teachers, textbooks, and facilities. The core program actions to support this goal for all students include actions to address basic services with credentialed teachers, newly adopted textbooks, and state of the art facilities, specialized core services, and actions to improve SPED and CTE programs, and additional actions and tiered supports that address the needs, circumstances, and conditions of LI, FY, and EL students, so that all students can experience a safe and secure, positive school culture that supports their personal and academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Access to Standards-Aligned Instructional Materials	100% Fall 2020 Williams	100% Fall 2021 Williams	100% Fall 2022 Williams		100% Fall 2023 Williams
Facilities in "Good" Repair	100% 2020-21 Facility Inspection Tool (FIT) per Williams	100% 2021-22 Facility Inspection Tool (FIT) per Williams	100% 2022-23 Facility Inspection Tool (FIT) per Williams		100% 2023-24 Facility Inspection Tool (FIT) per Williams
Fully Credentialed and Appropriately Assigned Teachers	2% Teacher Misassignments and 1.6 % Teacher Vacancies Fall 2020 Census Day-CALPADS 4.1 and 4.3	1.4% Teacher Misassignments and 1% Teacher Vacancies Spring 2021 CalSAAS- Summary of Findings	1% Teacher Misassignments and 3% Teacher Vacancies Spring 2022 CalSAAS- Summary of Findings		1% Teacher Misassignments and .5% Teacher Vacancies Fall 2023 Census Day- CALPADS 4.1 and 4.3
Local Climate Survey (Local Indicator)	Fall Climate Survey Safety: 86% Agreed or Strongly Agree- Parents - "I feel my student is safe at school."	Fall Climate Survey Safety: 81% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 75% Agreed or Strongly	Fall Climate Survey Safety: 80% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 75% Agreed or Strongly Agree - Students - "I feel		Fall Climate Survey Safety: 90% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 90% Agreed or Strongly Agree - Students - "I feel safe at school."

	<p>84% Agreed or Strongly Agree - Students - "I feel safe at school." 88% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 69% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 87% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2020-2021</p>	<p>Agree - Students - "I feel safe at school." 76% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 77% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2021-2022</p>	<p>safe at school." 83% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 84% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 81% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2022-2023</p>	<p>88% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 90% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 80% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 95% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2023-2024</p>
Suspension Indicator	<p>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)</p> <p>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%</p> <p>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%</p> <p>Orange - EL Performance: 9.3% suspended at least once</p>	<p>NO NEW DATA AVAILABLE FROM THE SAME SOURCE</p> <p>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)</p> <p>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%</p> <p>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%</p> <p>Orange - EL Performance: 9.3%</p>	<p>All Students -7.1% suspended at least one day FY - 18.9% suspended at least one day LI - 8.4% suspended at least one day EL - 8% suspended at least one day SWD - 13.5% suspended at least one day</p> <p>2022 California Dashboard</p>	<p>Green - All Students Performance: 6%</p> <p>Yellow - FY Performance: 10% suspended at least once</p> <p>Yellow -LI Performance: 6% suspended at least once</p> <p>Yellow - EL Performance: 6% suspended at least once</p> <p>2022 California Dashboard</p>

	Progress: Declined 1.2% 2019 California Dashboard	suspended at least once Progress: Declined 1.2% 2019 California Dashboard			
Suspension Rate	5.7% 2020 DataQuest	0.1% 2021 DataQuest	All - 7.5% FY - 19.5% EL - 8.4% LI - 8.8% SWD - 14.0% 2021-2022 DataQuest		5.7% Maintain 2023 DataQuest
Expulsion Rate	0.13% 2020 DataQuest	0% 2021 DataQuest	All - 0.2% FY - 0.3% EL - 0.3% LI - 0.2% SWD - 0.4% 2021-2022 DataQuest		0.13% Maintain 2023 DataQuest
Attendance Rate	94.56% 2020 DataQuest	95.1% 2021 DataQuest	91.66% 2022 PowerSchool		95% 2023 DataQuest
Chronic Absenteeism	19.3% - All Students 35.2% - FY 21.2% - LI 21.3% - EL 2020 DataQuest	26.0% - All Students 40.9% - FY 29.2% - LI 31.9% - EL 35.3%- SWD 20-21 DataQuest	33.9% - All Students 45.4% - FY 38.4% - LI 35.4% - EL 48.2%- SWD 21-22 DataQuest		12% - All Students 20% - FY 12% - LI 12% - EL 2023 DataQuest
Truancy Rate	14.8%-All students 2019	19.9%-All students 2022	DATA NOT AVAILABLE 2023		10% 2022
Dropout Rate	9% - All Students 2020 DataQuest	17.9%- All Students 2021 DataQuest	9.2%- All Students 2021-2022 DataQuest		5% 2023 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards-Aligned Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	\$14,398,785.00	No

2	Facilities in "Good" Repair	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.	\$50,964,600.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$95,709,022.00	No
4	CTE Programs	Provide teachers and staff for Career Technical Education programs to support students in CTE pathways.	\$7,623,667.00	No
5	Recruit and Retain Teachers	The Director of Personnel, in collaboration with the Coordinator of Position Control, will work closely with Antelope Valley Teacher Induction (AVTI) coordinators and various support staff from colleges, universities, and social media networks. Their aim is to provide more experienced teachers for hard-to-staff positions and programs such as ELD, Math, and Science, to support English Learner (EL), Foster Youth (FY), and Low Income (LI) students. These teachers will be trained to differentiate instruction, engage students in formative assessment practices, and monitor their progress. The ultimate goal is to increase student engagement, close achievement gaps, monitor student progress, and increase access to core content standards. This, in turn, will help to improve A-G and College/Career Readiness rates.	\$560,120.00	Yes
6	Improve Attendance	The Director of Attendance will coordinate services with District and site Community Attendance Workers to implement tiered reengagement interventions for English Learner (EL), Foster Youth (FY), and Low Income (LI) 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 for English Learner (EL), Foster Youth (FY), and Low Income (LI) students.	\$1,927,529.00	Yes
7	Student Support Centers	District Program Coordinators will coordinate services with PBIS Coordinators, Student Support Coordinators, counselors, social workers, site administrators, and various classified and certificated support 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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students in the Student Support Centers, to increase student engagement, academic achievement, behavioral, and social-emotional well-being, as evidenced on increased attendance and achievement, decreased suspensions, and improved local climate survey results.	\$2,268,179.00	Yes
8	Implement PBIS	Coordinators in the Student Services Department will coordinate services with site PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and Supports (e.g. Wolf Connection, et al.), to English Learner (EL), Foster Youth (FY), Low Income (LI) students, and students experiencing homelessness through a Multi-Tiered System of Support (MTSS) framework, that includes support for social-emotional learning through Habitudes curriculum, to increase student-well-being and decrease suspension rates.	\$783,120.00	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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students, as they relate to the educational programs, interventions, actions, services, and objectives of the LCAP to increase student engagement and well-being, as evidenced on increased attendance and decreased truancy and suspension rates.	\$232,930.00	Yes
10	Safe, Secure, and Positive Learning Environments	The Director of Equity, along with District Coordinators and various support personnel, will coordinate services with site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and social workers, including additional certificated and classified support staff, to engage English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, with a more positive and connected learning experience by providing additional mentoring opportunities to address social-emotional, behavioral, and academic needs and build positive relationships with EL, FY, and LI students and families. Support staff will also proactively monitor the school environment to positively intervene as necessary, to increase attendance, reduce suspensions, increase safety, connectedness and well-being for EL, FY, and LI students and families.	\$6,147,150.00	Yes
11	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services in order to provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions: <ul style="list-style-type: none"> - College trips - LCAP 1.1 - PSAT Prep - LCAP 1.2 - AP Tutoring - LCAP 1.3 - Tutoring / Remediation - LCAP 1.4 - EL Services - LCAP 1.7 and 1.8 - Ancillary Instructional Materials - LCAP 1.12 - Professional Development and Training - LCAP 2.3 - CTE opportunities - LCAP 2.7 - Technology - LCAP 2.10 - STEM Expos - LCAP 2.11 - Additional staffing to meet the needs of targeted students - LCAP 3.8 and 3.11 - Parent Engagement Activities- LCAP 4.4 and 4.6 	\$3,366,554.00	Yes
12	Transportation	Transportation will be provided to Low Income (LI) students and Foster Youth (FY) students who are assigned to alternative schools for credit retrieval. Transportation will also be provided to LI and FY students attending before and after school tutoring and extra-curricular events, so students can meaningfully participate in educational programs and have equitable access to interventions and enrichment options in order to improve attendance as indicated on attendance and chronic absenteeism rates.	\$6,456,185.00	Yes

13	Independent City	Foster Youth (FY) students will receive a comprehensive mock simulation of adult life responsibilities from a variety of certificated and classified support personnel, including counselors, teachers, administrators, and community members. This "Independent City" simulation will cover important topics such as career options, salaries, housing, budgets, financial literacy, and access to government agencies like healthcare and DMV. The aim of this program is to better prepare FY students for the transition to adulthood from foster care, resulting in increased graduation rates and post-secondary enrollment. In addition to this, enrichment activities will be organized to promote community resources, provide college and career information, and offer professional development opportunities focused on wellness and social-emotional well-being, as well as self-advocacy.	\$80,000.00	Yes
14	Diversity Training	Diversity training will be provided to administrative, certificated, and classified staff and students throughout the year, to increase awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion, and A-G completion rates.	\$246,391.00	Yes
15	Multi-Tiered System of Supports (MTSS)	The successful implementation of the District's Multi-Tiered System of Supports (MTSS) model and vision will be led by the Director of MTSS, along with District Coordinators, Directors, and various support personnel. This effort will focus on providing Tier II and Tier III interventions for English Learner (EL), Foster Youth (FY), and Low Income (LI) students in order to enhance their academic achievement, as well as their behavioral, and social-emotional well-being. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This will enhance their academic achievement, as well as their behavioral and social-emotional well-being, which will be demonstrated through improved academic achievement, increased attendance, decreased suspensions, and improved local climate survey results.	\$760,980.00	Yes

Goal Analysis for 2022-2023

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.

Goal 3, "Cultivating a safe and secure, positive school culture, that supports all students' personal and academic growth," included 14 actions and services in the 2022/23 LCAP.

All 14 actions in Goal 3 were fully or partially implemented.
13 of 14 actions were implemented fully

1 of 14 actions was implemented partially

The success of the Student Support Centers (3.7) was evident in the support and guidance provided to students in need of academic, behavioral, and social-emotional support during the school day. With the help of our At-Risk Coordinators, the centers provided individualized mentoring and a safe space for students to seek assistance. Additionally, the collaborative efforts of the MTSS Build Team ensured that the MTSS Framework was implemented districtwide, with representatives from every campus working together to create common definitions and identify common assurances. Similarly, the coordination of services for supplemental interventions and supports (3.11) for EL, FY, and LI students was a successful effort by school site administrative, certificated, and classified staff, along with District administrative and certificated staff. These interventions and supports were aligned with LCAP actions to address the academic, social-emotional, and behavioral needs of unduplicated students and increase equitable outcomes.

The challenge in implementing action 3.12 - Transportation was due to a shortage of bus drivers, which made it difficult to provide transportation to our Low Income and Foster Youth students. This presented a significant obstacle as transportation is critical to ensuring equitable access to after-school activities, sports, clubs, and tutoring services. Despite this challenge, we were able to provide some flexibility to students through the use of bus passes, which allowed them to fully participate in these programs. Additionally, we purchased additional vans to be used by the school sites to work toward full implementation of this improved action/service.

There were no planned actions in LCAP Goal 3 that differed substantively from how they were described in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 3.4 - CTE Programs

Reason for difference: Despite spending less than the originally budgeted amount, we successfully executed the plan to provide teachers and staff for Career Technical Education programs. This not only ensured the full implementation of the initiative but also significantly bolstered the support system for students pursuing CTE pathways, creating an enriched learning experience for them.

Action 3.5 - Recruit and Retain Teachers

Reason for difference: We spent less on recruiting and retaining teachers due to over budgeting and the absence of a Director of Personnel for three quarters of the 2022/23 year. However, we successfully implemented strategies to attract and retain qualified educators within the allocated budget. This resulted in spending less than planned. Our commitment to recruiting and retaining high-quality teachers remained steadfast.

Action 3.6 - Improve Attendance

Reason for difference: We fully implemented the attendance improvement initiatives and spent less than expected due to a significant budget increase from the previous year and not hiring a new data service specialist. This resulted in spending less than planned. Our commitment to improving student attendance remains strong.

Action 3.9 - Classified Professional Development

Reason for difference: We successfully implemented classified professional development initiatives, focusing on enhancing the skills and knowledge of our staff. While the expenditures remained below the original budget, we were able to optimize available resources, leverage internal expertise, and collaborate with external partners to deliver impactful professional development programs. This resulted in spending less than planned. Despite spending less than the budgeted amount, we remain dedicated to prioritizing professional development in the upcoming 2023/24 school year.

Action 3.12 - Transportation

Reason for difference: A shortage of bus drivers posed a challenge in providing transportation for our Low Income and Foster Youth students. This resulted in spending less than planned. We remain committed to exploring alternative transportation options in the upcoming year of 2023/24 to ensure equitable access to after-school activities, sports, clubs, and tutoring services.

Action 3.13 - Independent City

Reason for difference: We successfully implemented and executed a highly successful Independent City event. Through careful planning, streamlined processes, generous donations, and effective cost management, we were able to optimize our expenditures. By maximizing the use of available resources and exploring innovative

solutions, we reduced unnecessary expenses while maintaining the quality of services provided. This resulted in spending less than planned.

Action 3.14 - Diversity Training

Reason for difference: Despite partial implementation, our commitment to diversity training remained strong. By optimizing available resources, we were able to achieve impactful results while remaining cost-effective. This resulted in spending less than planned. We ensured that training that was delivered provided valuable insights and equipped participants with the necessary tools for fostering inclusivity. Positive feedback from participants reinforced the significance of ongoing diversity training. Going forward, we will continue allocating resources strategically and exploring affordable solutions to fully implement comprehensive diversity training. Our unwavering dedication to fostering a diverse and inclusive workplace drives us to expand the reach and impact of our diversity initiatives in the upcoming year.

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

LCAP Goal 3 - "Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth". All of the improved actions and services related to Goal 3 were either fully or partially implemented. Our success and areas of improvement can be measured through eleven state and local indicators, which include Williams' requirements, surveys, suspension and expulsion rates, attendance, chronic absenteeism, and dropout rates.

3.1/3.2/3.3 - Access to Standards-Aligned Instructional Materials/Facilities in "Good" Repair/Fully Credentialed and Appropriately Assigned Teachers

All mandates and stipulations concerning the hiring of fully qualified teachers, the provision of adequate instructional materials and textbooks that align with California State Standards, and the maintenance of secure, clean, and safe facilities, as required by Williams legislation, were followed and found to be in compliance and adequate.

3.4 - CTE Programs

The CTE pathways remain highly popular among students and well-attended. This year, we have continued to support CTE course sections and have also provided more teachers with action plans and financial incentives to obtain proper credentials for their CTE courses. Additionally, we have offered Capstone classes in our Bio-medical Pathways at LHS and EHS. The newer Academies at EHS (Education and Social Service) and QHHS (Television and Video Academy) have made notable progress and growth. Students have expressed their appreciation and enjoyment of participating in the academies, with many even indicating college majors based on their academy selections. As a result, enrollment in the academies has been steadily increasing every year.

3.5/3.6 - Recruit and Retain Teachers/Improve Attendance

The recruitment of highly effective teachers and the improvement of school safety, culture, and climate are ongoing priorities for our Director of Personnel. She works collaboratively with site and district administrators to achieve these goals. In addition, our Director of Attendance has been actively involved in enhancing student enrollment and retention practices by closely collaborating with Student Services and Community Attendance Workers at the various sites.

3.7 - Student Support Centers

Throughout this year, our Student Support Centers remained a vital resource for all comprehensive campuses. With the support of our At-Risk Coordinators, these centers provided a safe and supportive space where students received individualized mentoring and guidance, along with academic, behavioral, and social-emotional support during the school day. We worked to re-establish our efforts in creating an MTSS Framework that was to be implemented districtwide. A collaborative MTSS Build Team met throughout the year with representatives from every campus, including certificated, classified, and administrative personnel, to work on creating common definitions and identifying our common assurances. The individualized mentoring, guidance, and support provided by the Student Support Centers have helped students improve academically, behaviorally, and emotionally. The MTSS Framework has also been effective in providing a common language and approach to supporting students across all campuses. By involving representatives from every campus and personnel from different job categories in the MTSS Build Team, the District was able to create a cohesive approach that is consistent and effective in addressing the needs of students.

3.8 - Implement PBIS

Our District Coordinator of Student Services remains dedicated to reinforcing and expanding our Positive Behavior Intervention Supports (PBIS) program across all school sites. We have been utilizing School-wide Information System (SWIS) reports to facilitate a proactive approach towards behavior management. The behavioral support staff, counselors, administrators, and teachers use SWIS to gain insights into the behavioral antecedents and implement positive interventions and supports for our students. This has been an effective tool for improving our understanding of student behavior and promoting a positive school environment.

3.9 - Classified Professional Development

We extended professional development to include a wider range of offerings to classified staff, such as restorative practices, PBIS, and Non-violent Conflict Intervention

(NCI), to deepen and expand implementations districtwide in areas of climate, culture, social-emotional supports, and school safety. Classified staff provided positive feedback on the training, and educational partners suggested the need for more collaboration with mental health agencies to provide adequate Tier 2 and 3 supports and interventions that effectively address the social-emotional needs of our students.

3.10 - Safe, Secure, and Positive Learning Environments

To ensure a safe school environment and effective implementation of PBIS, the provision of extra release periods for administrative interns has been ongoing. The feedback received from staff has been encouraging, with teachers feeling more supported in their classrooms and their comprehension of PBIS. This year, PBIS site teams have been regularly meeting and working alongside the District coordinator of PBIS to enhance their knowledge of the diverse interventions and support systems across all implementation tiers, and their correlation with data analysis. Unduplicated students and their families were engaged with a more positive and connected learning experience by The Director of Equity, along with District coordinators and various support personnel, who coordinated services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff. They provided additional mentoring opportunities to address social-emotional, behavioral and academic needs and build positive relationships with EL, FY and LI students and families.

3.11 - Supplemental Interventions

School site administrative, certificated, and classified staff, along with District administrative and certificated staff coordinated services to provide supplemental interventions and supports that aligned with the following LCAP actions to further address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to LCAP action 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.12, 2.3, 2.7, 2.10, 2.11, 3.8, 3.11, 4.4, and 4.6. The success of this effort can be measured through academic achievement data, such as improved grades and test scores, as well as through increased participation and engagement in school activities and programs. The LCAP action plan provides a framework for measuring progress and ensuring that resources are directed towards the areas that will have the greatest impact on student success.

3.12 - Transportation

Due to a shortage of bus drivers, we faced challenges in providing transportation to our Low Income and Foster Youth students. However, students have expressed positive feedback about the flexibility offered by bus passes, which have enabled them to fully participate in after-school activities, sports, clubs, and tutoring services. To off-set the inability to schedule buses/ transportation, we purchased additional vans to be used by the school sites in order to work toward full implementation of this improved action/service.

3.13 - Independent City

The effectiveness of Foster Youth engagement and support can be seen through the successful reinstatement of the Independent City event, which saw a turnout of over 150 foster youth attendees. This event provides crucial support to foster youth, offering them resources and guidance for their academic and personal growth. By providing a space for foster youth to connect and access important resources, we are able to empower them to succeed and overcome obstacles they may face. This event also serves as a testament to the commitment of our district to prioritize the needs of our foster youth population.

3.14 - Diversity Training

Diversity training was provided to administrative, classified, and certificated staff throughout the year to increase their awareness of our diverse student and community populations. The training aimed to increase understanding and support for Foster Youth (FY) and Low Income (LI) students experiencing homelessness, to enable them to increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options. The training helped to create a more inclusive and welcoming environment for all students and helped to promote an appreciation of diversity and cultural competency among staff.

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.

After receiving feedback from our educational partners, analyzing state and local metrics, and our continuing commitment to meeting the needs of your FY, LI, and EL students, we determined to make the following adjustment to our current LCAP actions and metrics:

Action 3.13 - We will be increasing our allocation of resources in order to enhance our "Independent City" event and implement "Resilient Scholar" meetings in order to serve additional Foster Youth and to be able to provide additional resources and support than we currently are.

One improved action/service has been added to the 2023/24 LCAP for Goal 3.

Action 3.15 - Multi-Tiered System of Supports (MTSS)

The successful implementation of the District's Multi-Tiered System of Supports (MTSS) model and vision will be led by the Director of MTSS, along with District coordinators, directors, and various support personnel. This effort will focus on providing Tier II and Tier III interventions for English Learner (EL), Foster Youth (FY), and Low Income (LI) students in order to enhance their academic achievement, as well as their behavioral, and social-emotional well-being. They will support MTSS school site teams, provide professional training for school staff and teachers, offer resources related to MTSS, guide school-based processes, and monitor data to establish goals and provide academic, behavioral, and social-emotional tiered interventions to English Learner (EL), Foster Youth (FY), and Low Income (LI) students. This will enhance their academic achievement, as well as their behavioral and social-emotional well-being, which will be demonstrated through improved academic achievement, increased attendance, decreased suspensions, and improved local climate survey results.

Metric 8 - Attendance Rate

For the 2022/23 school year, the LCAP metric "Attendance Rate" transitioned to PowerSchool data, ensuring greater accuracy and transparency in our evaluation and planning processes.

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 educational partners 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.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI, and EL student group data, supported with actions that offer increased and improved services for parents and community partners to ensure equitable outcomes for FY, LI, and EL students. The metrics used to measure the effectiveness of this goal include parent participation on climate surveys, District app followers, and local indicators that measure parent and family engagement. The base actions to support this goal for all students include the base services to maintain the PowerSchool student information system and additional increased and improved actions to address the needs of LI, EL, and FY students and families through additional and enhanced virtual tools-Parent Link apps, district and school websites, survey tools, parent workshops, school and community events, so that the District can communicate effectively with all educational partners and continue to build relationships in the community that help provide all of our students with innovative educational opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent participation	2,654 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 93% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2020-2021	1,659 responses to Fall Climate survey 94% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 92% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2021-2022	1,733 responses to Fall Climate survey 91% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 86% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 89% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2022-2023 Qualtrics		3,000 responses to Fall Climate survey 100% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 96% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics

	Qualtrics	Qualtrics			
District App Followers	35,531 2020-2021 AVUHSD App	54,806 2021-2022 AVUHSD App	58,690 2022-2023 AVUHSD App		35,000 Maintain 2023-2024 AVUHSD App
Parent and Family Engagement (Local Indicator)	Standard Met 2020-2021 Local Indicator	Standard Met 2021-2022 Local Indicator	Standard Met 2022-2023 Local Indicator		Standard Met 2023-2024 Local Indicator
Winter LCAP Survey Rate the school on effectively communicating with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.	2023 83% of Parents Agree				2024 88% of Parents Agree

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.	\$513,000.00	No
2	Qualtrics	District and site support staff will utilize a survey data/analytics platform to better communicate important information to English Learner (EL), Foster Youth (FY), and Low Income (LI) students, and families. Responses can be disaggregated by teacher, subject, grade level, and student group, to garner feedback and assess academic, social-emotional, behavioral and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students from various surveys, to increase student achievement, parent communication, parent access and usage of digital apps, district websites, and student information systems.	\$175,000.00	Yes
3	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, in multiple formats, to increase access to academic, intervention, enrichment and extra-curricular activities, for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by "Parent Link" usage reports and parent/ student surveys.	\$60,500.00	Yes

4	EL Parent Workshops	EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), as well as provide opportunities for parents to attend conferences, such as CAFE, in order to provide college information, goal setting, financial aid, and parenting workshops, for non-English speaking parents of EL students, to increase equitable access to educational opportunities for English Learners and to increase positive parent-teacher partnerships for non-English speaking parents.	\$1,392,923.00	Yes
5	Outreach to Spanish-Speaking Parents	District EL certificated and classified support staff will partner with a local Spanish language radio station to host radio programs that inform listeners of District educational programs, services, and highlights, in English and Spanish, to increase communication and increase EL participation in educational programs and services, as evidenced by increased participation, completion, and pass rates in rigorous courses and programs such as CTE, AP, and Seal of Biliteracy.	\$46,500.00	Yes
6	Parent/Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff and external consultants such as PIQE (Parent Institute for Quality Education), to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, parent orientation meetings, and community events, in order to increase contact and interaction with English Learner (EL), Foster Youth (FY), and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY, and LI student participation in rigorous courses, programs, interventions, and enrichment options, as evidenced by increased participation, completion, and pass rates in AP, CTE, and AVID elective sections.	\$514,998.00	Yes
7	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 English Learner (EL), Foster Youth (FY), and Low Income (LI) students in rigorous courses and programs, as evidenced on positive local survey results and increased student participation, completion, and pass rates in AP, CTE, VAPA, AVID, enrichment, tutoring, and extra-curricular activities.	\$1,069,257.00	Yes
8	SEL Supports	In order to better support and provide for the social- emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students, the District will implement a promotional campaign that focuses on the numerous SEL Supports that currently exist, in order to increase awareness and engagement with the families, educational and community partners of the District, as well as individual schools.	\$500,000.00	Yes

Goal Analysis for 2022-2023

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.

Goal 4, "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities," included 8 improved actions and services for the 2022/23 LCAP.

All 8 actions in Goal 4 were fully implemented.
8 of 8 actions were implemented fully

A primary objective for the year was to strengthen our connection with parents, guardians, students, and the community, aiming not only to enhance activities and services under Goal 4 but also to address the unique requirements of various student populations. We concentrated on promoting efficient communication and cultivating robust relationships within the community to achieve this goal.

We achieved remarkable success with our EL Parent Workshops and Parent/Family Collaboration initiatives (4.4 and 4.6). Our workshops and conferences were designed to empower parents of English Learners and non-English speaking parents of ELs with the knowledge and skills necessary to participate as consultants in the development, planning, and evaluation of our programs, actions, and services. We offered hybrid formats to accommodate different preferences, with options to attend in-person or virtually. Our parents actively participated in two-way communication at our advisory meetings, asking insightful questions and providing valuable input. In the past year, we took our DELAC parents to CAFE, offered two sessions of "Disciplina Positiva", and implemented the Parent Institute for Quality Education (PIQE) at eleven school sites (comprehensive and alternative) in two separate sessions. The programs received overwhelming participation, with hundreds of parents attending and/or graduating. We also extended the benefits of the PIQE program to English speaking parents at the same eleven comprehensive and alternative school sites, as well as offering various virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, and parent orientation meetings. Our success in these endeavors is reflected in our impressive rating of 4.4/4.6, demonstrating our commitment to promoting parent engagement and collaboration in our educational programs.

One challenge we faced was hiring a new Director of Communication halfway through the year to improve districtwide communication (4.7). The Director had to familiarize herself with the District's communication strategies, policies, and educational partners. To move forward, we conducted a review of our communication strategies, policies, and partnerships to identify areas that needed improvement. We also provided the Director with additional training and support to ensure that she could effectively carry out her responsibilities. Moving forward, we will continue to prioritize effective communication and ensure that our Director of Communication is fully equipped to succeed in her role. We will also evaluate and adjust our communication strategies as needed to meet the needs of our community and keep everyone informed and engaged.

There were no planned actions in LCAP Goal 4 that differed substantively from how they were described in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 4.3 - Parent Link

Reason for difference: The Parent Link program was successfully implemented with split funding. This resulted in spending less than planned. Despite spending less than the allocated budget, we effectively implemented this program to improve parent engagement and communication. We remain committed to its ongoing implementation and enhancement in the future.

Action 4.4 - EL Parent Workshops

Reason for difference: We fully implemented EL parent workshops, dedicating increased resources compared to the previous year. We ensured that the workshops were comprehensive, informative, and well-received by participating parents. The positive feedback and increased engagement from EL parents highlighted the effectiveness of our efforts. However, the actual expenditure was less than the budgeted amount, which had been significantly higher than 2021/22. This resulted in spending less than planned. Moving forward, we will continue to prioritize the full implementation of EL parent workshops, seeking opportunities to further optimize our resources. By evaluating the effectiveness of our strategies, collaborating with community partners, and leveraging innovative approaches, we aim to maximize the impact of these workshops and better support EL students and their families.

Action 4.5 - Outreach to Spanish-Speaking Parents

Reason for difference: We collaborated with Café Con Leche, a local organization, to implement a successful initiative. By partnering with Café Con Leche, we were able to leverage their expertise and resources in implementing the initiative. Together, we created a valuable program that met our objectives while staying within the budget constraints. This collaboration proved to be cost-effective, as the actual expenditure was lower than initially anticipated. This resulted in spending less than planned.

Action 4.6 - Parent/Family Collaboration

Reason for difference: We collaborated with various Parent/Family organizations to implement a comprehensive program that promoted parent and family engagement. We allocated increased resources to ensure the successful implementation of this initiative, specifically targeting the needs and interests of parents and families. Through the implementation of our program, we provided informative and engaging workshops that received positive feedback from participating parents. Despite the program's success, we were able to manage the costs effectively and this resulted in spending less than planned. Looking ahead, we remain committed to further enhancing our Parent/Family collaboration efforts. We will continue to evaluate the impact of our workshops, explore new avenues for engagement, and leverage partnerships with community organizations to ensure continued success.

Action 4.7 - Increase Communication

Reason for difference: We implemented an enhanced communication strategy aimed at improving information dissemination and engagement. However, the effectiveness of the implementation was impacted by the delayed hiring of a Director of Communication, who joined the team halfway through the year. This resulted in spending less than planned. We remain committed to building upon the progress made during the year and leveraging the expertise of our Director of Communication. We will continue to prioritize transparent and proactive communication, ensuring that stakeholders are well-informed and engaged in our initiatives.

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

LCAP Goal 4 - "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities". All of the improved actions and services related to Goal 4 were either fully implemented. Our success and areas of improvement can be measured through three local indicators, which include parent participation, District app followers, and parent/family engagement.

4.1 - PowerSchool

Throughout the year, PowerSchool was updated to provide parents, students, counselors, teachers, and administrators with more comprehensive achievement information. This effort aims to improve the overall effectiveness of the student information system. Improving the functionality and accessibility of a student information system had a positive impact on educational outcomes. By providing more comprehensive achievement information to various educational partners, such as parents, students, counselors, teachers, and administrators, PowerSchool helped identify areas where students needed extra support or intervention, facilitated communication and collaboration among stakeholders, and ultimately improved student achievement. It was important to continually monitor and evaluate the impact of these updates over time to ensure they were achieving their intended goals.

4.2 - Qualtrics

We maintained our partnership with Qualtrics to help us gather both quantitative and qualitative data from all educational partner groups. The objective was to assess the efficacy of our programs and to aid us in presenting the data in user-friendly formats that can be easily shared across all educational partner groups. Gathering both quantitative and qualitative data from all educational partner groups can provide valuable insights into the efficacy of educational programs. Using this data to present information in user-friendly formats that can be easily shared across all educational partner groups may have helped facilitate communication and collaboration and ultimately improved educational outcomes. The partnership with Qualtrics helped to streamline the data collection and analysis process, allowing for more efficient and effective decision-making.

4.3 - Parent Link

District and site staff utilized the "Parent Link" system to message families through phone, text, and email. They also created a digital app and coordinated social media to provide information in multiple formats, aiming to increase access to academic, intervention, enrichment, and extracurricular activities for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families. The objective was to improve communication practices and this was reflected in Parent Link usage reports and Parent/Student surveys. Through the use of the Parent Link system and other communication channels, district and site staff were able to reach a wider audience of families and provide them with important information about academic opportunities and resources. The use of multiple formats also helped to increase accessibility for families who may have different preferences or limitations in terms of technology. The reported increase in Parent Link usage and positive feedback from Parent/Student surveys suggest that these efforts were effective in improving communication practices between schools and families.

4.4 - EL Parent Workshops

EL district and site certificated and classified support staff coordinated services with external consultants, such as "Disciplina Positiva" and PIQE (Parent Institute for Quality Education), as well as provided opportunities for parents to attend conferences, such as CAFE, in order 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. These efforts were effective in providing non-English speaking parents with valuable information and resources to support their child's education and improve parent-teacher partnerships. By partnering with external consultants and offering opportunities for parents to attend conferences, the District was able to provide targeted support for EL students and their families. Additionally, by focusing on equity and accessibility, the District was able to address the needs of underrepresented groups within the community. Over 200 parents/guardians graduated from the PIQE program in 2022/23 and over 100 parents participated in "Disciplina Positiva". Ongoing evaluation and assessment can help ensure that these efforts remain effective in meeting the needs of EL students and their families.

4.5 - Outreach to Spanish-Speaking Parents

District EL certificated and classified support staff partnered with a local Spanish language radio station to host radio programs that informed listeners of District educational programs, services, and highlights in both English and Spanish. The partnership with a local Spanish language radio station helped to increase outreach to Spanish-speaking families and provide them with important information about District educational programs and services. The use of both English and Spanish languages also helped to improve accessibility and communication for families who primarily speak Spanish. The effectiveness of the radio programs is difficult to assess without more specific information or data. However, it is possible that the radio programs were successful in raising awareness of District educational opportunities and services among Spanish-speaking families, ultimately leading to increased engagement and improved outcomes for EL students and families. It is important to continue evaluating the impact of this partnership over time to ensure that it remains effective in meeting the needs of EL students and families.

4.6 - Parent/Family Collaboration

District certificated and classified support staff coordinated services with various site certificated and classified staff and external consultants such as PIQE (Parent Institute for Quality Education) to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, parent orientation meetings, and community events. These efforts aimed to increase contact and interaction with English Learner (EL), Foster Youth (FY), and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY and LI student participation in rigorous courses, programs, interventions and enrichment options. These efforts were effective in engaging parents and increasing student participation and success in rigorous courses, programs, interventions, and enrichment options. By providing opportunities for parents to engage with the school and district in a variety of ways, the District was able to increase parent involvement and support for EL, FY, and LI students. Additionally, by focusing on increasing access to rigorous coursework, the District was able to help ensure that all students have the opportunity to succeed and reach their full potential. Over 200 parents/guardians graduated from the PIQE program in 2022/23 and over 100 parents participated in "Disciplina Positiva". Ongoing evaluation and assessment can help ensure that these efforts remain effective in meeting the needs of EL, FY, and LI students and their families.

4.7 - Increase Communication

The Director of Communication coordinated services with various district and site certificated and classified personnel to improve the engagement of families and community partners with the schools and District. This was achieved by utilizing various agencies to increase communication and outreach efforts of the District's educational programs, services, interventions, enrichment, and extra-curricular options. The coordination of services between the Director of Communication and district and site personnel helped to improve engagement with families and community partners by increasing awareness and understanding of educational programs and services. The use of various agencies also helped to expand outreach efforts and reach a wider audience of families and community members. The increased communication and outreach efforts led to improved engagement and outcomes for students and families. Additionally, by collaborating with community partners, the District was able to better understand the needs of the community and develop more targeted and effective programs and services. Continual evaluation and assessment of these efforts can help ensure that they remain effective in meeting the needs of the District and its community partners.

4.8 - SEL Supports

The District implemented a promotional campaign to better support and provide for the social-emotional, behavioral, and physical needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students. The campaign focused on the numerous SEL supports that already existed. The promotional campaign was effective in increasing awareness of existing SEL supports for EL, FY, and LI students, and promoting their use. By providing targeted support for the social-emotional, behavioral, and physical needs of these students, the District was able to improve outcomes and increase engagement. It is important to continue monitoring and evaluating the impact of these efforts to ensure that they continue to meet the needs of EL, FY, and LI students and families.

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.

After reviewing the feedback from our educational partners, analyzing the local metrics data, and maintaining our dedication to catering to the needs of our FY, LI, and EL students, we concluded to implement the subsequent modifications to our existing LCAP actions and metrics:

4.5 - Outreach to Spanish-Speaking Parents

Title of improved action/service has been changed from Café' Con Leche to Outreach to Spanish-Speaking Parents.

4.4/4.6 - EL Parent Workshops/Parent/Family Collaboration

PIQE was offered from January to June 2023. We plan to offer these workshops throughout the 2023/24 school year in order to engage as many families as possible and provide them with the tools to support their students in high school and beyond.

Metric 4 - Decision Making

Winter LCAP Survey - Rate the school on effectively communicating with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.

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
5	Ensure that students experiencing Homelessness and Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support for the addition of this goal, which was present in the prior LCAP. The revised goal now includes Homeless students, and the metrics to support this goal measure student achievement on state and local assessments, student engagement, attendance, graduation rates, suspension rates, College and Career readiness indicators, academic progress, and inclusion into the least restrictive environments for Students with Disabilities. The actions to support this goal will provide additional support and access to students experiencing homelessness and Students with Disabilities, ensuring that all students are academically proficient and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	70.3% - Students with Disabilities 2019-2020 DataQuest	64.1% - Students with Disabilities 2020-2021 DataQuest	63.5% - Students with Disabilities 2021-2022 DataQuest		67% - Students with Disabilities 2020-2021 DataQuest
A-G Completion	7.5% - SWD 2019-2020 DataQuest	12.4% - SWD 2020-2021 DataQuest	9.5% - SWD 2021-2022 DataQuest		14% - SWD 2020-2021 DataQuest
Chronic Absenteeism	31.2%- SWD 19-20 (20-21 Data Unavailable) DataQuest	35.3%- SWD 20-21 DataQuest	48.2%- SWD 21-22 DataQuest		30%- SWD 20-21 DataQuest
Local Math Assessment: NWEA MAP (All SWD)	High: 3% High Avg: 2% Avg.: 8% Low Avg.: 17% Low: 70% 2020-2021 NWEA Local Assessment & PowerSchool	High: 2% High Avg: 1% Avg.: 5% Low Avg.: 16% Low: 77% 2021-2022 NWEA Local Assessment & PowerSchool	High: 1% HiAvg: 2% Avg: 5% LoAvg: 14% Low: 78% 2022-2023 NWEA Local Assessment & PowerSchool		High: 2% High Avg: 2% Avg.: 10% Low Avg.: 20% Low: 66% 2021-2022 NWEA Local Assessment & PowerSchool
Local Reading Assessment: NWEA	High: 7% High Avg: 2%	High: 5% High Avg: 1%	High: 2% HiAvg: 4%		High: 7% High Avg: 3%

MAP (All SWD)	Avg.: 14% Low Avg.: 23% Low: 54% 2020-2021 NWEA Local Assessment & PowerSchool	Avg.: 10% Low Avg.: 20% Low: 65% 2021-2022 NWEA Local Assessment & PowerSchool	Avg: 10% LoAvg: 19% Low: 66% 2022-2023 NWEA Local Assessment & PowerSchool		Avg.: 20% Low Avg.: 20% Low:50% 2021-2022 NWEA Local Assessment & PowerSchool
Suspension Rate	11.3% SWD	0.3% SWD	14.0% SWD 2021-2022 DataQuest		0.3% SWD
CCI (College/Career Indicator)	Red - SWD Performance: 2.2% Prepared 5.9% Approaching Prepared 91.8% Not Prepared 2020 California Dashboard	NO DATA AVAILABLE	*NO DATA AVAILABLE		10% Prepared

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Least Restrictive Environment	Increase access to LRE by providing additional counseling support, staff PD, and additional support classes to serve SWD within the general education setting.	\$29,349,731.00	No
2	Increased Academic Support	Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in GE courses (CTE, Electives, non-English, and Math).	\$11,167,358.00	No
3	SPED Staff Support	Provide teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of our Special Education program.	\$10,489,115.00	No
4	Community Involvement	Workshops for parents of SWD will be provided and delivered by counseling and SPED staff in order to increase awareness, provide resources, and increase parent support of SWD. Parent surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs.	\$3,839,204.00	No
5	Suspension Rate	Provide PD for teachers in Special Education to train on implementation of MTSS in Special Education to reduce suspension rates	\$6,603,151.00	No
6	ELA and Math Proficiency	Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the SPED department, so that students can increase their achievement in ELA and Math, as evidenced by increased scores on "DigiCOACH"	\$6,804,411.00	No

		walkthroughs, increased NWEA growth scores, A-G completion rates, and CAASPP scores.		
7	Identification and Chronic Absenteeism	To improve identification of students experiencing homelessness, certificated and classified staff will receive professional development on the McKinney-Vento Act and services. In addition, to reduce the number of absences for students experiencing homelessness, particularly those who are chronically absent, certificated and classified staff will implement evidence-based strategies that promote regular attendance and address the underlying causes of absenteeism amongst homeless students. The professional development and the implementation of evidence-based strategies to promote regular attendance and address the underlying causes of absenteeism among homeless students will be provided to address the graduation rate, suspension rate, and CAASPP results of students experiencing homelessness. By improving identification and reducing absences, these efforts aim to support the academic achievement and success of homeless students.	\$249,782.00	Yes
8	Transportation	Transportation will also be provided to students experiencing homelessness attending before and after school tutoring and extra-curricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and improve overall attendance as indicated on attendance and chronic absenteeism rates.	\$1,500,000.00	Yes
9	Social-Emotional Well-Being	Comprehensive support services that address the unique social-emotional needs of homeless students and promote their well-being will be provided. This will include targeted interventions and support services that address the stress, trauma, and other social-emotional challenges that homeless students may be experiencing as a result of their unstable living situations. Support services will also include counseling, mental health services, and other forms of therapeutic support. The ultimate aim would be to ensure that homeless students have access to high-quality support services that meet their unique social-emotional needs and promote their overall well-being.	\$427,848.00	Yes
10	Academic Achievement	Students experiencing homelessness will have access to high-quality instruction, tutoring, counseling, and mental health services to improve their academic achievement, which will in turn help to address the graduation rate, suspension rate, and CAASPP results of students experiencing homelessness. These services will be tailored to address the unique needs of homeless students, providing them with the necessary support to thrive academically and succeed in their academic pursuits despite the challenges they may face. By improving their academic achievement, these efforts aim to increase their chances of graduating from high school and reaching their full potential.	\$1,332,750.00	Yes

Goal Analysis for 2022-2023

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.

Goal 5, "Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate".

All 6 improved actions and services relating to Goal 5 were fully, partially, or minimally implemented.

1 of 6 actions were implemented fully

3 of 6 actions was implemented partially

2 of 6 action were implemented minimally

The improved actions and services in pursuit of Goal 5 resulted in a diverse range of supports that empower students with disabilities. In addition to refining data programs and systems, efforts were made to diversify programs and interventions, catering to individual needs of students with disabilities and addressing the underlying factors that affect their behavior and performance. Furthermore, we strived to broaden our offerings by expanding programs and services, emphasizing enhancements and improvements in their implementation, specifically for students with disabilities.

Increasing the number of Aids, Paras, and/or additional staff (5.2) to ensure equitable access and a positive learning environment in GE courses (CTE, Electives, non-English & Math) and providing teachers, staff, supplies, services, professional development, and other operating expenditures to fulfill the requirements of the Special Education program were important steps towards creating a more inclusive and supportive educational environment. By increasing the number of Aids, Paras, and/or additional staff, schools were able to ensure that all students, regardless of their abilities or backgrounds, had access to the resources they needed to succeed. This helped to level the playing field for students who may have been facing challenges or barriers to learning, and also helped to create a more positive and inclusive learning environment. By providing professional development (5.3), teachers and staff were able to gain the knowledge and skills necessary to meet the unique needs of students with disabilities. This led to improved academic outcomes and overall well-being for students, as well as a more positive and supportive school culture. Through professional development opportunities, educators were able to learn about new strategies and best practices for working with students with disabilities. This allowed them to create more effective lesson plans, provide individualized support, and better engage with their students. As a result, this led to improved academic outcomes and increased confidence and success for students with disabilities.

One of the biggest challenges in providing an inclusive learning environment for students with disabilities is ensuring access to the Least Restrictive Environment (LRE) (5.1). Despite efforts to provide additional counseling support and staff professional development to serve SWD within the general education setting, the implementation of extra support classes was not fully realized. However, the counseling support and staff PD still provided SWD with the necessary guidance, assistance, and knowledge to navigate their academic, social, and emotional challenges. This helped them overcome any barriers to learning and ensured that they had access to the resources they needed to succeed. Furthermore, the staff PD equipped educators with new strategies and techniques to address the diverse needs of SWD and create a more inclusive learning environment. Despite the challenges posed by the lack of implementation of extra support classes, the efforts made to increase access to LRE through counseling support and staff PD still provided SWD with the resources and support they needed to succeed in the general education setting.

There were no planned actions in LCAP Goal 5 that differed substantively from how they were described in the adopted LCAP.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 5.2 - Increased Academic Support

Reason for difference: Increasing the number of Aids, Paras, and/or additional staff in GE courses and fulfilling the requirements of the Special Education program were crucial steps toward creating a more inclusive and supportive educational environment. This resulted in spending more than planned. Despite spending more than budgeted, this investment ensured equitable access, leveled the playing field for all students, and fostered a positive learning atmosphere.

Action 5.3 - SPED Staff Support

Reason for difference: We partially implemented SPED staff support through professional development, although the expenditure was less than what was budgeted. This resulted in spending less than planned. While the actual expenditures were lower than anticipated, we maintained a focus on utilizing available resources effectively to maximize the impact of the SPED programs. We made strategic decisions to prioritize essential areas and optimize our spending without compromising the quality of support provided to teachers of students with special needs. While progress was made in providing PD for SPED staff, further implementation and improvement are needed. Equipping our staff with the necessary knowledge and skills remains a focus and priority as we move forward into the next academic year.

Action 5.5 - Suspension Rate

Reason for difference: The implementation of providing professional development for special education staff with the aim of reducing suspension rates, experienced minimal implementation. This resulted in spending less than planned. The reasons for these limitations were multifaceted and extended beyond resources. Factors contributing to the minimal implementation included challenges in scheduling and organizing professional development sessions and competing priorities. Moving forward, it is crucial to address these barriers and prioritize the effective implementation of PD for special education staff. This will ultimately contribute to a more inclusive and supportive learning environment for all students, reducing suspension rates, and fostering their academic and social-emotional growth.

Action 5.6 - ELA and Math Proficiency

Reason for difference: The difference between budgeted and actual expenditures in this action was primarily due to the availability of alternative support resources, including TOSAs and District coordinators. Alongside the Instructional Partners, these additional support resources resulted in spending less than planned. TOSAs and district coordinators played a vital role in providing professional development and instructional support to SPED teachers, with the goal of improving student achievement in ELA and Math. The District remains dedicated to enhancing student outcomes through the combined efforts of these initiatives and continues to prioritize achievement in ELA and Math for students in special education programs.

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

5.1 - Access to Least Restrictive Environment

The provision of additional counseling support and extra support classes to increase access to the Least Restrictive Environment (LRE) for students with disabilities (SWD) in the general education setting was partially implemented. However, the counseling support provided SWD with the necessary guidance, assistance, and resources to navigate academic, social, and emotional challenges, resulting in improved academic outcomes and well-being for these students.

5.2 - Increased Academic Support Success

Despite facing staffing shortages, increasing the number of Aids, Paraeducators, and/or additional staff to ensure equitable access and a positive learning environment in GE courses (CTE, Electives, non-English & Math) was a success. While full implementation was challenging, the efforts made to provide additional support to students led to improved academic outcomes and a more positive and inclusive school culture. Moreover, the decision to actively recruit in 2023/24 further underscores the success of this initiative and reflects a continued commitment to enhancing student learning and success.

5.3 - SPED Staff Support

Providing teachers, staff, supplies, services, and professional development was highly effective. These resources were critical in meeting the needs of students with disabilities and supporting their academic progress. The comprehensive approach taken towards providing specialized instruction, accommodations, and services tailored to each student's individual needs resulted in improved academic outcomes and overall well-being for these students.

5.4 - Community Involvement

During the 2022/23 school year, offering parent engagement workshops and trainings to all parents in the district, including those with students with disabilities, was effective in promoting parent involvement in their child's education. However, recognizing the unique needs of parents of students in special education, efforts will be made to provide workshops and training specifically tailored to their needs in the upcoming 2023/24 school year. This targeted approach will help to further enhance parent engagement and support the academic progress of students with disabilities.

5.5 - Suspension Rate

During the 2022/23 school year, the implementation of Professional Development (PD) for teachers in Special Education, focused on the implementation of MTSS in Special Education, did not meet our expectations in reducing suspension rates as effectively as we had hoped. The impact achieved was not as significant as anticipated, and we acknowledge that there is room for improvement. However, despite the challenges faced, we remain committed to addressing this issue in the upcoming 2023/24 school year. We understand the importance of supporting the academic and social-emotional growth of all students, including those with disabilities. To that end, we will continue our efforts to provide ongoing PD opportunities for teachers in Special Education. These PD sessions will be designed to equip teachers with the latest tools, strategies, and resources needed to effectively support their students. We recognize that creating an inclusive and supportive learning environment requires continuous improvement, and we are dedicated to exploring innovative approaches and strategies to enhance outcomes for students with disabilities.

5.6 - ELA and Math Proficiency

Although minimally implemented, providing professional development and classroom walkthrough feedback to teachers in the Special Education Department had a

positive impact on ELA and math student achievement during the 2022/23 academic year. This was supported by an increase in NWEA growth scores. Moving forward, the department plans to build on these successes and fully implement these strategies and interventions in the 2023/24 academic year.

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.

As a requirement of the California Department of Education, AVUHSD will revise Goal 5 to include Homeless students, in addition to Students with Disabilities, as they have historically been low-performing student groups in our district.

Four improved actions/services have been added to the 2023/24 LCAP for Goal 5.

5.7 - Identification and Chronic Absenteeism

To improve identification of students experiencing homelessness, certificated and classified staff will receive professional development on the McKinney-Vento Act and services. In addition, to reduce the number of absences for students experiencing homelessness, particularly those who are chronically absent, certificated and classified staff will implement evidence-based strategies that promote regular attendance and address the underlying causes of absenteeism amongst homeless students. The professional development and the implementation of evidence-based strategies to promote regular attendance and address the underlying causes of absenteeism among homeless students will be provided to address the graduation rate, suspension rate, and CAASPP results of students experiencing homelessness. By improving identification and reducing absences, these efforts aim to support the academic achievement and success of homeless students.

5.8 - Transportation

Transportation will also be provided to students experiencing homelessness attending before and after school tutoring and extra-curricular events, so they can meaningfully participate in educational programs, have equitable access to interventions and enrichment options, and feel connectedness to their school site, in order to improve academic achievement, school engagement, access to enrichment programs, and improve overall attendance as indicated on attendance and chronic absenteeism rates.

5.9 - Social/Emotional Well-Being

Comprehensive support services that address the unique social-emotional needs of homeless students and promote their well-being will be provided. This will include targeted interventions and support services that address the stress, trauma, and other social-emotional challenges that homeless students may be experiencing as a result of their unstable living situations. Support services will also include counseling, mental health services, and other forms of therapeutic support. The ultimate aim would be to ensure that homeless students have access to high-quality support services that meet their unique social-emotional needs and promote their overall well-being.

5.10 - Academic Achievement

Students experiencing homelessness will have access to high-quality instruction, tutoring, counseling, and mental health services to improve their academic achievement, which will in turn help to address the graduation rate, suspension rate, and CAASPP results of students experiencing homelessness. These services will be tailored to address the unique needs of homeless students, providing them with the necessary support to thrive academically and succeed in their academic pursuits despite the challenges they may face. By improving their academic achievement, these efforts aim to increase their chances of graduating from high school and reaching their full potential.

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 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$48,225,154.00	\$3,795,937.00

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
19.86%	6.39%	\$14,643,086.16	26.25%

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

Students in the AVUHSD who come from Low Income households (LI) and foster care (FY) backgrounds are at a heightened risk of dropping out of school and facing obstacles in accessing higher education. Similarly, English Learner (EL) students in the AVUHSD require exposure to real-world experiences to bolster their understanding of key concepts and literacy skills. To facilitate this, offering guided tours to colleges, universities, and career-related destinations can be highly beneficial. This exposure can help students learn about various college and career options, and connect their daily coursework to their future aspirations, resulting in improved graduation rates and A-G rates.

1.2 - College Readiness Exams

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students may encounter obstacles in mastering essential standards in English Language Arts (ELA) and Math. Specifically, Low Income and Foster Youth students may have limited access to additional academic supports and may lack a sense of self-efficacy. Meanwhile, EL students may require extra literacy instruction, support, and interventions. To address these challenges, teachers will analyze the results of the PSAT assessment by student group and use the findings formatively. This feedback will inform instructional planning and targeted interventions to address achievement gaps in math and literacy, and to build student confidence in their preparation for the SAT. Through these efforts, students will develop critical skills, close achievement gaps, and gain the confidence needed to perform well on the SAT, thereby increasing their access to College and Career Preparedness. This will be demonstrated by improved NWEA growth scores, CAASPP/EAP scores, and College and Career Readiness rates.

1.3 - AP Training and Tutoring

Low Income (LI), Foster Youth (FY), and English Learner (EL) students in AVUHSD face barriers in accessing higher-level courses, as they are often disproportionately placed in remedial courses when compared to their non-identified peers. To ensure that LI, FY, and EL students have equitable access to AP courses and succeed on AP tests, counselors will work in coordination with teachers and administrative site teams each semester. This collaborative effort will result in the placement of

identified LI, FY, and EL students in AP courses taught by AP-trained teachers. Additionally, these students will receive additional academic and tutoring support to accelerate their learning and increase their ability to pass AP tests with qualifying scores. By providing these supports, LI, FY, and EL students will have increased access to higher-level education and be better prepared for college and career success. This increased access will be demonstrated by a rise in enrollment in AP classes.

1.4 - Expanded Learning Opportunities

Low Income (LI), Foster Youth (FY), and English Learner (EL) students in AVUHSD may face barriers due to a lack of early learning opportunities and academic support. This can lead to skill gaps that make it difficult to connect with rigorous academic content standards. To address this issue, teachers and other support personnel, including virtual tutors, will use the results of NWEA Map assessments to provide standards-aligned tutoring. This tutoring will target the immediate skill gaps of students, enabling them to increase their access to the core curriculum, achieve growth targets, and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA. By addressing skill gaps and providing targeted support, LI, FY, and EL students will be better equipped to succeed in their coursework and make meaningful connections to academic content standards.

1.5 - Formative Assessment

Low Income (LI) and Foster Youth (FY) students in AVUHSD may face barriers due to a lack of early learning opportunities and academic support, which can result in skill gaps. Additionally, English Learner (EL) students may require additional monitoring and literacy support strategies to increase their access to learning opportunities that support their conceptual understanding of rigorous content standards in ELA, Math, and Science. To address these issues, teachers and leadership teams will implement frequent and formative assessment and monitoring efforts. These efforts will help identify skill gaps and allow for the development of best first instruction and interventions that more closely target instructional needs. This targeted instruction will enable identified students to master core content standards in Math, ELA, and Science, accelerating their progress on NWEA Map and CAASPP assessments. Success will be measured by learning growth and improved achievement, as shown on local and state assessments. By providing additional support and monitoring, AVUHSD can help LI, FY, and EL students overcome barriers to academic success, thereby improving their access to learning opportunities and helping them to achieve their full potential.

1.6 - ELA and Math Supports

AVUHSD students from Low Income (LI) backgrounds and those in foster care (FY) face obstacles when it comes to accessing early learning opportunities and academic support. This can lead to difficulty in mastering rigorous ELA and Math standards, which can impact their self-esteem and increase their risk of academic failure. English Learner (EL) students also require additional monitoring and literacy support strategies to help them overcome anxiety and gain greater access to learning opportunities that support their conceptual understanding of ELA and Math standards. To address these challenges, identified students will be placed in smaller classes for Math and Literacy support with a maximum teacher-student ratio of 25:1. Math and Literacy support teachers will analyze NWEA Map-Math, ELA, and Reading Inventory assessment results to plan and provide daily small group instruction to students. The curriculum will include literacy and technology intervention that increase conceptual understanding and support meaningful participation in class while also accelerating learning and closing achievement gaps. The success of these interventions will be measured by learning growth and improved achievement as shown on local and state assessments.

1.9 - Student-Free Professional Development Days

AVUHSD students who are Low Income (LI) or Foster Youth (FY) face significant barriers due to a lack of early learning opportunities and academic supports, which can result in skill gaps and increased risk of failure. Similarly, English Learner (EL) students may face additional challenges in making connections to rigorous academic content standards, which can lead to feelings of anxiety and isolation. To address these issues, the District will provide highly effective teachers who are equipped with a variety of strategies to provide differentiated, best-first instruction, engagement, formative assessment, monitoring, intervention, and Social-Emotional Learning (SEL) strategies. Through ongoing formative assessment and intervention, teachers will be better equipped to identify skill gaps and barriers, and develop strategies to close them. This approach will help decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments, and A-G completion rates.

1.10- Variable Credit Recovery

AVUHSD's Low Income (LI) and Foster Youth (FY) students may face challenges in accessing early learning opportunities, which can hinder their ability to achieve rigorous standards in ELA and Math, leading to higher rates of school dropouts and academic failure. English Learner (EL) students may require additional literacy support and interventions to address skill gaps and alleviate anxiety, enabling them to access core content standards. To increase academic success, teachers will offer credit retrieval options for students in grades 9-12 who have struggled in traditional core content classes. Every quarter, teachers and support personnel will review grades in Data Central and identify students with low grades and credit counts, placing them in alternative credit retrieval programs to provide additional opportunities to master core content and pass their classes. These efforts aim to increase A-G and Graduation rates, thereby improving outcomes for students.

1.11- Enhanced Data Systems

AVUHSD Low Income (LI) and Foster Youth (FY) students may face challenges in accessing early learning opportunities, which can result in poor educational outcomes and a higher risk of failure. English Learner (EL) students need additional monitoring of their progress and exposure to rigorous courses to ensure equitable learning opportunities and make sufficient progress in ELA and Math. To support these students, the Coordinator of Data Analysis and Computer Science Principles will work with District Data Specialists and Site Data Techs to enhance Data Central and provide training to data teams. They will deliver timely and accurate information, alerts, and connections to other data systems to provide early warning signals on student performance, enabling students to increase their proficiency in core content classes and have equitable access to A-G completion, leading to increased A-G completion rates. Moreover, the Coordinator of Data Analysis and Computer Science Principles will work with site teams to integrate Computer Science principles into regular courses, ensuring equitable access to rigorous courses and increasing access to higher education for identified students. This will be evidenced by increased NWEA Map growth rates, Grad Rates, and A-G completion rates.

1.12 - Ancillary Instructional Materials

Low Income (LI) students and Foster Youth (FY) students may encounter financial obstacles that can create difficulties in accessing adequate academic supports, including necessary instructional materials and supplies. This can limit their equitable access to the core curriculum, increasing the likelihood of academic struggles and dropout rates. Similarly, English Learner (EL) students may experience challenges in connecting the fundamental concepts of the curriculum to their previous knowledge and experiences, which can lead to feelings of anxiety, confusion and isolation. To address these challenges, teachers will provide ancillary instructional materials and supplies for students to use both in the classroom and at home, thus reducing academic and financial barriers that impede learning. The increased use of these materials will help students make meaningful connections to core concepts, supporting their proficiency in core content classes, as evidenced by increased NWEA proficiency and growth scores, A-G completion rates, and graduation rates.

1.13 - Focus on Writing

AVUHSD Low Income (LI), Foster Youth (FY), and English Learner (EL) students can face significant barriers in accessing early learning opportunities, academic supports, and additional literacy instruction, leading to skill gaps and difficulties in understanding rigorous College and Career Readiness Anchor Standards. To address these challenges, District Curriculum Coordinators and Site Instructional Partners, in collaboration with external consultants, will provide professional development, coaching, and ancillary curriculum supports for teachers in grades 9-12. This support will focus on cross-disciplinary writing instruction aligned with College and Career Readiness Anchor Standards and associated rubrics, which define the literacy expectations necessary for college and career readiness. Through this support, students will receive writing instruction, assignments, and assessments that align with these rigorous standards, and teachers will be better equipped to support their students' progress. The success of this initiative will be evidenced by increased A-G completion rates, as well as improved performance on ELA CAASPP and CCI assessments.

2.2 - School Counselors/ Enhanced Counseling and Student Support Services

AVUHSD Low Income (LI) students may face challenges in their education and health due to issues such as unhealthy eating habits, physical inactivity, obesity, asthma, high rates of teen pregnancy, greater risk of dropping out of school, and limited access to higher education. AVUHSD Foster Youth (FY) students may experience more severe issues such as anger, abuse, disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD), and Attention Deficit Hyperactivity Disorder (ADHD). English Learner (EL) students may feel isolated and experience anxiety and confusion. To address these challenges, the District will employ additional Counselors, Social Workers, and other support staff who will utilize an enhanced database system to provide proactive counseling services to identified students. The goal is to offer additional tiered supports to address their social-emotional, behavioral, and physical well-being, as well as ensuring equitable access to academic, collegiate, professional, and personal growth opportunities. This will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that proactively meets the Academic, College and Career, Social-Emotional, Behavioral, and Physical needs of unduplicated students. The addition of four full-time Social Workers will better address the Tier 3 levels of support needed by identified students to ensure that they have equitable access to participate meaningfully 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. To support this work, additional concentration grant funds will be used to increase and/or retain staffing for the following positions:

- (2) Counselors (100% Targeted)
- (6) Social Workers (100% Targeted)
- (3) School Psychologists (100% Targeted)
- Coordinator of Psychological Services (50% Targeted)
- Coordinator of Guidance Services (100% Targeted)

This will be measured by increased attendance, lower suspension rates, increased student achievement, and graduation rates.

2.3 - Professional Development

AVUHSD students from Low Income (LI) and Foster Youth (FY) backgrounds require additional academic, social-emotional, and behavioral support from highly

effective teachers to ensure equitable access to rigorous academic content standards. Similarly, AVUHSD English Learner (EL) students require additional literacy support, including differentiated instruction, to access academic content standards equitably. To facilitate this support, teachers in grades 9-12 will have increased opportunities to access internal expertise from District Induction Support Staff, District Curriculum and Instruction, and Professional Development coordinators and Instructional Partners. They will also have opportunities to access external expertise through conferences and workshops. These resources will help teachers deepen their knowledge of their students and build subject matter competence to select pedagogical practices that align with State Standards curriculum and assessments. Teachers will provide differentiated, first-best instruction, formative assessment, and intervention strategies to increase academic outcomes for students. Improved outcomes will be demonstrated through AP pass rates, NWEA proficiency scores, and A-G completion rates.

2.4 - Targeted AVTI Mentoring and Supports

AVUHSD Low Income (LI) and Foster Youth (FY) students require increased academic and monitoring support from effective teachers and administrators to ensure equitable access to rigorous academic content standards and meaningful participation in educational programs. Similarly, English Learner (EL) students need differentiated instruction aligned with their ELPAC level and additional monitoring support from effective teachers and administrators to access academic content standards and participate in educational programs meaningfully. To address these needs, the Antelope Valley Teacher Induction (AVTI) coordinator will collaborate with Teacher Induction Mentors (TIMS) and district personnel to provide LI, EL, and FY students with differentiated instruction, formative assessments, and academic, social-emotional, and monitoring support. AVTI teachers and new administrators will receive additional mentoring and one-to-one support at their school sites to increase their effectiveness and student engagement, leading to increased proficiency on core state standards, as evidenced by increased A-G rates.

2.5 - Classroom Walkthroughs

AVUHSD Low Income (LI) and Foster Youth (FY) students require additional academic, social-emotional, and behavioral support in the classroom from highly effective teachers, to ensure equitable access to rigorous academic content standards and meaningful participation in educational programs. AVUHSD English Learner (EL) students require differentiated instruction, as they may face barriers due to teachers' lack of knowledge of EL strategies and culturally responsive instruction. To address these needs, Site and District Instructional Teams will use "DigiCOACH" classroom walk-through tools to conduct weekly observations in all classrooms, grades 9-12. The evidence gathered from these observations will provide teachers with weekly feedback on State Standards implementation, 21st Century teaching practices, Common Core practices, including best practices for social-emotional learning (SEL), and differentiated instruction. The effectiveness of these practices will be measured by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores.

2.7 - Career Technical Education (CTE) Opportunities

AVUHSD Low Income (LI), Foster Youth (FY), and English Learner (EL) students face challenges in accessing early learning opportunities, which can hinder their ability to succeed in rigorous AP classes and put them at a disadvantage for College and Career Readiness. To overcome these barriers, these students need additional academic and literacy support, including project-based learning activities in CTE courses and pathways that bridge the gap between learning and relevance, and enhance their understanding of core and AP classes to increase their access to college and career readiness. To facilitate this, counselors will collaborate with CTE support staff and site administrative teams each semester to review student performance and master schedules, with the aim of increasing student access to CTE courses and pathways for LI, FY, and EL students. To achieve this goal, CTE course sections on master schedules at all schools will be increased to accommodate the rising number of LI, FY, and EL students participating in CTE courses and pathways. This will be measured by an increase in CTE course sections on master schedules and higher CTE participation and completion rates for EL, FY, and LI students, including improved CCI rates for these groups.

2.8 - AVID Elective

Low Income (LI) and Foster Youth (FY) students in AVUHSD face obstacles in accessing early learning opportunities and academic support, which can negatively impact their self-perception and make it challenging to complete A-G requirements and excel in rigorous AP classes, thus putting them at a disadvantage for College and Career Readiness. Additionally, English Learner (EL) students require extra literacy instruction and interventions to access core and advanced curriculum effectively. Therefore, LI, FY, and EL students need additional academic, literacy, behavioral, and organizational support through the AVID elective to build their confidence in academic achievement and increase their conceptual understanding in core and AP classes to improve their access to college and career readiness. To ensure equitable access to AVID, at least 10% of the total student enrollment in grades 9-12 will be offered AVID elective sections at all school sites. Counselors will collaborate with AVID Site Teams and site administrative teams each semester to review student profiles and performance data, including master schedules, and provide intentional access to AVID electives for LI, FY, and EL students. AVID elective students will receive direct small-group tutoring instruction and grade monitoring by College AVID Tutors, and AVID elective teachers will meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, and address student needs, as demonstrated by increased AVID participation, GPA, graduation, A-G, and CCI rates for identified AVID elective students.

2.9 - AVID Health Survey/Transition

AVUHSD students from Low Income (LI), Foster Youth (FY) and English Learner (EL) backgrounds often struggle with poor educational and health outcomes, which

can create obstacles to mastering rigorous academic standards and transitioning successfully from middle school to high school, placing them at a disadvantage for College and Career Readiness. To address this, these students require additional academic, literacy, behavioral, social-emotional, and organizational support to build confidence in their academic abilities and increase their conceptual understanding of these rigorous standards. To support these students, AVUHSD school sites will provide AVID Health Survey/Healthful Living curriculum sections staffed with AVID-trained teachers. This early intervention program will be offered to 9th graders and will focus on teaching them the necessary skills to transition from middle school to high school successfully. The curriculum will incorporate AVID instructional, organizational, social-emotional, and behavioral skills, with systematic strategies for college readiness, such as note-taking, assignment organization and completion, technology tips, and healthy habits, routines, and schedules. By better equipping these students with the necessary tools and skills, they will be better prepared to transition successfully and access rigorous academic content standards, increasing their readiness for A-G and college and career success.

2.10 - Technology

AVUHSD students from low income (LI) backgrounds and those who are Foster Youth (FY) often face financial constraints that limit their access to materials, technology, devices, and internet services. Additionally, AVUHSD's English Learner (EL) students can experience challenges in accessing early learning and literacy opportunities, which can impede their understanding of rigorous academic content standards. To address these challenges, the district and site support staff will ensure that all teachers who teach core content classes in grades 9-12 have renovated classrooms equipped with technology, wireless capacity, and online access. This will help lower the student-to-device ratio districtwide from 4:1 to 1:1, engaging 9-12 grade students with rigorous curriculum and providing increased access to academic resources, digital curriculum resources, academic, diagnostic, and formative assessment tools. This will lead to increased student engagement and acceleration of learning, as evidenced by improved NWEA growth scores, A-G, graduation rates, and CCI rates.

2.11 - STEM Support

AVUHSD Low Income (LI) students and Foster Youth (FY) students encounter obstacles in accessing early learning opportunities which can hinder their ability to excel in rigorous AP classes, putting them at a disadvantage for College and Career Readiness. To address this, AVUHSD English Learner (EL) students require additional academic and literacy support through project-based learning activities in STEM and CTE courses that connect learning to relevance and build conceptual understanding in core and AP classes, thereby increasing access to college and career readiness. The STEM teachers and site support staff will provide STEM exposition and competition opportunities with literacy expectations based on College and Career anchor standards and aligned rubrics. These experiences will offer students engaging hands-on, project-based experiences that foster teamwork skills, relevance to coursework, and conceptual understanding of rigorous academic content standards in core and AP classes, ultimately increasing 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.

2.12 - Dual Enrollment/Internships

Low Income (LI) students and Foster Youth (FY) students may face financial constraints that hinder their access to instructional materials and supplies, making it difficult for them to access AP and dual enrollment opportunities that could save them time and money in entry-level college courses. English Learner (EL) students, on the other hand, may experience barriers in accessing early learning, literacy, and work-based learning opportunities that can impact their ability to make meaningful connections between fundamental concepts in rigorous AP and dual enrollment courses, putting them at a disproportionate disadvantage for College and Career Readiness. To address these challenges, AVUHSD offers dual enrollment programs that allow students to earn college credits while still in high school, reducing the time and cost necessary for post-secondary education. Participating in dual enrollment has been shown to increase high school graduation rates and post-secondary completion rates. The Director of Industry Liaison and Post-Secondary Partnerships will work with colleges and industries to provide no-cost dual enrollment and work-based learning internship options for LI, FY, and EL students. Site administrative teams and counselors will work with students to review their needs and performance, providing them with counseling and support to increase access to these opportunities. The success of these efforts will be measured through increased dual enrollment, work-based learning internships, and CCI rates for LI, FY, and EL students.

2.13 - Enrichment Options

AVUHSD students from Low Income (LI) and Foster Youth (FY) backgrounds require additional academic support to succeed in their education. Likewise, English Learner (EL) students face barriers to equitable learning opportunities due to the current 6-period master schedules. To address these concerns, counselors will work with administrative teams every semester to review student schedules and provide a districtwide 7th period option for identified students in grades 9-12. This option can be offered through a virtual platform or onsite before and after school, including early morning 0 period and after-school 7th period options. By providing these additional options, students can participate in academic, enrichment, and elective classes equitably, leading to increased rates of A-G, AP, CCI, and graduation.

2.14 - 21st Century Learning Environments

AVUHSD's Low Income (LI) and Foster Youth (FY) students require additional academic, social-emotional, and behavioral support in order to access rigorous academic content and participate in educational programs effectively. Similarly, English Learner (EL) students need differentiated instruction tailored to their English Language

Proficiency Assessment for California (ELPAC) level from highly effective teachers to accelerate their progress in English proficiency and access rigorous academic content standards equitably. To address these needs, AVUHSD will provide professional development opportunities to teachers districtwide, including instructional partners and various classified and certificated support personnel, during minimum days. These sessions will cover State Standards implementation, 21st-century teaching practices, Common Core practices such as communication, critical thinking, collaboration, and creativity, best practices for social-emotional learning (SEL), and differentiated instruction. Additionally, weekly classroom observations will be conducted to gather evidence and provide feedback to teachers on their effectiveness in implementing the aforementioned practices. This effort is intended to increase teacher effectiveness, as evidenced by improved scores on digiCoach walk-throughs from fall to spring of each school year, as well as increased NWEA growth scores, English Learner progress and reclassification rates, A-G completion rates, and CAASPP scores.

2.15 - NGSS Supports

AVUHSD recognizes that Low Income (LI) and Foster Youth (FY) students require additional academic support from highly effective teachers to have equitable access to rigorous academic content standards and meaningfully participate in educational programs. Similarly, English Learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers to equitably access rigorous academic content standards and participate meaningfully in educational programs while accelerating their progress with English Language Proficiency. To address this, AVUHSD will assign a district teacher on special assignment to plan, collaborate, and observe science classrooms in grades 9-12, districtwide, with District curriculum coordinators. The teacher will provide additional professional development, feedback, and lesson planning support to science teachers at their monthly Science Department Team meetings and assigned minimum days on the implementation and assessment of Next Generation Science Standards (NGSS). The goal is to increase student proficiency in science as evidenced on increased CAST scores and A-G rates.

3.5 - Recruit and Retain Teachers

Low Income (LI) and Foster Youth (FY) students often face a discrepancy in the experience level of their teachers and administrators compared to their peers who are not identified as LI or FY. These students require extra academic and monitoring support from highly experienced teachers and administrators to ensure that they have equitable access to rigorous academic content standards and can actively participate in educational programs. Similarly, English Learner (EL) students may experience disparities in the experience level of their teachers and administrators when compared to their English-speaking peers. To provide these students with equitable access to rigorous academic content standards and meaningful participation in educational programs, they need differentiated instruction that aligns with their ELPAC level and additional monitoring support from highly experienced teachers. To address these disparities, the Director of Personnel will work closely with Antelope Valley Teacher Induction (AVTI) coordinators, as well as staff from nearby colleges, universities, and social media networks, to provide EL, FY, and LI students with highly experienced teachers. These teachers will provide differentiated instruction, engage students in formative assessment practices, and monitor their progress in challenging positions and programs such as ELD, Math, and Science. By doing so, this initiative aims to increase student engagement, close achievement gaps, monitor student progress, and improve access to core content standards, ultimately increasing CAASPP, A-G, and College/Career Readiness rates.

3.6 - Improve Attendance

Low Income (LI) students in AVUHSD often need to establish daily routines, as their parents may be working multiple jobs or may be single and require additional support from school personnel to monitor their attendance. To address this issue, school staff should provide tiered reengagement strategies and closely monitor attendance for these students. Similarly, AVUHSD Foster Youth (FY) students may have missing attendance data due to the instability of their educational placements. They require additional support from school personnel to monitor their attendance and provide tiered reengagement strategies. English Learner (EL) students in AVUHSD may experience feelings of anxiety, confusion, and isolation that can lead to increased absences and negatively impact their academic learning. These students also require additional support from school personnel to monitor their attendance and provide tiered reengagement strategies. To address these attendance issues, the Director of Attendance will use PowerSchool and Data Central to monitor attendance by district, school, and student group. The Director will coordinate services with site Community Attendance Workers and site administrative teams on a monthly basis to implement tiered reengagement interventions for identified students. These interventions will use data-based tools such as A2A: Attention to Attendance to increase communication with parents, improve attendance, decrease chronic absenteeism, and ultimately reduce dropout rates.

3.7 - Student Support Centers

AVUHSD Low Income (LI) and Foster Youth (FY) students require additional support to improve their self-perception and increase their chances of success. LI students often face poor health outcomes, unhealthy habits, and exposure to trauma, which can negatively impact their academic achievement and future prospects. FY students, on the other hand, may struggle with emotional and behavioral issues, such as PTSD and ADHD, which can lead to feelings of hopelessness and make it difficult for them to succeed in school and beyond. Additionally, AVUHSD English Learner (EL) students can face communication challenges and difficulty accessing rigorous academic standards due to a lack of differentiated instruction. To address these challenges, District Program Coordinators will work with Student Support Coordinators, counselors, social workers, and site support personnel to implement Multi-tiered Systems of Support (MTSS) using the AVUHSD's framework of tiered

interventions, Data Central, and other database tools. The goal is to proactively intervene with identified students, mentor, monitor, set goals, and schedule follow-up mentoring, counseling, and tutoring sessions as needed. This will allow students to receive small group and one-on-one academic, social-emotional, and behavioral interventions in the Student Support Centers, which will be staffed with Student Support Coordinators and support staff for four class periods per day, five days per week. The MTSS approach aims to increase academic achievement, improve behavioral and social-emotional well-being, and decrease chronic absenteeism, suspensions, drop-out rates, and increase graduation rates. By providing LI, FY, and EL students with the additional support they need, the AVUHSD can help ensure that all students have equitable access to academic content standards and the opportunity to succeed in school and beyond.

3.8 - Implement PBIS

AVUHSD Low Income (LI) students require additional support to enhance their sense of self-success, as they may face challenges such as poor educational and health outcomes, unhealthy eating habits, low physical activity, obesity, asthma, exposure to alcohol, drug abuse, violence and trauma, which can increase their risk of acting out and dropping out of school, negatively impacting their access to college and careers. AVUHSD Foster Youth (FY) students require additional emotional and behavioral support due to deeper issues of anger, abuse, disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD), and Attention Deficit Hyperactivity Disorder (ADHD), which can cause feelings of sadness, helplessness, and hopelessness, hindering their academic progress, graduation, and successful transition to independence. AVUHSD English Learner (EL) students face language barriers, and therefore require additional emotional and behavioral support to deal with feelings of isolation, anxiety, and confusion that can affect their social and emotional well-being, ultimately impacting their academic learning. To support these students, the Coordinator of Student Services will collaborate with site PBIS Coordinators, providing PBIS workshops and analyzing behavioral data through the SWIS system to proactively monitor student behavior patterns and provide positive reinforcers. The AVUHSD will implement a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to enhance student well-being and decrease suspension rates. Additional concentration grant funds will be used to increase and/or retain staffing for positions such as site PBIS Coordinators, counselors, and social workers, to provide the necessary support for these students.

- Coordinator of Student Support Services (50% Targeted)
- Coordinator of Behavioral Interventions (100% Targeted)
- Director of Special Education (20% Targeted)
- Secretary 1 (Director of SPED) (20% Targeted)
- Secretary 1 (Director of SPED) (20% Targeted)

3.9 - Classified Professional Development

AVUHSD recognizes that Low Income (LI) students, Foster Youth (FY) students, and English Learner (EL) students have unique needs that require increased understanding and support from classified staff who interact with them on a regular basis. Positive relationships with caring adults can help these students succeed in their academic and personal lives. To support this goal, District and site administrative staff, along with instructional partners and external consultants, will provide professional development opportunities to classified staff to enhance their understanding of the needs and circumstances of unduplicated students. This understanding will enable them to effectively support the educational programs, interventions, actions, and services designed to benefit these students. The success of these efforts will be reflected in positive growth on local school climate indicators.

3.10 - Safe, Secure and Positive Learning Environments

AVUHSD recognizes that Low Income (LI) students, Foster Youth (FY) students, and English Learner (EL) students have unique challenges that require additional support to succeed academically and emotionally. LI students are at risk of poor educational and health outcomes, including unhealthy eating habits, obesity, asthma, and exposure to alcohol, drug abuse, violence, and trauma. FY students may struggle with deeper emotional and behavioral issues such as PTSD, Anxiety Disorders, Depression, ODD, and ADHD, which can make it difficult for them to progress positively in school and transition to independence. EL students can experience difficulties communicating due to a lack of oral speaking experiences, leading to anxiety, confusion, and isolation. To address these needs, the District Coordinators from Student Services will work with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, Social Workers, and additional certificated and classified support staff to provide additional mentoring and monitoring for EL, FY, and LI students and families. The focus will be on addressing social-emotional, academic, and behavioral needs to increase their sense of well-being, security, and connectedness. This includes proactively monitoring the school environment to intervene positively as necessary, increase attendance, reduce suspensions, and improve safety. To support this work, additional concentration grant funds will be used to increase and/or retain staffing, including 8 bilingual aides to serve all school sites over the 55% threshold. The success of this effort will be measured through increased attendance, lower suspension rates, increased student achievement, higher enrollment of targeted students in AP and Honors classes, and improved graduation rates.

3.11 - Supplemental Interventions and Supports

AVUHSD Low Income (LI) and Foster Youth (FY) students face significant barriers to accessing early learning opportunities and academic support that can negatively

impact their academic success, making it challenging for them to meet A-G requirements and master rigorous AP classes. As a result, they are at a disproportionate disadvantage when it comes to college and career readiness. English Learner (EL) students, on the other hand, need additional literacy instruction and interventions to access core curriculum and advanced classes successfully. In order to ensure that LI, FY, and EL students have equitable access to and success in college and career opportunities, additional academic, literacy, social-emotional, and behavioral support is necessary. To address these needs, district and site certificated and classified support staff will coordinate services and provide supplemental interventions and supports aligned with various LCAP actions. These actions include college trips, PSAT prep, AP training, tutoring/remediation, EL services, ancillary instructional materials, professional development and training, CTE opportunities, technology, STEM expos, additional staffing to meet the needs of targeted students, and parent engagement activities.

- College/career-based field trips - LCAP 1.1
- PSAT Prep - LCAP 1.2
- AP Training - LCAP 1.3
- Tutoring/Remediation - LCAP 1.4
- EL Services - LCAP 1.7 and 1.8
- Ancillary Instructional Materials - LCAP 1.12
- Professional Development and Training - LCAP 2.3
- CTE opportunities - LCAP 2.7
- Technology - LCAP 2.10
- STEM Expos - LCAP 2.11
- Additional staffing to meet the needs of targeted students - LCAP 3.8
- Parent Engagement Activities - LCAP 4.4 and 4.6

Equitable outcomes for unduplicated students will be measured by increased attendance, lower suspension rates, increased student achievement, higher enrollment of targeted students in AP and Honors classes, graduation rates, and increased parent engagement in school/district activities as evidenced by the number of parents attending school functions and participating in district wide surveys.

3.15 - Multi-Tiered System of Supports (MTSS)

English Learners (EL), Foster Youth (FY), and Low Income (LI) students in AVUHSD face unique challenges that can impact their academic success and overall well-being. English Learners (ELs) face unique challenges in the educational system due to language barriers and limited access to resources. ELs may struggle to understand the curriculum and to communicate their understanding to their teachers. They may also have difficulty accessing necessary resources such as academic support, technology, and other instructional materials. Some of the barriers that foster youth and low-income students may face include inadequate access to basic needs such as food, housing, and healthcare, as well as a lack of stable adult relationships. These challenges can impact their academic performance and overall well-being. To address these challenges, the Director of MTSS and support personnel will provide Tier 2 and 3 interventions such as professional development for teachers and staff, resources for MTSS school site teams, guidance for school-based processes, and monitoring of data to set goals. The goal is to increase academic achievement, improve attendance, decrease suspensions, and improve local climate survey results for these students. The Director of MTSS (Multi-Tiered System of Supports) and other certificated and classified staff will support English Learners, Foster Youth, and Low Income Students in the following ways:

- Providing targeted interventions: The Director of MTSS will work with school staff to provide targeted interventions and supports that address the specific needs of English Learners, Foster Youth, and Low Income Students. This can include interventions such as tutoring, academic counseling, and mental health services.
- Monitoring progress: The Director of MTSS will work with site and district staff to monitor the progress of English Learners, Foster Youth, and Low Income Students and provide ongoing support as needed. This can include tracking academic progress, attendance, and behavior, and providing feedback to teachers and staff to ensure that students are receiving the support they need to succeed.
- Ensuring access to resources: The Director of MTSS will work with school staff to ensure that English Learners, Foster Youth, and Low Income Students have access to the resources they need to succeed. This can include providing access to technology, books, and other resources, as well as coordinating with community partners to provide additional support.
- Facilitating communication: The Director of MTSS will facilitate communication between school staff, parents, and community partners to ensure that everyone is working together to support English Learners, Foster Youth, and Low Income Students. This can include organizing meetings and workshops for parents and coordinating with community partners to provide additional resources and support.
- Professional Development: MTSS professional development can benefit educators who work with FY, LI, and EL students by enhancing their knowledge and skills, improving student outcomes, fostering cultural competence, promoting collaboration and teamwork, and providing career advancement opportunities.

4.2 - Qualtrics

AVUHSD's Low Income (LI) students require extra support to enhance their self-perception of success. LI students often face poor educational and health outcomes, unhealthy eating habits, lower levels of physical activity, obesity, asthma, and may have experienced alcohol or drug abuse, violence, and trauma. These factors can

increase their risk of acting out and dropping out of school, which can negatively impact their access to college and career opportunities. To ensure the success of LI students, it is important to conduct frequent needs assessments to monitor their progress and provide them with the necessary support. Foster Youth (FY) students in AVUHSD require additional emotional and behavioral support due to the deep issues of anger, abuse, and disempowerment that they may experience. FY students can also develop Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD), and Attention Deficit Hyperactivity Disorder (ADHD), leading to feelings of sadness, helplessness, and hopelessness that can hinder their progress in school. To ensure the success of FY students, they need additional monitoring and frequent needs assessments to provide them with the support they require to graduate and transition successfully to independence. English Learner (EL) students in AVUHSD can face communication difficulties due to a lack of oral speaking experience, leading to feelings of anxiety, confusion, and isolation. EL students need additional monitoring and frequent needs assessments to maintain strong connections with caring adults to improve their overall sense of well-being. District and site support staff will use a survey data and analytics platform to communicate essential information to students, parents, teachers, and administration. Responses can be disaggregated by teacher, subject, grade level, and student group to obtain feedback and conduct qualitative assessments on academic, social-emotional, behavioral, and physical needs of unduplicated students from various surveys.

4.3 - Parent Link

AVUHSD's Low Income (LI) students require increased parental support as many LI parents are working multiple jobs and may be single parents. To ensure the success of LI students, there is a need for increased school-home communication efforts that make it easy for parents to stay informed and participate in school events. Foster Youth (FY) students in AVUHSD require stability in educational programs and placements, along with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being. Additionally, they require timely information to ensure their participation in school events. AVUHSD English Learners (EL) and their parents require communication in multiple formats to increase understanding and meaningful participation in educational programs, interventions, and enrichments. To address these needs, district and site staff will utilize the "Parent Link" system for messaging families through phone, text, and email. They will also create a digital app and coordinate social media to provide information and increase access to academic interventions, enrichment, and extracurricular activities for students and families in multiple formats. The effectiveness of these communication practices will be measured through Parent Link usage reports and parent/student surveys, with the aim of raising student achievement, attendance, and participation in educational programs. Evidence of success will be measured by increased AP participation, CTE participation, EL progress, attendance, CCI, and A-G completion rates.

4.6 - Parent/Family Collaboration

To support AVUHSD's Low Income (LI) students, there is a need for additional parental support as many LI parents are working multiple jobs and may be single parents. To ensure their success, there is a need for increased school-home communication efforts that make it easy for parents to stay informed and participate in school events. AVUHSD's Foster Youth (FY) students require stability in educational programs and placements, along with enhanced communication opportunities for parents that provide information on educational programs and opportunities. This is to ensure their participation in school events. AVUHSD's English Learner (EL) parents require communication in multiple formats to increase their understanding of educational programs and opportunities so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments. To address these needs, district and site staff will increase access for parents to attend college readiness workshops that include FAFSA applications, financial aid, and scholarship information. There will also be an increase in virtual and in-person parent meetings that highlight and review educational programs and opportunities, such as AP, CTE, AVID, and Dual Enrollment options for students. The aim is 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 completion rates. These outcomes will be measured through the LCAP outcomes for LI, FY, and EL students.

4.7 - Increase communication

AVUHSD Low Income (LI) students require additional parental support, especially since many LI parents are working multiple jobs and are single parents. In order to keep them informed and involved in school events, the District needs to enhance school-home communication efforts. AVUHSD Foster Youth (FY) students, on the other hand, need stability in their educational programs and placements, and the District needs to provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information on school events to ensure participation. AVUHSD English Learner (EL) parents need communication in multiple formats to better understand educational programs, interventions, and enrichment programs so that ELs and their parents can meaningfully participate. To address these needs, the Director of Communication will work with district and site certificated and classified personnel to engage and inform families and community partners of the schools and district. The District will utilize various agencies and community partnerships to attend community events, such as the District Multicultural Festival, 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, and extra-curricular options. This will increase the participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI, and A-G completion rates.

4.8 - SEL Supports

AVUHSD Low Income (LI) students, Foster Youth (FY) students, and English Learner (EL) parents need increased social-emotional learning (SEL) communication to

access services that are available to them. Many LI families do not have access to technology, FY students transition to and from various foster homes, and EL families do not get information in their native language. To address this, the District will provide targeted information on SEL supports through various electronic platforms such as email, District website, and social media. Additionally, the District will provide SEL communication in the home/native language of EL families. The effectiveness of this initiative will be measured by social media posts, website visits, and other means of documenting information, such as a student survey, and an increase in attendance and decrease in threat assessments.

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

ENGLISH LEARNERS:

The following Goal 1 LCAP actions for increased and improved services for English Learner (EL) students are being offered on a limited basis to address the needs, circumstances and conditions of English Learner students:

1.7 - EL Program Implementation/1.8 - EL Reclassification Support and Monitoring

We have implemented several measures to enhance our English Learner (EL) program within the District. Firstly, we have increased support by hiring additional EL site and district support staff. These staff members are responsible for testing, placing, and monitoring EL students more effectively. They also provide targeted professional development for EL program implementation, including differentiated instructional strategies by ELPAC level for designated and integrated ELD teachers. Secondly, we have introduced the EL Reclassification, Support, and Monitoring program. This program includes additional district teachers on special assignment (TOSA)s, who provide professional development on the utilization of Ellevation. They also increase monitoring supports, identify EL students for interventions, and provide differentiated instructional strategies to teachers, thereby ensuring that our EL students are receiving the best possible support to achieve their academic goals.

The following Goal 1 LCAP actions for Increased and improved Services for English Learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English Learner students:

We have implemented several measures to support English Learners across all schools within the District. First, we have scheduled an extra field trip every semester to provide English Learners with additional learning opportunities. Secondly, we provide AP exams at reduced costs to give English Learners the chance to excel academically. Thirdly, we have increased AP training and tutoring supports to ensure that English Learners are prepared for these challenging courses. Fourthly, we have expanded virtual and in-person tutoring programs to cater to the needs of English Learners. Fifthly, we are implementing more formative assessment practices to ensure that English Learners are receiving the support they need to succeed academically. Sixthly, we have reduced the class sizes for ELA and Math support classes, and the curriculum has been revised to include daily small group instruction, specifically designed to cater to the needs of English Learners. Seventhly, we are providing additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, to ensure that English Learners are receiving the best possible instruction. Eighthly, we are offering increased credit retrieval options on Saturdays to provide more opportunities for English Learners to catch up on missed coursework. Additionally, we have enhanced data systems that include proactive monitoring and goal setting features to track the progress of English Learners and ensure that they are on track to succeed. Finally, we have introduced a new writing curriculum and professional development program that aligns better with ELA and College Readiness Anchor standards, providing English Learners with the necessary skills and knowledge to succeed academically in both language and writing.

The following Goal 2 LCAP actions for Increased and improved Services for English Learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English Learner students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, as well as professional development tailored to the needs of English Learners to develop subject matter expertise. Targeted mentoring and support through the AVTI program to provide differentiated instructional strategies, formative assessment techniques, and monitoring supports. Increased and enhanced classroom walk-throughs to ensure effective instruction for English Learners. Expanded access to CTE programs and pathways and to the AVID elective. Improved supports for successful transitions to 9th grade, increased and enhanced technology, STEM opportunities, and access to dual-enrollment and work-based learning opportunities. Increased enrichment options through virtual platforms and 7th period days. Enhanced 21st century learning environments, and increased support and professional development for teachers to implement the Next Generation Science Standards for English Learners.

The following Goal 3 LCAP actions for Increased and improved Services for English Learner (EL) students are being provided on an LEA-wide basis to address the

needs, circumstances and conditions of English Learner students:

To better support English Learners, we will enhance District support to recruit and retain highly experienced teachers, increase District personnel and systems to effectively monitor attendance, provide increased tiered supports in Student Support Centers, improve implementation of PBIS, offer increased professional development for classified personnel to enhance their understanding of educational programs, create safer, more secure, and positive learning environments, and provide increased supplemental interventions and supports.

The following Goal 4 LCAP actions are being offered on a limited basis to English Learners:

4.4 - EL Parents Workshops/4.5 - Outreach to Spanish-Speaking Parents

To better support English Learners, the District will provide increased and enhanced parent workshops specifically tailored for EL parents, utilizing Parent Institute for Quality Education (PIQE), "Disciplina Positiva" and offering professional development and training opportunities for both staff and parents (such as through CABE). Communication with EL parents will also be improved, including the use of a Spanish radio station, Cafe Con Leche Radio, to share information on instructional programs, interventions, and opportunities.

The following Goal 4 LCAP actions for Increased and improved Services for English Learners (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English Learners students:

The District will increase the use of data and analytics platforms such as Qualtrics and improve the usage of District apps like "Parent Link" to better support English Learners. There will also be more opportunities for parents and families to collaborate with district staff, and increased communication about educational programs, interventions, and opportunities. Information about social-emotional learning (SEL) supports, including suicide prevention, academic interventions, college and career readiness, and counseling support, will be shared with students, families, and educational partners through electronic means like email, digital media, the District website, and social media.

FOSTER YOUTH:

The following Goal 1 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

We have implemented several measures to support Foster Youth across all schools within the District. First, we have scheduled an extra field trip every semester to provide Foster Youth with additional learning opportunities. Secondly, we have expanded our virtual and in-person tutoring programs to cater to the needs of Foster Youth. Thirdly, we are implementing more formative assessment practices to ensure that Foster Youth are receiving the support they need to succeed academically. Fourthly, we have reduced the class sizes for ELA and Math support classes, and the curriculum has been revised to include daily small group instruction, specifically designed to cater to the needs of Foster Youth. Fifthly, we are providing additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, to ensure that Foster Youth are receiving the best possible instruction. Sixthly, we are offering increased credit retrieval options on Saturdays to provide more opportunities for Foster Youth to catch up on missed coursework. Additionally, we have enhanced data systems that include proactive monitoring and goal setting features to track the progress of Foster Youth and ensure that they are on track to succeed. Finally, we are providing increased ancillary instructional materials for use in school and at home, and have introduced a new writing curriculum and professional development program that aligns better with ELA and College Readiness Anchor standards to provide Foster Youth with the tools they need to succeed academically.

The following Goal 2 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

We recognize that Foster Youth face unique challenges in their educational journeys, and we are committed to providing them with the necessary support to overcome these challenges. To this end, we have introduced several measures to enhance their learning experience. We have provided additional counseling services and support personnel to Foster Youth to increase monitoring and ensure equitable access to educational programs and interventions. Additionally, we have introduced enhanced professional development opportunities to develop subject matter expertise and targeted mentoring and support programs to provide differentiated instructional strategies, formative assessment techniques, and monitoring supports. Moreover, Foster Youth will have access to reduced-cost AP exams, increased access to CTE programs and pathways, and the AVID elective. We have also improved supports for successful transitions to 9th grade and increased and enhanced technology. Furthermore, we have increased STEM opportunities, access to dual-enrollment and work-based learning opportunities, and enrichment options through

virtual platforms and 7th period days. We are committed to providing enhanced 21st-century learning environments and increased support and professional development for teachers to implement Next Generation Science Standards. We believe that these measures will provide Foster Youth with the necessary support to succeed academically and thrive in their educational journeys.

The following Goal 3 LCAP actions offered on a limited basis to Foster Youth Students:

3.12 - Transportation/3.13 - Foster Youth Engagement and Support/3.14 - Diversity Training

For Foster Youth, we will provide increased transportation options to ensure access to necessary services and supports. We will also enhance diversity training for staff to better understand the unique needs of Foster Youth and provide culturally responsive services. Additionally, we will host an annual Independent City event to prepare Foster Youth for a successful transition to adulthood, as well as monthly Resilient Scholar meetings with Foster students.

The following Goal 3 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

For Foster Youth, we will enhance district support to recruit and retain highly experienced teachers, increase district personnel and systems to effectively monitor and improve attendance, provide tiered supports in Student Support Centers, improve implementation of Positive Behavioral Interventions and Supports (PBIS), increase professional development for classified personnel to enhance understanding of educational programs, create safe, secure and positive learning environments, and provide additional supplemental interventions and supports.

The following Goal 4 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

To better support Foster Youth, the District will increase the number of support staff trained to use enhanced data/analytics platforms such as Qualtrics, promote the use of District apps such as "Parent Link," provide more opportunities for collaboration with parents and families, and improve communication about educational programs, interventions, and opportunities. This will include electronic communication via email, digital media, and social media, as well as updates on the District website regarding SEL supports such as suicide prevention, academic interventions, college and career readiness, and counseling support.

LOW INCOME:

The following Goal 1 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

We have implemented several measures to support Low Income students across all schools within the District. We have implemented programs to ensure that Low Income students have access to free or reduced-cost meals. Secondly, we have implemented transportation programs to ensure that Low Income students have access to transportation to and from school. Thirdly, we have implemented before and after school programs to provide additional academic support for Low Income students. Fourthly, we are providing free or low-cost textbooks and other instructional materials to Low Income students. Fifthly, we are offering financial assistance to Low Income students for college entrance exams, such as the SAT and ACT. Sixthly, we are providing additional professional development for teachers on how to cater to the needs of Low Income students in the classroom. Finally, we have implemented programs to provide additional social and emotional support to Low Income students, such as counseling services and mentoring programs.

The following Goal 2 LCAP action for increased and improved services is being offered on a limited basis to address the needs, circumstances and conditions of Low Income students:

2.6 - AP Placement/AP Exam/AP Tutoring

Low Income (LI) students will have access to reduced-cost AP exams and increased support in the form of AP tutoring and supplemental instructional materials, both at school and at home.

The following Goal 2 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

We are committed to providing equitable educational opportunities for our Low Income students. To this end, we have introduced several measures to enhance their learning experience. Firstly, we have enhanced counseling services by hiring additional counselors and support personnel. This will increase monitoring and ensure equitable access to educational programs and interventions. Secondly, we have provided enhanced professional development opportunities to develop subject matter expertise. We have also introduced targeted AVTI mentoring and support programs to provide differentiated instructional strategies, formative assessment techniques, and monitoring supports. Moreover, we have increased and enhanced classroom walk-throughs to ensure that students are receiving the best possible instruction. Low Income students will have access to reduced-cost AP exams, increased access to CTE programs and pathways, and the AVID elective. We have also improved supports for successful transitions to 9th grade and increased and enhanced technology. Furthermore, we have increased STEM opportunities, access to dual-enrollment and work-based learning opportunities, and enrichment options through virtual platforms and 7th period days. We are committed to providing enhanced 21st-century learning environments and increased support and professional development for teachers to implement Next Generation Science Standards. We believe that these measures will empower our Low Income students to achieve their full potential and succeed in their academic pursuits.

The following Goal 3 LCAP actions offered on a limited basis to Low Income Students:

3.12 - Transportation/3.14 - Diversity Training

We will enhance transportation services and provide more comprehensive diversity training to better serve our Low Income students.

The following Goal 3 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

To better support Low Income students, the District will enhance its support by recruiting and retaining highly experienced teachers, increasing district personnel and systems to monitor attendance more effectively, providing tiered supports in Student Support Centers, improving the implementation of PBIS, offering professional development for classified personnel to increase understanding of educational programs, improving and increasing safe, secure and positive learning environments, and providing more supplemental interventions and supports.

The following Goal 4 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

To better serve Low Income students, the District will increase the use of data and analytics platforms like Qualtrics, improve and expand the use of District apps such as "Parent Link," provide more opportunities for parent and family collaboration, and improve communication of educational programs and interventions. This includes sharing information with students, families, and partners through email, digital media, the District website, and social media about supports for social-emotional learning, academic interventions, college and career readiness, counseling, and more.

The following Goal 5 LCAP actions offered on a limited basis to Low Income/Homeless Students:

5.7 - Identification and Chronic Absenteeism/5.8 - Transportation/5.9 - Social-Emotional Well-Being/5.10 - Academic Achievement

To support Homeless/Low Income students, certificated and classified staff will receive training on the McKinney-Vento Act and evidence-based strategies to promote attendance and address absenteeism among Homeless students. Transportation will be provided for before and after-school activities. Comprehensive support services, including counseling and mental health services, will be available to address the unique social-emotional needs of Homeless students. Homeless students will have access to high-quality instruction, tutoring, and counseling to ensure academic success and graduation. The goal is to enable Homeless students to thrive academically and beyond despite their challenging circumstances.

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.

AVUHSD has received additional concentration grant funding, which will be used to increase or maintain the number of certificated and classified staff who directly support students on campus, including custodial and maintenance staff. The majority of school sites, except for Quartz Hill and SOAR High School, have more than 55 percent of their students coming from Low Income, English Learners, and/or Foster Youth backgrounds. These schools are:

- Antelope Valley High School
- Eastside High School
- Highland High School

- William J. "Pete" Knight High School
- Lancaster High School
- Littlerock High School
- Palmdale High School
- Desert Winds High School
- Phoenix High School
- R. Rex Parris High School

Summary of Staffing plans:

Certificated Personnel: \$ 3,035,492

Classified Personnel: \$ 760,445

LCAP Goal 1.7 - EL Program Implementation

Hiring bilingual aides is a key strategy for achieving our goal of providing equal access to education for all students, including non-native English speakers. By having bilingual aides on staff, we can provide targeted support to English learner (EL) students, which includes differentiated instruction based on their ELPAC level. In addition, EL site and district support staff will collaborate with the designated and integrated ELD teachers to provide professional development on how to effectively support EL students. Furthermore, EL site and district support staff will work together to ensure proper initial placement, testing, monitoring, instruction, and intervention strategies are in place for ELs, using tools such as ELLevation, PowerSchool, and Data Central. This collaborative effort will improve the equitable participation of ELs in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement, as indicated by increased English language progress and reclassification rates. By providing these resources and support, we can help our non-native English-speaking students achieve academic success and feel more included in our school community.

AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:

- (7) Bilingual Aides

LCAP Goal 2.2 - Enhanced Counseling and Student Support Services

AVUHSD is committed to providing comprehensive support to ensure that all students can thrive academically, professionally, and personally. To achieve this, the district will be adding more counselors, social workers, and other classified support staff. Additionally, AVUHSD will leverage advanced database systems to provide proactive counseling services to identified students and offer them additional tiered supports to address their social-emotional, behavioral, and physical well-being. This will also ensure that all students have equitable access to academic, collegiate, professional, and personal growth opportunities. Through these efforts, each school site will be able to implement a responsive Multi-Tiered System of Support that meets the academic, college and career, social-emotional, behavioral, and physical needs of our unduplicated students. The District will also be adding four full-time social workers to address the Tier 3 support levels required by identified students to meaningfully participate in the district's rigorous curriculum, educational programs, and services. Furthermore, AVUHSD will use additional concentration grant funds to increase or retain staffing for critical positions that support student success. By investing in these resources and supports, AVUHSD is committed to ensuring that all students have the necessary tools and resources to achieve their full potential and lead fulfilling lives. Additionally, AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:

- (2) Counselors (Eastside High School. & Alternative Sites)
- (6) Social Workers
- (3) School Psychologists
- Coordinator of Psychological Services
- Coordinator of Guidance Services

*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis. Each social worker will cover 2 sites.

LCAP Goal 3.8 - Implement PBIS

To support students with social-emotional needs, AVUHSD will implement a Multi-Tiered Systems of Support (MTSS) framework that includes positive interventions and supports. The Coordinator of Student Services and the Coordinator of Behavioral Interventions will work in collaboration with PBIS Coordinators at each school site and other support staff to provide these services. The MTSS framework will be used to identify and support students in need of Tier 2 and 3 interventions for their social-emotional needs. The Habitudes curriculum will be used to provide social-emotional learning support, which will help improve student well-being and reduce suspension rates. By implementing this MTSS framework, AVUHSD is committed to supporting the social-emotional needs of its students and providing them with the tools and resources they need to succeed. By working collaboratively across all school sites and with support staff, AVUHSD is able to offer a comprehensive and cohesive approach to student well-being and support.

To carry out this initiative, additional concentration grant funds will be used to increase or maintain staffing for the following positions:

- Coordinator of Student Support Services
- Coordinator of Behavioral Interventions
- (2) Secretary 1

*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis.

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	Quartz Hill & SOAR High Schools: 1:34	AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:24
Staff-to-student ratio of certificated staff providing direct services to students	Quartz Hill & SOAR High Schools: 1:27	AVUHSD (with the exception of Quartz Hill & SOAR High Schools): 1:25

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$280,946,041.00	\$2,236,236.00	\$23,692,790.00	\$1,158,288.00	\$308,033,355.00	\$225,522,640.00	\$82,510,715.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Field Trips	Low Income, Foster Youth, English learner (EL)	\$144,249.00	\$0.00	\$0.00	\$0.00	\$144,249.00
1	2	College Readiness Exams	English learner (EL), Foster Youth, Low Income	\$442,453.00	\$0.00	\$0.00	\$0.00	\$442,453.00
1	3	AP Training and Tutoring	Foster Youth, English learner (EL), Low Income	\$399,713.00	\$0.00	\$0.00	\$0.00	\$399,713.00
1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	\$273,285.00	\$0.00	\$0.00	\$0.00	\$273,285.00
1	5	Formative Assessment	Low Income, English learner (EL), Foster Youth	\$397,628.00	\$0.00	\$0.00	\$0.00	\$397,628.00
1	6	ELA and Math Supports	English learner (EL), Low Income, Foster Youth	\$428,801.00	\$0.00	\$0.00	\$0.00	\$428,801.00
1	7	EL Program Implementation	English learner (EL)	\$2,931,688.00	\$0.00	\$0.00	\$335,899.00	\$3,267,587.00
1	8	EL Reclassification Support and Monitoring	English learner (EL)	\$718,453.00	\$0.00	\$0.00	\$0.00	\$718,453.00
1	9	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	\$1,788,721.00	\$0.00	\$0.00	\$0.00	\$1,788,721.00
1	10	Variable Credit Recovery	Foster Youth, English learner (EL), Low	\$999,851.00	\$0.00	\$0.00	\$0.00	\$999,851.00

			Income					
1	11	Enhanced Data Systems	Foster Youth, English learner (EL), Low Income	\$668,573.00	\$0.00	\$0.00	\$0.00	\$668,573.00
1	12	Ancillary Instructional Materials	Foster Youth, Low Income, English learner (EL)	\$1,786,000.00	\$0.00	\$0.00	\$0.00	\$1,786,000.00
1	13	Focus on Writing	English learner (EL), Low Income, Foster Youth	\$64,280.00	\$0.00	\$0.00	\$0.00	\$64,280.00
2	1	School Counselors	All	\$3,333,485.00	\$0.00	\$0.00	\$0.00	\$3,333,485.00
2	2	Enhanced Counseling and Student Support Services	Foster Youth, English learner (EL), Low Income	\$10,085,114.00	\$0.00	\$0.00	\$0.00	\$10,085,114.00
2	3	Professional Development	Low Income, English learner (EL), Foster Youth	\$1,196,307.00	\$0.00	\$0.00	\$327,560.00	\$1,523,867.00
2	4	Targeted AVTI Mentoring and Supports	Low Income, Foster Youth, English learner (EL)	\$676,801.00	\$0.00	\$0.00	\$0.00	\$676,801.00
2	5	Classroom Walkthroughs	English learner (EL), Foster Youth, Low Income	\$12,980.00	\$0.00	\$0.00	\$12,980.00	\$25,960.00
2	6	AP Placement/Exams/Tutoring	Low Income	\$488,867.00	\$0.00	\$0.00	\$0.00	\$488,867.00
2	7	Career Technical Education (CTE) opportunities	English learner (EL), Foster Youth, Low Income	\$2,099,617.00	\$2,236,236.00	\$0.00	\$0.00	\$4,335,853.00
2	8	AVID Elective	Foster Youth, English learner (EL), Low Income	\$2,746,601.00	\$0.00	\$0.00	\$0.00	\$2,746,601.00
2	9	AVID Health Survey/Transition	Low Income, Foster Youth, English learner (EL)	\$70,453.00	\$0.00	\$0.00	\$96,180.00	\$166,633.00
2	10	Technology	Low Income, Foster Youth, English learner (EL)	\$2,777,438.00	\$0.00	\$0.00	\$0.00	\$2,777,438.00

2	11	STEM Support	Low Income, Foster Youth, English learner (EL)	\$43,918.00	\$0.00	\$0.00	\$0.00	\$43,918.00
2	12	Dual Enrollment/Internships	Foster Youth, English learner (EL), Low Income	\$248,876.00	\$0.00	\$0.00	\$0.00	\$248,876.00
2	13	Enrichment Options	English learner (EL), Foster Youth, Low Income	\$508,298.00	\$0.00	\$0.00	\$0.00	\$508,298.00
2	14	21st Century Learning Environments	Foster Youth, English learner (EL), Low Income	\$1,769,093.00	\$0.00	\$0.00	\$355,419.00	\$2,124,512.00
2	15	NGSS Supports	Low Income, English learner (EL), Foster Youth	\$6,798.00	\$0.00	\$0.00	\$0.00	\$6,798.00
3	1	Access to Standards-Aligned Instructional Materials	All	\$14,398,785.00	\$0.00	\$0.00	\$0.00	\$14,398,785.00
3	2	Facilities in "Good" Repair	All	\$27,271,810.00	\$0.00	\$23,692,790.00	\$0.00	\$50,964,600.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	\$95,709,022.00	\$0.00	\$0.00	\$0.00	\$95,709,022.00
3	4	CTE Programs	All	\$7,623,667.00	\$0.00	\$0.00	\$0.00	\$7,623,667.00
3	5	Recruit and Retain Teachers	Foster Youth, English learner (EL), Low Income	\$560,120.00	\$0.00	\$0.00	\$0.00	\$560,120.00
3	6	Improve Attendance	Low Income, English learner (EL), Foster Youth	\$1,927,529.00	\$0.00	\$0.00	\$0.00	\$1,927,529.00
3	7	Student Support Centers	English learner (EL), Foster Youth, Low Income	\$2,268,179.00	\$0.00	\$0.00	\$0.00	\$2,268,179.00
3	8	Implement PBIS	Foster Youth, Low Income, English learner (EL)	\$783,120.00	\$0.00	\$0.00	\$0.00	\$783,120.00
3	9	Classified Professional Development	Foster Youth, English learner (EL), Low Income	\$232,930.00	\$0.00	\$0.00	\$0.00	\$232,930.00

3	10	Safe, Secure, and Positive Learning Environments	Foster Youth, English learner (EL), Low Income	\$6,147,150.00	\$0.00	\$0.00	\$0.00	\$6,147,150.00
3	11	Supplemental Interventions and Supports	Low Income, Foster Youth, English learner (EL)	\$3,366,554.00	\$0.00	\$0.00	\$0.00	\$3,366,554.00
3	12	Transportation	Low Income, Foster Youth	\$6,456,185.00	\$0.00	\$0.00	\$0.00	\$6,456,185.00
3	13	Independent City	Foster Youth	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
3	14	Diversity Training	Foster Youth, Low Income	\$246,391.00	\$0.00	\$0.00	\$0.00	\$246,391.00
3	15	Multi-Tiered System of Supports (MTSS)	English learner (EL), Foster Youth, Low Income	\$760,980.00	\$0.00	\$0.00	\$0.00	\$760,980.00
4	1	PowerSchool	All	\$513,000.00	\$0.00	\$0.00	\$0.00	\$513,000.00
4	2	Qualtrics	Foster Youth, Low Income, English learner (EL)	\$175,000.00	\$0.00	\$0.00	\$0.00	\$175,000.00
4	3	Parent Link	Foster Youth, English learner (EL), Low Income	\$30,250.00	\$0.00	\$0.00	\$30,250.00	\$60,500.00
4	4	EL Parent Workshops	English learner (EL)	\$1,392,923.00	\$0.00	\$0.00	\$0.00	\$1,392,923.00
4	5	Outreach to Spanish-Speaking Parents	English learner (EL)	\$46,500.00	\$0.00	\$0.00	\$0.00	\$46,500.00
4	6	Parent/Family Collaboration	Foster Youth, Low Income, English learner (EL)	\$514,998.00	\$0.00	\$0.00	\$0.00	\$514,998.00
4	7	Increase Communication	Low Income, Foster Youth, English learner (EL)	\$1,069,257.00	\$0.00	\$0.00	\$0.00	\$1,069,257.00
4	8	SEL Supports	Low Income, Foster Youth, English learner (EL)	\$500,000.00	\$0.00	\$0.00	\$0.00	\$500,000.00
5	1	Access to Least Restrictive Environment	Student with Disabilities (SWD)	\$29,349,731.00	\$0.00	\$0.00	\$0.00	\$29,349,731.00
5	2	Increased Academic Support	Student with	\$11,167,358.00	\$0.00	\$0.00	\$0.00	\$11,167,358.00

			Disabilities (SWD)					
5	3	SPED Staff Support	Student with Disabilities (SWD)	\$10,489,115.00	\$0.00	\$0.00	\$0.00	\$10,489,115.00
5	4	Community Involvement	Student with Disabilities (SWD)	\$3,839,204.00	\$0.00	\$0.00	\$0.00	\$3,839,204.00
5	5	Suspension Rate	Student with Disabilities (SWD)	\$6,603,151.00	\$0.00	\$0.00	\$0.00	\$6,603,151.00
5	6	ELA and Math Proficiency	Student with Disabilities (SWD)	\$6,804,411.00	\$0.00	\$0.00	\$0.00	\$6,804,411.00
5	7	Identification and Chronic Absenteeism	Low Income	\$249,782.00	\$0.00	\$0.00	\$0.00	\$249,782.00
5	8	Transportation	Low Income	\$1,500,000.00	\$0.00	\$0.00	\$0.00	\$1,500,000.00
5	9	Social-Emotional Well-Being	Low Income	\$427,848.00	\$0.00	\$0.00	\$0.00	\$427,848.00
5	10	Academic Achievement	Low Income	\$1,332,750.00	\$0.00	\$0.00	\$0.00	\$1,332,750.00

2023-2024 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
\$242,862,240.00	\$48,225,154.00	19.86%	6.39%	26.25%	\$63,843,302.00	0.00%	26.29%	Total:	\$63,843,302.00
								LEA-wide Total:	\$47,971,915.00
								Limited Total:	\$15,871,387.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Field Trips	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$144,249.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans,10-11	\$442,453.00	0.00%
1	3	AP Training and Tutoring	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$399,713.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$273,285.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$397,628.00	0.00%
1	6	ELA and Math Supports	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$428,801.00	0.00%
1	7	EL Program Implementation	Yes	Limited	English learner (EL)	All Schools	\$2,931,688.00	0.00%
1	8	EL Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$718,453.00	0.00%

1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,788,721.00	0.00%
1	10	Variable Credit Recovery	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$999,851.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$668,573.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$1,786,000.00	0.00%
1	13	Focus on Writing	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$64,280.00	0.00%
2	2	Enhanced Counseling and Student Support Services	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$10,085,114.00	0.00%
2	3	Professional Development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,196,307.00	0.00%
2	4	Targeted AVTI Mentoring and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$676,801.00	0.00%
2	5	Classroom Walkthroughs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$12,980.00	0.00%
2	6	AP Placement/Exams/Tutoring	Yes	Limited	Low Income	All Schools	\$488,867.00	0.00%
2	7	Career Technical Education (CTE) opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,099,617.00	0.00%
2	8	AVID Elective	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$2,746,601.00	0.00%
2	9	AVID Health Survey/Transition	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,9th Grade	\$70,453.00	0.00%
2	10	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,777,438.00	0.00%
2	11	STEM Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$43,918.00	0.00%
2	12	Dual Enrollment/Internships	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$248,876.00	0.00%
2	13	Enrichment Options	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$508,298.00	0.00%
2	14	21st Century Learning Environments	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$1,769,093.00	0.00%
2	15	NGSS Supports	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$6,798.00	0.00%

3	5	Recruit and Retain Teachers	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$560,120.00	0.00%
3	6	Improve Attendance	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,927,529.00	0.00%
3	7	Student Support Centers	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,268,179.00	0.00%
3	8	Implement PBIS	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$783,120.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$232,930.00	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$6,147,150.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,366,554.00	0.00%
3	12	Transportation	Yes	Limited	Low Income, Foster Youth	All Schools	\$6,456,185.00	0.00%
3	13	Independent City	Yes	Limited	Foster Youth	All Schools	\$80,000.00	0.00%
3	14	Diversity Training	Yes	Limited	Foster Youth, Low Income	All Schools	\$246,391.00	0.00%
3	15	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$760,980.00	0.00%
4	2	Qualtrics	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$175,000.00	0.00%
4	3	Parent Link	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$30,250.00	0.00%
4	4	EL Parent Workshops	Yes	Limited	English learner (EL)	All Schools	\$1,392,923.00	0.00%
4	5	Outreach to Spanish-Speaking Parents	Yes	Limited	English learner (EL)	All Schools	\$46,500.00	0.00%
4	6	Parent/Family Collaboration	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$514,998.00	0.00%
4	7	Increase Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,069,257.00	0.00%
4	8	SEL Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$500,000.00	0.00%
5	7	Identification and Chronic Absenteeism	Yes	Limited	Low Income	All Schools	\$249,782.00	0.00%
5	8	Transportation	Yes	Limited	Low Income	All Schools	\$1,500,000.00	0.00%
5	9	Social-Emotional Well-Being	Yes	Limited	Low Income	All Schools	\$427,848.00	0.00%
5	10	Academic Achievement	Yes	Limited	Low Income	All Schools	\$1,332,750.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$262,932,376.00	\$240,467,295.00

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	\$144,249.00	\$32,924.00
1	2	College Readiness Exams	Yes	\$442,453.00	\$363,909.00
1	3	AP Training and Tutoring	Yes	\$399,713.00	\$65,901.00
1	4	Expanded Learning Opportunities	Yes	\$273,285.00	\$154,000.00
1	5	Formative Assessment	Yes	\$397,628.00	\$294,500.00
1	6	ELA and Math Supports	Yes	\$178,801.00	\$168,548.00
1	7	EL Program Implementation	Yes	\$1,558,591.00	\$2,034,165.00
1	8	EL Reclassification Support and Monitoring	Yes	\$560,980.00	\$608,729.00
1	9	Student-Free Professional Development Days	Yes	\$1,788,721.00	\$1,537,458.00
1	10	Variable Credit Recovery	Yes	\$952,690.00	\$1,253,183.00
1	11	Enhanced Data Systems	Yes	\$668,573.00	\$482,421.00
1	12	Ancillary Instructional Materials	Yes	\$1,536,000.00	\$936,582.00
1	13	Focus on Writing	Yes	\$64,280.00	\$21,432.00
2	1	School Counselors	No	\$2,895,525.00	\$3,304,530.00
2	2	Enhanced Counseling & Student Support Services	Yes	\$9,459,160.00	\$8,462,007.00
2	3	Professional Development	Yes	\$1,273,867.00	\$1,389,993.00
2	4	Targeted AVTI Mentoring and Supports	Yes	\$676,801.00	\$1,184,300.00
2	5	Classroom Walkthroughs	Yes	\$23,970.00	\$10,990.00
2	6	AP	Yes	\$488,867.00	\$525,456.00

		Placement/Exams/Tutoring			
2	7	Career Technical Education (CTE) opportunities	Yes	\$3,585,853.00	\$806,573.00
2	8	AVID Elective	Yes	\$2,746,601.00	\$2,558,225.00
2	9	AVID Health Survey/Transition	Yes	\$166,633.00	\$156,360.00
2	10	Technology	Yes	\$2,302,438.00	\$2,335,251.00
2	11	STEM Support	Yes	\$43,918.00	\$21,954.00
2	12	Dual Enrollment/Internships	Yes	\$248,876.00	\$68,134.00
2	13	Enrichment Options	Yes	\$508,298.00	\$177,305.00
2	14	21st Century Learning Environments	Yes	\$2,124,512.00	\$1,649,300.00
2	15	NGSS Supports	Yes	\$6,798.00	\$0.00
3	1	Access to Standards-Aligned Instructional Materials	No	\$4,898,785.00	\$4,350,035.00
3	2	Facilities in "Good" Repair	No	\$37,481,113.00	\$38,542,142.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	\$92,319,175.00	\$91,498,057.00
3	4	CTE Programs	No	\$7,325,953.00	\$3,247,368.00
3	5	Recruit and Retain Teachers	Yes	\$560,120.00	\$139,163.00
3	6	Improve Attendance	Yes	\$1,699,859.00	\$1,138,607.00
3	7	Student Support Centers	Yes	\$2,090,252.00	\$1,613,342.00
3	8	Implement PBIS	Yes	\$783,120.00	\$883,638.00
3	9	Classified Professional Development	Yes	\$232,930.00	\$164,830.00
3	10	Safe, Secure and Positive Learning Environments	Yes	\$4,597,617.00	\$3,865,506.00
3	11	Supplemental Interventions and Supports	Yes	\$3,366,554.00	\$2,733,392.00
3	12	Transportation	Yes	\$4,778,328.00	\$3,286,538.00
3	13	Independent City	Yes	\$50,000.00	\$30,107.00
3	14	Diversity Training	Yes	\$246,391.00	\$39,769.00
4	1	PowerSchool	No	\$338,000.00	\$261,319.00
4	2	Qualtrics	Yes	\$125,000.00	\$109,566.00
4	3	Parent Link	Yes	\$64,900.00	\$34,650.00

4	4	EL Parent Workshops	Yes	\$1,392,923.00	\$291,309.00
4	5	Cafe Con Leche	Yes	\$46,500.00	\$16,720.00
4	6	Parent/Family Collaboration	Yes	\$464,998.00	\$99,252.00
4	7	Increase Communication	Yes	\$659,254.00	\$350,223.00
4	8	SEL Supports	Yes	\$300,000.00	\$295,187.00
5	1	Access to Least Restrictive Environment	No	\$28,068,754.00	\$21,715,178.00
5	2	Increased Academic Support	No	\$10,223,766.00	\$22,932,449.00
5	3	SPED Staff Support	No	\$9,356,251.00	\$5,426,057.00
5	4	Community Involvement	No	\$3,468,750.00	\$4,097,335.00
5	5	Suspension Rate	No	\$6,237,501.00	\$759,512.00
5	6	ELA and Math Proficiency	No	\$6,237,501.00	\$1,941,914.00

2022-2023 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)
\$47,704,609.00	\$50,730,008.00	\$41,409,244.00	\$9,320,764.00	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	\$144,249.00	\$32,924.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$442,453.00	\$363,909.00	0.00%	0.00%
1	3	AP Training and Tutoring	Yes	\$399,713.00	\$65,901.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$273,285.00	\$154,000.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$397,628.00	\$294,500.00	0.00%	0.00%
1	6	ELA and Math Supports	Yes	\$178,801.00	\$168,548.00	0.00%	0.00%
1	7	EL Program Implementation	Yes	\$1,222,692.00	\$1,721,448.00	0.00%	0.00%
1	8	EL Reclassification Support and Monitoring	Yes	\$560,980.00	\$608,729.00	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	\$1,788,721.00	\$1,537,548.00	0.00%	0.00%
1	10	Variable Credit Recovery	Yes	\$952,690.00	\$1,253,183.00	0.00%	0.00%
1	11	Enhanced Data Systems	Yes	\$668,573.00	\$482,421.00	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	\$1,536,000.00	\$936,582.00	0.00%	0.00%
1	13	Focus on Writing	Yes	\$64,280.00	\$21,432.00	0.00%	0.00%

2	2	Enhanced Counseling & Student Support Services	Yes	\$9,459,160.00	\$8,462,007.00	0.00%	0.00%
2	3	Professional Development	Yes	\$946,307.00	\$1,120,834.00	0.00%	0.00%
2	4	Targeted AVTI Mentoring and Supports	Yes	\$676,801.00	\$1,184,300.00	0.00%	0.00%
2	5	Classroom Walkthroughs	Yes	\$23,970.00	\$10,990.00	0.00%	0.00%
2	6	AP Placement/Exams/Tutoring	Yes	\$488,867.00	\$525,456.00	0.00%	0.00%
2	7	Career Technical Education (CTE) opportunities	Yes	\$1,349,617.00	\$800,573.00	0.00%	0.00%
2	8	AVID Elective	Yes	\$2,746,601.00	\$2,558,225.00	0.00%	0.00%
2	9	AVID Health Survey/Transition	Yes	\$70,453.00	\$58,725.00	0.00%	0.00%
2	10	Technology	Yes	\$2,302,438.00	\$2,335,251.00	0.00%	0.00%
2	11	STEM Support	Yes	\$43,918.00	\$21,954.00	0.00%	0.00%
2	12	Dual Enrollment/Internships	Yes	\$248,876.00	\$68,134.00	0.00%	0.00%
2	13	Enrichment Options	Yes	\$508,298.00	\$177,305.00	0.00%	0.00%
2	14	21st Century Learning Environments	Yes	\$1,769,093.00	\$1,352,566.00	0.00%	0.00%
2	15	NGSS Supports	Yes	\$6,798.00	\$0.00	0.00%	0.00%
3	5	Recruit and Retain Teachers	Yes	\$560,120.00	\$139,163.00	0.00%	0.00%
3	6	Improve Attendance	Yes	\$1,699,859.00	\$1,138,607.00	0.00%	0.00%
3	7	Student Support Centers	Yes	\$2,090,252.00	\$1,613,342.00	0.00%	0.00%
3	8	Implement PBIS	Yes	\$783,120.00	\$883,638.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	\$232,930.00	\$164,830.00	0.00%	0.00%
3	10	Safe, Secure and Positive Learning Environments	Yes	\$4,597,617.00	\$3,865,506.00	0.00%	0.00%
3	11	Supplemental Interventions and Supports	Yes	\$3,366,554.00	\$2,733,392.00	0.00%	0.00%
3	12	Transportation	Yes	\$4,778,328.00	\$3,286,538.00	0.00%	0.00%
3	13	Independent City	Yes	\$50,000.00	\$30,107.00	0.00%	0.00%
3	14	Diversity Training	Yes	\$246,391.00	\$39,769.00	0.00%	0.00%
4	2	Qualtrics	Yes	\$125,000.00	\$109,566.00	0.00%	0.00%
4	3	Parent Link	Yes	\$64,900.00	\$34,650.00	0.00%	0.00%
4	4	EL Parent Workshops	Yes	\$1,392,923.00	\$291,309.00	0.00%	0.00%

4	5	Cafe Con Leche	Yes	\$46,500.00	\$16,720.00	0.00%	0.00%
4	6	Parent/Family Collaboration	Yes	\$464,998.00	\$99,252.00	0.00%	0.00%
4	7	Increase Communication	Yes	\$659,254.00	\$350,223.00	0.00%	0.00%
4	8	SEL Supports	Yes	\$300,000.00	\$295,187.00	0.00%	0.00%

2022-2023 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)
\$229,156,278.00	\$47,704,609.00	3.64%	24.46%	\$41,409,244.00	0.00%	18.07%	\$14,643,086.16	6.39%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$635,061.00	\$179,117.00	\$335,899.00	\$8,211.00	\$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	\$144,249.00
1	2	College Readiness Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$442,453.00
1	3	AP Training and Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$399,713.00
1	4	Expanded Learning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$273,285.00
1	5	Formative Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$397,628.00
1	6	ELA and Math Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$428,801.00

1	7	EL Program Implementation	\$0.00	\$0.00	\$335,899.00	\$0.00	\$0.00	\$0.00	\$3,267,587.00
1	8	EL Reclassification Support and Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$718,453.00
1	9	Student-Free Professional Development Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,788,721.00
1	10	Variable Credit Recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$999,851.00
1	11	Enhanced Data Systems	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$668,573.00
1	12	Ancillary Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,786,000.00
1	13	Focus on Writing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,280.00
2	1	School Counselors	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,333,485.00
2	2	Enhanced Counseling and Student Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,085,114.00
2	3	Professional Development	\$166,810.00	\$160,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,523,867.00
2	4	Targeted AVTI Mentoring and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$676,801.00
2	5	Classroom Walkthroughs	\$12,980.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,960.00
2	6	AP Placement/Exams/Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$488,867.00
2	7	Career Technical	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,335,853.00

		Education (CTE) opportunities							
2	8	AVID Elective	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,746,601.00
2	9	AVID Health Survey/Transition	\$96,180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$166,633.00
2	10	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,777,438.00
2	11	STEM Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,918.00
2	12	Dual Enrollment/Internships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$248,876.00
2	13	Enrichment Options	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$508,298.00
2	14	21st Century Learning Environments	\$328,841.00	\$18,367.00	\$0.00	\$8,211.00	\$0.00	\$0.00	\$2,124,512.00
2	15	NGSS Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,798.00
3	1	Access to Standards-Aligned Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,398,785.00
3	2	Facilities in "Good" Repair	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,964,600.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$95,709,022.00
3	4	CTE Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,623,667.00
3	5	Recruit and Retain Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$560,120.00
3	6	Improve Attendance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,927,529.00
3	7	Student Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,268,179.00

		Centers							
3	8	Implement PBIS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$783,120.00
3	9	Classified Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$232,930.00
3	10	Safe, Secure, and Positive Learning Environments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,147,150.00
3	11	Supplemental Interventions and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,366,554.00
3	12	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,456,185.00
3	13	Independent City	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
3	14	Diversity Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$246,391.00
4	1	PowerSchool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$513,000.00
4	2	Qualtrics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,000.00
4	3	Parent Link	\$30,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,500.00
4	4	EL Parent Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,392,923.00
4	5	Outreach to Spanish-Speaking Parents	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,500.00
4	6	Parent/Family Collaboration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$514,998.00
4	7	Increase Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,069,257.00
4	8	SEL Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500,000.00
5	1	Access to Least Restrictive Environment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,349,731.00
5	2	Increased Academic	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,167,358.00

		Support							
5	3	SPED Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,489,115.00
5	4	Community Involvement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,839,204.00
5	5	Suspension Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,603,151.00
5	6	ELA and Math Proficiency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,804,411.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[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).

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