LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academies of the Antelope Valley
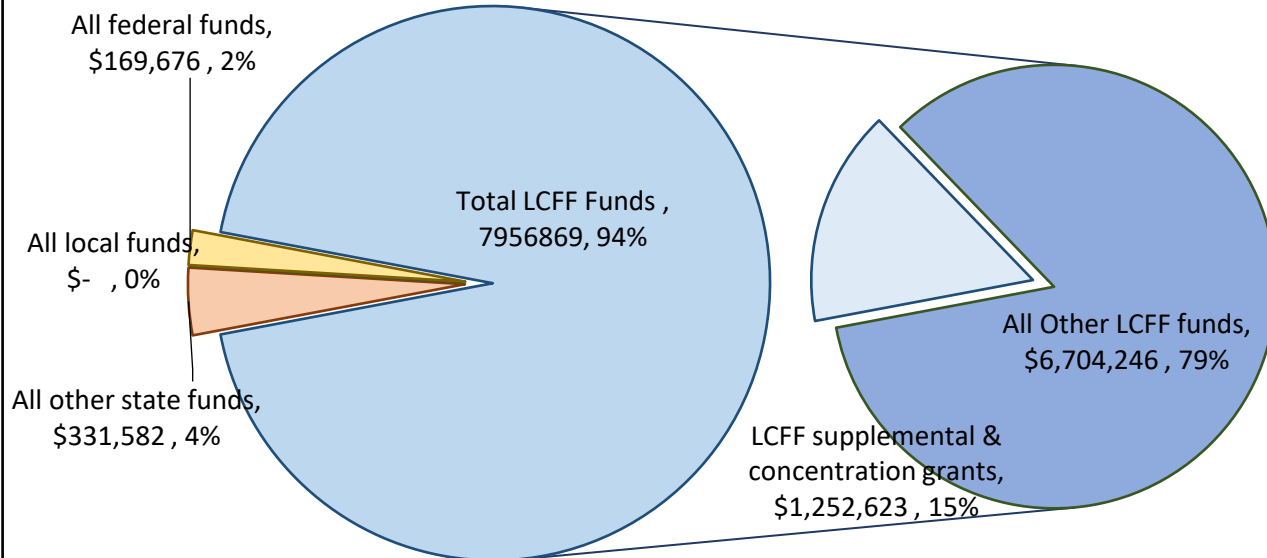
CDS Code: 19 64246 0126003

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

All federal funds, $169,676 , 2%

All local funds, $- , 0%

All other state funds, $331,582 , 4%

Total LCFF Funds , 7956869, 94%

All Other LCFF funds, $6,704,246 , 79%

LCFF supplemental & concentration grants, $1,252,623 , 15%

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

The text description for the above chart is as follows: The total revenue projected for Academies of the Antelope Valley is $8,458,127.00, of which $7,956,869.00 is Local Control Funding Formula (LCFF), $331,582.00 is other state funds, $0.00 is local funds, and $169,676.00 is federal funds. Of the $7,956,869.00 in LCFF Funds, $1,252,623.00 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.

Budgeted Expenditures in the LCAP
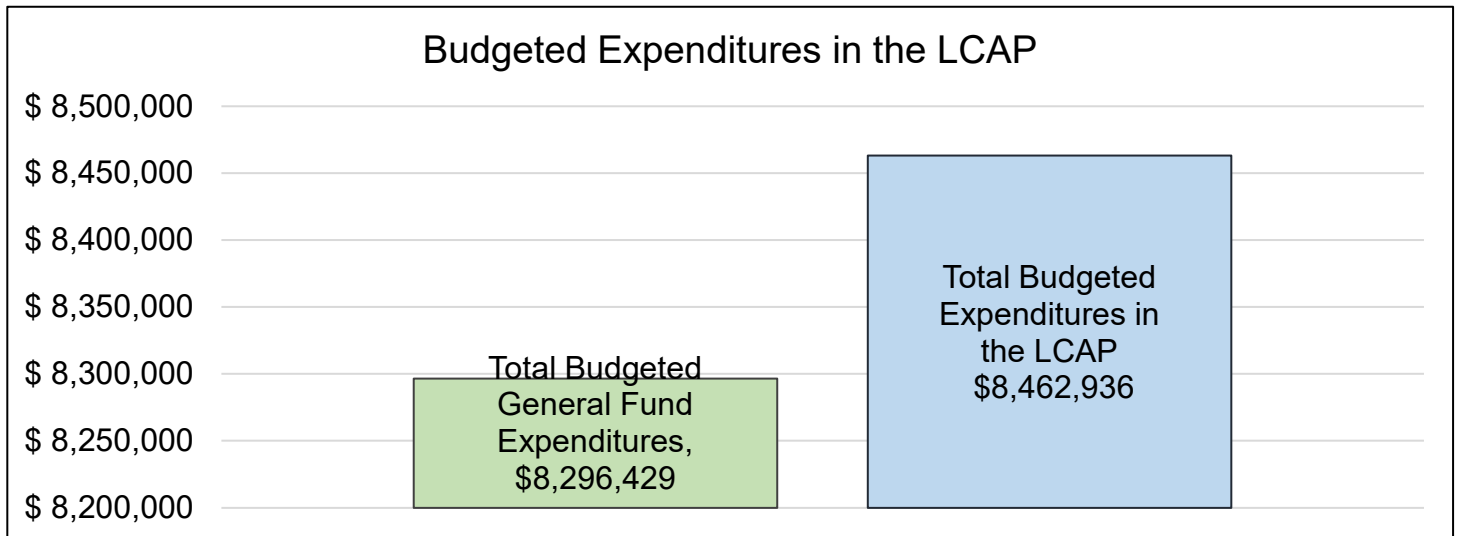
This chart provides a quick summary of how much Academies of the Antelope Valley plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academies of the Antelope Valley plans to spend $8,296,429.00 for the 2023-24 school year. Of that amount, $8,462,936.00 is tied to actions/services in the LCAP and $-166,507.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
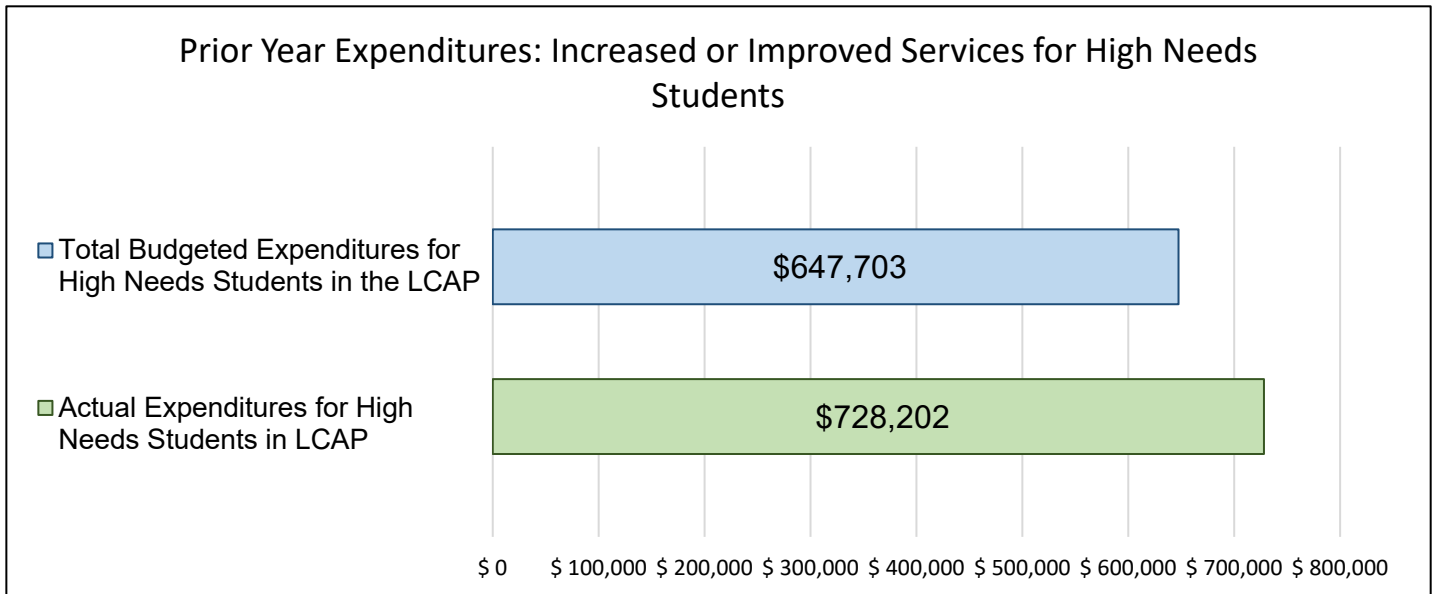
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain specialized programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.
AAV will use carryover funds for the excess in the budget for 2023-24.

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

In 2023-24, Academies of the Antelope Valley is projecting it will receive $1,252,623.00 based on the enrollment of foster youth, English learner, and low-income students. Academies of the Antelope Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Academies of the Antelope Valley plans to spend $1,252,623.00 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$647,703
Actual Expenditures for High Needs Students in LCAP	$728,202

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000

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

The text description of the above chart is as follows: In 2022-23, Academies of the Antelope Valley's LCAP budgeted $647,703.00 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent $728,202.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Jennifer Slater-Sanchez Director, Categorical and Special Programs	jslater-sanchez@avhsd.org 6619487655

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.

Academies of the Antelope Valley (AAV), a dependent charter in the 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.

At the Academies of the Antelope Valley (AAV), we believe that we can best prepare students with the skills that will ensure their success in high school and beyond. AAV is comprised of two junior high school campuses and one Virtual Academy that ranges from grades 6-12. The junior high campuses prepare students to enter any career academy and pathway offered at the high school comprehensive sites. Creating this pipeline of opportunity affords students exposure to the career sector and helps to improve their focus when entering the college and career force. At AAV we offer 1:1 technology, STEM-focused curriculum, and small, family-like campuses, and a safe environment.

Reflections: Successes

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

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 "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, 28% of AVUHSD students scored high-average and high, which is a 2% increase from 2021/22.
In the area of Reading, 33% 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.

Graduation Rate:
The 2022 Dashboard reflected "All Student" performance in the "Very High" range.

To maintain or build on the success identified in the 2022 California Dashboard and continue progressing, the following strategies will be implemented:

Targeted interventions: Focus on improving academic performance in Math and English Language Arts by implementing targeted interventions tailored to address the areas where students scored low. This can involve providing additional resources, training teachers in effective instructional strategies, and implementing evidence-based programs.

Data analysis and monitoring: Continue analyzing data at the school sites to identify areas of improvement and monitor student progress. Regularly reviewing data can help identify patterns and trends, enabling educators to make informed decisions and adjust instructional strategies as needed.

Multi-Tiered Systems of Support (MTSS): Maintain a strong focus on MTSS, which involves providing different levels of support based on student needs. This framework ensures that all students receive the necessary interventions and resources to succeed academically. Implementing effective MTSS practices can help address achievement gaps and improve overall student outcomes.

Standards-based instruction: Continue implementing standards-based instruction with aligned materials. This approach ensures that instruction is aligned with academic standards and helps students develop the necessary knowledge and skills. Regularly reviewing and updating instructional materials can further enhance the quality of teaching and learning.

Collaboration with educational partners: Engage in collaborations and partnerships with educational partners, such as other school districts, educational organizations, and community stakeholders. Sharing best practices, participating in professional development opportunities, and leveraging available resources can contribute to continuous improvement and increased student success.

Graduation rate support: While the 2022 Dashboard reflected a high graduation rate, it is essential to maintain efforts to support students' successful completion of high school. This can involve providing academic support, counseling services, career exploration opportunities, and college readiness programs. Additionally, monitoring and addressing any factors that may contribute to dropout rates or disengagement can help ensure a high graduation rate.

By implementing these strategies, AAV can build upon the identified areas of success and progress, ultimately leading to improved academic outcomes, increased student growth, and continued success in the future.

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 "All Student" performance in the "Low" range and -93.7 points below standard. There were disparities in the performance of student groups. Socioeconomically Disadvantaged, African American, and Hispanic students scored "Low", White students scored "Medium", and English Learners and Students with Disabilities scored in the "Very Low" range. No placement was reported for Foster Youth. The average distance from the standard ranged from -56 points below the standard to -168.7 points below the standard. Several of our student groups received a penalty, due to their participation rate being below 95%.

The 2022 Dashboard reflected similar results in English Language Arts, with "All Student" performance "Low" and -13 points below standard. Socioeconomically Disadvantaged, African American, and Hispanic students scored "Low", White students scored "Medium", and English Learners and Students with Disabilities scored in the "Very Low" range. No placement was reported for Foster Youth. The average distance from the standard ranged from +2.9 points above the standard to -94.3 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: -120.7 points below the standard "Very Low"; ELA: -50.6 points below the standard "Very Low"
Foster Youth - Math: No Performance Level; ELA: No Performance Level
Socioeconomically Disadvantaged - Math: -109.3 points below the standard "Low"; ELA: -30.7 points below the standard "Low"

To improve academic outcomes for all students, the Academies of the Antelope Valley (AAV) has implemented a Multi-Tiered System of Support (MTSS) to include best, first instruction, targeted intervention and support, and assessment analysis. AAV 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, AAV 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 Antelope Valley Union High School 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 "Very Low" range with 32.4% 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.

Chronic Absenteeism:
Based on the Data Quest, chronic attendance data indicates that improving attendance remains an area of concern with chronic absenteeism for all students increasing to 23.1%. This data represents a disparity from the 2020/21 chronic absenteeism rates for all students (11.6). Chronic absenteeism also increased for the following unduplicated student groups: Foster Youth (31.3%); Socioeconomically Disadvantaged (27%); and English Learners (35.7%). 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 the AAV placement for All Students is in the "Medium" range with a 6% suspension rate. English Learner students are also in the "Medium" range at 5.3%, while Socioeconomically Disadvantaged students are in the "High Range" at 7%. These percentages indicate and increase from 2020/21. No placement was reported for Foster Youth.

To address the increase in student behaviors, social-emotional needs, suspensions, and chronic absenteeism, AAV plans to take the following steps to address academic achievement, suspension rates, and chronic absenteeism.
- Full implementation of MTSS/Tier I strategies
- 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: 65.2% in 2020/21 and 55.9% in 2021/22
- Dropout Rate - 0% in 2020/21 and 2.9% in 2021/22

Our district will take several steps to improve A-G completion, 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.
- Data Analysis: Our district will use data analysis to identify students who may be at risk of not completing A-G 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.
- 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 completion.
- 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 requirements. This includes training on effective teaching strategies, data analysis, and providing students with academic and career counseling.

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.

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
- MTSS: The implementation of a Multi-Tiered System of Support (MTSS) framework is a crucial step in providing comprehensive support to students. This involves developing and implementing Tier 2 and Tier 3 interventions across the District, coordinating efforts between schools and District administration, and ensuring that students' academic, behavioral, and social-emotional needs are met effectively.
- 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 Services: Student Support Services 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.

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.
- 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Throughout the 2022/2023 school year, the Antelope Valley Union High School District in partnership with Academies of the Antelope Valley, has engaged in eliciting feedback from our Educational Partners, conducting 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: September, 2022 – May, 2023 – The following groups were engaged in discussing and developing the 2023/2024 LCAP:

Community Engagement Meetings - September - October, 2022
9/22/22 and 10/26/22 - 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. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.

Student Engagement Meetings - January, 2023
1/31/23 - 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. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.

Staff Engagement Meeting - February, 2023
2/7/23 - 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.

Parent Advisory Committee (PAC) – May, 2023
The PAC is composed of parents/guardians who represent the demographics of students of the AAV, including unduplicated students (English Learners, Foster Youth, and Low Income). The Superintendent's Designee presented the 2023/24 draft LCAP to the PAC on 5/23/23 for review and comment. No questions or comments were raised that necessitated a written response from the Superintendent.

District Site and Leadership Team (DSLT) – January, 2022 - May, 2023:
The District and School Leadership Team (DSLT) 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 DSLT 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 DSLT, 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 Academies of the Antelope Valley 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.

Parent Advisory Committee (PAC):
The Parent Advisory Committee (PAC) expressed their support for the actions and services outlined in previous versions of the LCAP. They also expressed gratitude for the opportunity to review the draft for the 2023/24 academic year and look forward to its implementation in the coming year.

District Site and Leadership Team (DSLT):
The DSLT 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 DSLT 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 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).

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, and 4).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	2020 All Students - 88.2% LI - 89.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	2021 All Students -100% LI - 100% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	2022 All Students -97.1% LI - 96.4% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed		All Students -95% LI - 95%
ELPI (English Learner Progress Indicator)	2019 Dashboard All Students - 52.4% medium LI - 38.5%	NO NEW DATA AVAILABLE FROM THE SAME SOURCE 2019 Dashboard 52.4% medium LI - 38.5%	2022 Dashboard All Students - 32.4% making progress towards English language proficiency LI - No data available		All Students - 60% medium LI - 50%

RFEP (Reclassification Rate)	14.8% (2020-2021)	Data Not Available	Preliminary Data from CALPADS 7.58% (2021-2022)		25%
CCI (College/Career Indicator)	(Dashboard 2019) All Students - Performance: 31.6% prepared Progress: -11.3% (declined) LI -38.5% prepared Progress: Unavailable FY - Unavailable EL - Unavailable	DATA NOT AVAILABLE SINCE 2019 (Dashboard 2019) All Students - Performance: 31.6% prepared Progress: -11.3% (declined) LI -38.5% prepared Progress: Unavailable FY - Unavailable EL - Unavailable	DATA NOT AVAILABLE SINCE 2019		All Students - 40% prepared LI -45% prepared
A-G Completion	(2020) All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2021) All Students - 65.2% LI - 61.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2022) All Students - 55.9% LI - 59.3% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed		All Students - 60% LI - 60%
CTE Pathway Completion	(2020 CCI) 40% - All Students 50% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2021 College and Career Measures Only Reports) 8.7% - All Students 0% - LI	College and Career Measures Only Reports - Not available California Dashboard - College/Career Not Reported In 2022		50% - All Students 60% - LI
CAASPP ELA	2019 Dashboard All Students - Orange Performance: 4.5 points below standard Progress: -16.8 points	High-13% High/Avg - 24% Avg-24% Low/Avg- 20% Low - 19%	2022 Dashboard All Students - 13 points below standard EL - 50.6 points below standard LI - 30.7 points below		All Students - Green Performance: 0 points below standard LI - Green Performance: 0 points below

	(declined) LI - Orange 23.1 points below standard Declined 19.5 Points FY - Unavailable EL - Unavailable	2021-2022 NWEA Local Assessment CAASPP DATA NOT AVAILABLE SINCE 2019	standard FY - Unavailable		standard
CAASPP Math	2019 Dashboard All Students - Orange Performance: 72.5 points below standard Progress: -27.2 points (declined) LI - Orange 95 points below standard Declined 31 Points	High-8% High/Avg - 18% Avg-19% Low/Avg- 27% Low - 28% 2021-2022 NWEA Local Assessment CAASPP DATA NOT AVAILABLE SINCE 2019	2022 Dashboard All Students - Performance: 93.7 points below standard LI - 109.3 points below standard		All Students - Green Performance: 0 points below standard LI - Green Performance: 0 points below standard
EAP % Students Prepared for College ELA	2018-19 CAASPP 11th Grade (All students) - 46.15% 11th Grade (LI) - 23.07% 8th Grade (All students) - 49.40% 8th Grade (LI) - 36.42% 7th Grade (All students) - 47.16% 7th Grade (LI) - 41.13%	DATA NOT AVAILABLE SINCE 2019 2018-19 CAASPP 11th Grade (All students) - 46.15% 11th Grade (LI) - 23.07% 8th Grade (All students) - 49.40% 8th Grade (LI) - 36.42% 7th Grade (All students) - 47.16% 7th Grade (LI) - 41.13%	2021-2022 CAASPP 11th Grade (All students) - 59.57% 11th Grade (LI) - 41.17% 8th Grade (All students) -44.68% 8th Grade (LI) - 41.38% 7th Grade (All students) - 46.77% 7th Grade (LI) - 38.94% New Student Group- 6th Grade (All students) - 22.42% 6th Grade (LI) -23.81%		Percent Met EAP 11th Grade (All students) - 55% 11th Grade (LI) - 40% 8th Grade (All students) - 60% 8th Grade (LI) - 55% 7th Grade (All students) - 60% 7th Grade (LI) - 55%
EAP % Students Prepared for College Math	2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0% 8th Grade (All students) - 21.60%	DATA NOT AVAILABLE SINCE 2019 2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0%	2021-22 EAP 11th Grade (All students) - 8.51% 11th Grade (LI) - 0% 8th Grade (All students) - 17.59% 8th Grade (LI) - 13.89%		11th Grade (All students) - 20% 11th Grade (LI) - 10% 8th Grade (All students) - 30% 8th Grade (LI) - 25% 7th Grade (All students) - 35% 7th Grade (LI) - 30%

	8th Grade (LI) - 15.33% 7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%	8th Grade (All students) - 21.60% 8th Grade (LI) - 15.33% 7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%	7th Grade (All students) -18.00% 7th Grade (LI) - 8.04% New Student Group- 7th Grade (All students) -6.90% 7th Grade (LI) - 7.14%		
Implementation of Academic Standards (Local Indicator)	Standard Met	Standard Met			Maintained Standard Met
Local ELA Assessment: NWEA Map (11th grade)		High-13% High/Avg - 24% Avg-24% Low/Avg- 20% Low - 19% 2021-2022 NWEA Local Assessment	High-12% HiAvg-21% Avg-25% LoAvg-18% Low-24% 2022-2023 NWEA Local Assessment		50% high/high avg. 2023-2024 NWEA Local Assessment
Local Math Assessment: NWEA MAP (11th grade)		High-8% High/Avg - 18% Avg-19% Low/Avg- 27% Low - 28% 2021-2022 NWEA Local Assessment	High-12% HiAvg-16% Avg-20% LoAvg-24% Low-28% 2022-2023 NWEA Local Assessment		50% high/high avg. 2023-2024 NWEA Local Assessment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort students on guided tours to College, University, and Career-related destinations each semester, in grades 6-12, to increase their access to higher education.	$25,450.00	Yes
2	College Readiness Exams	Teachers and various classified support personnel will administer the PSAT annually to all students in grades 8, 10 and 11, and administer the SAT annually to all students in grade 11 as an indicator of college readiness and to prepare students to excel on the SAT.	$4,972.00	Yes
3	Advanced Placement Training and Tutoring	AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional	$22,586.00	Yes

		strategies and tutoring supports to AP students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.			
4	Expanded Learning Opportunities	Teachers and various classified support personnel including virtual tutors will provide extended day tutoring available to students, virtually 7 days a week and in-person, before and after school, weekly to identified students in grades 6-12, to improve their conceptual understanding of ELA and Math standards, and close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	$29,945.00		Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to students in grades 6-12, in Math, ELA, and Science, and use the results formatively to provide students with best first instruction and targeted interventions that address skill gaps, so identified students can equitably access core content standards in Math, ELA, and Science to increase proficiency in Math, ELA, and Science.	$10,969.00		Yes
6	EL Program Implementation	Additional EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using Ellevation, PowerSchool and Data Central to ensure proper initial placement, testing and monitoring of ELs to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates.	$266,898.00		Yes
7	EL Reclassification Support and Monitoring	Designated EL Support staff will use Ellevation, Data Central, and PowerSchool database systems, to systematically monitor, for at least four years, the academic progress of students who have exited an EL program to ensure that the students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the District's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.	$112,675.00		Yes
8	Student-Free Professional Development Days	AAV Staff and external consultants will provide three student-free professional development days per teacher, grades 6-12, during the school year, focused on differentiated, best first instruction, engagement, formative assessment, monitoring, intervention, and SEL strategies for LI, EL, and FY to increase equitable access to rigorous academic content standards and raise student achievement.	$21,259.00		Yes
9	Variable Credit Recovery	Teachers will provide credit retrieval options for identified students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames to master core content and pass their core classes in order to increase A-G and Graduation rates.	$25,166.00		Yes
10	Ancillary Instructional Materials	Teachers in core content classes will provide students with ancillary instructional materials and supplies for the classroom and home use, to increase the students' ability to access the core curriculum and increase equitable access to supplemental instructional materials that ensure meaningful participation and engagement in core content classes to increase	$10,883.00		Yes

11	Focus on Writing	Teachers in grades 6-12 across disciplines will receive additional professional development, coaching, and ancillary writing curriculum supports throughout the year to help them align their instruction, assignments, and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready.	$6,500.00	Yes
12	Intervention Materials and Supplies - Title I funded Academic Interventions	Teachers will provide supplemental instructional materials and supplies for students to use at school and at home to provide equitable learning environments at school and at home and to raise student achievement.	$18,860.00	No
13	Saturday Tutoring - Title I funded Academic Interventions	Teachers and various certificated and classified support personnel will provide extended day and Saturday tutoring to identified students needing additional academic support.	$10,000.00	No
14	Supplemental Interventions SWD, Foster Youth, Homeless and EL - Title I funded	Teachers and various classified support personnel will provide additional interventions, individualized supports, tracking, and monitoring strategies to Students with IEPs and 504 Plans, Foster Youth (FY), Homeless Youth (HY), and English learners (EL) students to ensure equitable access and proficiency on rigorous academic content standards, and adequate progress on NWEA MAP assessment growth scores, CAASPP, CAW, and ELPAC.	$5,525.00	No

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 14 improved actions and services for LCAP year two, 2022/23.

All 14 improved actions and services relating to Goal 1 were fully, partially, or minimally implemented.
12 of 14 actions were implemented fully
1 of 14 actions was implemented partially
1 of 14 actions was implemented minimally

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 NWEA Map assessments three times per year by teachers and classified support personnel (1.5), along with the use of formative assessments to provide targeted interventions, proved successful in enhancing academic performance in Math, ELA, and Science among students in grades 6-12. Additionally, the professional development opportunities provided by AAV Staff and External Consultants (1.8), focused on differentiated instruction, formative assessment, monitoring, intervention, engagement, and SEL strategies for LI, EL, and FY, were successful in increasing equitable access to rigorous academic content standards and raising student achievement.

Providing extended day and Saturday tutoring (1.13) to identified students needing additional academic support presents a challenge for teachers and various certificated

and classified support personnel. The challenge lies in balancing the additional time and resources required for this support with their existing workload and personal commitments. Additionally, ensuring that the tutoring is effective in addressing the students' academic needs and providing equitable access to all students who require it adds to the challenge.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

We have successfully implemented all 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
The organized field trips provided many students with opportunities to visit college and career-oriented destinations throughout Southern California, and their effectiveness in providing valuable learning experiences cannot be overstated. Through these trips, students were able to gain exposure to various colleges and career paths, enabling them to make informed decisions about their future. The experiences also helped to broaden their perspectives and inspire them to pursue their academic goals. The success of these field trips can be attributed to the careful planning and execution by the organizers, who ensured that the trips were safe, engaging, and informative. Overall, the organized field trips were an effective means of enhancing the educational experience of many students.

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.

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
NWEA assessments in ELA, Math, and Science were conducted three times this year, resulting in improved student growth and academic performance. Collaboration between district curriculum coordinators, site administration, and leadership led to strategies for enhancing student participation and growth.

1.6/1.7 – EL Program Implementation/ EL Reclassification Support and Monitoring
The District's administrative team for English Learners (ELs) improved staff capacity by attending EL-specific workshops and conferences and providing monthly training to site-level EL coordinators, ELD teachers, and support staff. Counselors provided targeted support to EL students, helping them attain and maintain academic proficiency, enroll in higher-level and A-G courses, and pursue their college and career goals. Additional staff were utilized to administer and monitor the ELPAC assessment, ensuring accurate and reliable data.

1.8 - Student-Free Professional Development Days
The District provided teachers with targeted professional development opportunities during three student-free days. The topics covered included effective utilization of NWEA formative assessments, implementation of social-emotional learning strategies, MTSS, core instructional models, and best practices for increasing student engagement. Ongoing training and support were provided to teachers in these areas throughout the school year and beyond.

1.9 - Variable Credit Recovery
To increase opportunities for credit retrieval, students were provided with several options, including virtual classes, APEX, independent study, summer school, and Saturday credit retrieval. The District also made alternative education and additional tutoring options available to students, further expanding their opportunities for credit retrieval.

1.10 - Ancillary Instructional Materials
In the 2022/23 school year, our primary focus was to provide students with additional resources to support them in achieving their academic goals. We offered supplementary instructional materials and supplies tailored to individual student needs to enhance their engagement, success, and academic achievement. Student feedback revealed a desire to prioritize subject knowledge, improve learning, and refine organizational skills. Consequently, we included student planners to help with executive functioning skills as part of our efforts to provide enhanced services and instructional materials.

1.11 - Focus on Writing
Teachers in grades 9-12 were provided with additional professional development, coaching, and writing support, resulting in aligned instruction, assignments, and grading.

1.12 - Intervention Materials and Supplies
The provision of supplemental instructional materials and supplies by teachers helped to create equitable learning environments for students both at school and at home, leading to an increase in student achievement.

1.13 - Saturday Tutoring
Though minimally implemented, teachers and various certificated and classified support personnel provided extended day and Saturday tutoring to identified students needing additional academic support.

1.14 - Supplemental Interventions
Teachers and various classified support personnel provided additional interventions, individualized supports, tracking and monitoring strategies to Students with IEPs and 504 Plans, Foster Youth (FY), Homeless Youth (HY) and English learners (EL) students. This initiative ensured equitable access and proficiency on rigorous academic content standards, and adequate progress on NWEA MAP assessment growth scores, CAASPP, CAW, and ELPAC.

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.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Classroom Walkthroughs	434 (DigiCOACH 2019-2020)	89 (DigiCOACH 2020-2021)			500 DigiCoach Walks
AP exams with qualifying score (+3) LEA-wide	2405 (2020)	1357 -(2021)	1726 - (2022)		2600 Qualifying Scores
Percentage of qualifying AP scores LEA-wide	34% (2020)	23% (2021)	32% - (2022)		40%
AP Students in District LEA-wide	3588 (2020)	4259 (2021)	4452 (2022)		3800
AP Exams taken LEA-wide	6850 (2020)	5794 (2021)	5478 (2022)		7200
Access to a Broad Course of Study (Local Indicator)	Standard Met	Standard Met	California Dashboard Standard Not Met		Standard Met
a-g Completion	(2020)	(2021)	(2022) All Students - 55.9%		All Students - 60% LI - 60%

	All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	All Students - 65.2% LI - 61.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	LI - 59.3% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed		
Graduation Rate	2020 All Students - 88.2% LI - 89.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	2021 All Students - 100% LI - 100% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	2022 All Students -97.1% LI - 96.4% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed		All Students -95% LI - 95%
CTE Pathway Completion	(2020 CCI) 40% - All Students 50% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2021 College/Career Measures Only Report & Data) 8.7% - All Students 0% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	2022 College/Career Measures Only Report & Data - Unavailable 2022 California Dashboard CCI - Not reported in 2022		50% - All Students 60% - LI

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Counseling Services	Additional Counselors, social workers, and various other classified personnel will provide tiered supports to identified students to proactively address academic, social-emotional, behavioral, and physical well-being, to ensure equitable access to academic, collegiate, professional, and personal growth. The increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the academic, college and career, social-emotional and behavioral needs of our unduplicated students to increase achievement, well-being, and college/career readiness.	$91,213.00	Yes
2	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide	$6,143.00	Yes

		teachers with increased opportunities to access internal and external expertise to further their development, increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment, and intervention strategies that increase academic outcomes for students as indicated on NWEA growth and proficiency scores and CAASPP results.		
3	Classroom Walkthroughs	Site and District instructional teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence, and provide feedback on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL).	$5,000.00	Yes
4	AP Placement/Exams	Counselors will coordinate services with site administration teams to increase access to AP classes for LI, FY, and EL students. Teachers will further prepare students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and providing students with increased access to AP exams at reduced costs so students can afford to take as many AP exams as they qualify for as evidenced by increased AP Participation, Pass rates, and CCI rates.	$2,967.00	Yes
5	Career Technical Education (CTE) opportunities	Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with students, review student performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY, and EL students. CTE course sections will be increased to accommodate the increase of LI, FY, and EL students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules and increased CTE participation and pathway completions rates, as well as increased CCI rates for identified students.	$0.00	Yes
6	AVID Elective	AVID elective sections will be offered to all students and Counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student performance, to ensure equitable outcomes for LI, EL, and FY in the AVID elective as evidenced by increased CAASPP results, NWEA growth scores, EL progress, and A-G completion rates for identified AVID elective students.	$103,325.00	Yes
7	Technology	District and site support staffs will ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity, and online access to lower student-to-device ratios from 4:1 to 1:1 districtwide, to engage students in all classrooms, in grades 6-12, with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, and academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increases in NWEA growth scores, A-G, Grad Rate, and CCI rates.	$11,200.00	Yes
8	STEM Support	STEM Teachers and STEM DO and Site support staff will increase STEM exposition and competition opportunities to students in grades 6-12 districtwide, to give students	$12,778.00	Yes

		engaging hands-on, project-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 that helps to increase the number of students who participate in CTE pathways and STEM-related electives as evidenced by increased A-G, AP, CCI, and CTE participation and completion rates.		
9	21st Century Learning Environments	Instructional Partners and various other classified and certificated support personnel, will provide professional development and classroom walkthrough feedback to teachers in order to increase teacher effectiveness so that students can increase their achievement in core content classes as evidenced by increased scores on DigiCOACH walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates, and CAASPP scores.	$13,734.00	Yes
10	Enhanced Data Systems	The District Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified personnel to create, enhance, and provide training on internal data-base systems, Ed Central, and Data Central, so that district and site teams can readily retrieve data and implement proactive monitoring, intervention and evaluation systems on professional development and student performance to increase student achievement. The Coordinator of Data Analysis and Computer Science Principles will also collaborate with the site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education.	$4,943.00	Yes
11	NGSS Supports	A District-assigned teacher on special assignment will plan, collaborate, and observe science classrooms with district curriculum coordinators to provide additional professional development, feedback, and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), as evidenced by increased CAST scores and A-G rates.	$24,592.00	Yes
12	AVID Professional Development - Title I funded	AVID Professional Development and intervention planning.	$11,124.00	No
13	AVID Tutors - Title I funded	AVID tutors will facilitate small group tutoring instruction and provide student progress monitoring in the AVID elective classes to address the academic needs of students and ensure they are mastering academic content standards, completing assignments, and maintaining positive GPAs in core content classes.	$65,600.00	No
14	Intervention Technology - Title I funded	District and Site support personnel will ensure that teachers are provided with additional intervention technology that provides students with virtual platforms and intervention programs that address individual academic needs, to accelerate learning and narrow achievement gaps, as evidenced by increased NWEA growth scores, CAASPP results, EL progress and reclassification, and A-G completion rates.	$31,970.00	No
15	Arts Integration and Visual and Performing Arts	AAV will be given a Title IV site allocation in support of arts Integration and VAPA programs that offer additional academic enrichment options for AAV students, in order to support	$7,022.00	No

| | Program - Title IV funded | increased student engagement and academic achievement as indicated on increased NWEA Map assessment scores and CAASPP results. | | |

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, partially, or minimally implemented.
7 of 15 actions were implemented fully
5 of 15 actions was implemented partially
3 of 15 actions was implemented minimally

The synergy between LCAP Goals 1 and 2 enabled the provision of instructional assistance and financial aid to support students in enrolling in AP courses, registering for AP tests at reduced costs, and achieving higher success rates on the exams. Our focus on enhancing AP professional development and tracking progress will continue throughout the 2023/24 school year. While the percentage of students passing AP tests is commendable, our priority remains to ensure that more students have access to these exams, expanding their opportunities for success in higher education and their future careers.

The implementation of professional development (2.2) 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.

Implementing AVID Professional Development (2.12) posed a challenge, but it will be a key focus for the upcoming 2023/24 school year.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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 - Enhanced Counseling and Support
Our counselors and social workers have played a crucial role in providing tiered supports, monitoring student advancement, reaching out to high-needs students, and

offering social-emotional assistance. Specifically, social workers and community attendance workers have partnered with schools and communities to ensure that Foster Youth have the necessary access to academic, behavioral, social-emotional, and extra-curricular resources to stay engaged in their education. In order to achieve this, augmented counselors have been designated to monitor the progress of Foster youth and collaborate with at-risk coordinators who provide academic and social-emotional support. 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.

2.2 - Professional Development
In order to enhance the abilities of our teachers and staff to provide top-notch instruction, we have considerably raised our investment in professional development and online tools. We have provided a broad selection of in-district and out-of-district offerings, which are available in both in-person and virtual formats. With the introduction of Ed Central, our district's internal database, our educators have been granted greater independence in choosing, engaging in, and assessing professional development opportunities. This is a significant advancement towards empowering our teachers to take ownership of their professional growth, and ultimately raise the standard of instruction in our district.

2.3 - Classroom Walkthroughs
Our Instructional Partners, assessment coordinators, and teacher induction mentors have been continuously supporting teachers in analyzing and implementing professional development strategies based on student assessment outcomes. This collective endeavor assists our educators in creating effective instructional approaches that cater to the diverse learning requirements of our students. We are confident that by providing our teachers with the abilities and resources to examine and interpret student data, we can more effectively address their academic and social-emotional necessities, resulting in improved outcomes for our students.

2.4 - AP Placement/Exams
To guarantee equitable access to AP classes for LI (low-income) students, our counselors and site administrators have worked together. Our educators have offered differentiated instruction, extended the school day for AP prep tutoring, and provided reduced-cost AP exams to eliminate academic and financial barriers. Our objective is to provide all students, regardless of their background or financial status, with the chance to engage in AP classes and realize their full potential. Additionally, we have increased the availability of district-wide AP courses, with the expectation that students who take AP classes will also take the corresponding AP exam.

2.5 - Career Technical Education (CTE opportunities)
In response to the increasing demand for unduplicated students to engage in CTE (Career Technical Education) courses and pathways, we have augmented the number of CTE course sections on the master schedules of all schools. To achieve this, our counselors have been closely collaborating with CTE support staff and site administrative teams to provide students with counseling services, review their performance, and adjust the master schedules as needed. Through this partnership, we strive to guarantee that our students have access to exceptional education and support that will aid them in accomplishing their academic and career aspirations.

2.6 - AVID Elective
To promote the academic achievement of our unduplicated students, we have implemented AVID (Advancement Via Individual Determination) elective classes across all of our school sites. In collaboration with AVID site teams, our counselors have been examining master schedules and academic performance data to ensure that these students have access to the necessary support and resources to thrive in their coursework. By offering AVID courses and closely monitoring student progress, our objective is to assist our students in acquiring essential academic abilities, fostering a strong sense of self-efficacy, and preparing them for triumph in college and beyond.

2.7 - Technology
Our district and site support staff have demonstrated an unwavering commitment to equipping teachers with the necessary technology, wireless capacity, and online access to enhance their teaching practices and bolster student engagement with rigorous academic content standards. With these resources, educators have had the opportunity to explore a diverse selection of digital curriculum resources, academic assessments, and diagnostic tools that guide their instruction and expedite student learning. Consequently, we have witnessed significant advancements in key metrics such as NWEA growth scores, A-G completion rates, graduation rates, and CCI rates. By enabling our teachers with the tools they require to succeed, we are establishing a more supportive and productive learning environment for all students in our district.

2.8 - STEM Support
To offer our unduplicated students additional chances to participate in hands-on, project-based learning, we facilitated STEM expositions and competitions. Our STEM teachers collaborated with district and site support staff to ensure that learners could cultivate teamwork abilities and utilize classroom knowledge in practical settings.

2.9 - 21st Century Learning Environments

We provided teachers with professional development and feedback from instructional partners, as well as other classified and certificated support personnel, to help them better support targeted students. We conducted classroom walkthroughs to offer constructive feedback to teachers and improve their instructional practices. Our aim was to enhance 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.

2.10 - Enhanced Data Systems
The District's Data Analysis and Computer Sciences Coordinator collaborated with Data Service Specialists and other staff to enhance training on our internal database systems, Ed Central and Data Central. This enabled district and site teams to better evaluate professional development opportunities and access student outcome data, which helped us develop monitoring, intervention, and goal-setting strategies that specifically targeted the needs of English learner (EL), Foster Youth (FY), and Low Income (LI) students, ultimately leading to improvements in their academic achievement.

2.11 - NGSS Supports
In order to support the implementation and assessment of Next Generation Science Standards (NGSS), the district's Science Curriculum Coordinator partnered with other district curriculum coordinators to provide additional support for science teachers. This support included observing and providing feedback on science classrooms, as well as offering professional development opportunities and assistance with lesson planning. The ultimate goal was to enhance science teachers' effectiveness in implementing NGSS and improving student achievement in science.

2.12 - AVID Professional Development
Implementing AVID Professional Development posed a challenge, but it will be a key focus for the upcoming 2023/24 school year.

2.13 - AVID Tutors
The effectiveness of AVID tutors was demonstrated through their facilitation of small group tutoring instruction and provision of student progress monitoring in the AVID elective classes. This helped to address the academic needs of students and ensured they were mastering academic content standards, completing assignments, and maintaining positive GPAs in core content classes.

2.14 - Intervention Technology
The effectiveness of the District and Site support personnel was demonstrated through their provision of additional intervention technology to teachers. This technology included virtual platforms and intervention programs that addressed individual academic needs, ultimately accelerating learning and narrowing achievement gaps. This was evidenced by increased NWEA growth scores, CAASPP results, EL progress and reclassification, and A-G completion rates.

2.15 - Arts Integration and Visual and Performing Arts Program
AAV was given a Title IV site allocation to support arts integration and VAPA programs, providing additional academic enrichment options for AAV students. This initiative aimed to increase student engagement and academic achievement, as demonstrated by the improvement in NWEA MAP assessment scores and CAASPP results.

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.

This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:
1: Basics
2: State Standards
4: Pupil Achievement
5: Pupil Engagement
6: School Climate
7: Course Access
8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Suspension Indicator	2019 Dashboard All Students - Green Performance: 4.4% Progress: -7.3% (declined) LI - Green Performance: 5% Progress: Declined 10.5% FY- Unavailable LI- Unavailable	NO NEW DATA AVAILABLE FROM THE SAME SOURCE 2019 Dashboard All Students - Green Performance: 4.4% Progress: -7.3% (declined) LI - Green Performance: 5% Progress: Declined 10.5% FY- Unavailable LI- Unavailable	2022 Dashboard All Students - Performance: 6% Status - Medium EL - Performance: 5.3% Status - Medium LI - Performance: 7% Status - High FY- Unavailable		All Students - Blue Maintained 4.0% LI - Blue Performance: 4%
Suspension Rate	3.4% (2020)	0% (2021)	6.2% (2022)		3.4% Maintained

Expulsion Rate	0.0% (2020)	0.0% (2021)	0% (2022)		0.0%
Attendance Rate	94.56% (2020)	94.37% (2021-2022)			95%
Chronic Absenteeism	All Students - Orange 9.6% LI - Orange 10.3% FY - Unavailable EL - No color 10.3%	All Students - 11.6% LI - 14.8% FY - Unavailable EL - 30.8%	All Students - 23.1% LI - 27.0% FY - 31.3% EL - 35.7%		All Students - Green 4% LI - 4% EL - 4%
Truancy Rate					
Dropout Rate	8% (2020)	0% (2021)	2.9% (2022)		5%
Basics: Teachers, Instructional Materials, Facilities (Local Indicator)	Standard Met	Standard Met			Standard Met
Local Climate Survey (Local Indicator)	Standard Met	Standard Met			Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Williams Compliance: Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	$911,209.00	No
2	Williams Compliance: Facilities	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	$968,502.00	No
3	Credentialed Teachers	100% of teachers will be fully credentialed and appropriately assigned.	$3,827,161.00	No
4	Special Education	Provide teachers, staff, supplies, services, and other operating expenditures to fulfill the requirements of our Special Education program.	$679,044.00	No
5	CTE Programs	Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	$266,032.00	No
6	Improve Attendance	The Director of Attendance will coordinate services with site Community Attendance Workers and various site support personnel, to implement tiered reengagement interventions for students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, and lower chronic absenteeism.	$22,000.00	Yes
7	Student Support Services	District Program Coordinators will coordinate services with Student Support Coordinators, counselors, social workers, site administrators, and various classified and certificated support personnel, to support the implementation of Multi-tiered Systems of Support	$206,416.00	Yes

		(MTSS), using Data Central and other database tools to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to identified students in the Student Support Services to increase academic achievement, behavioral, and social-emotional well-being.			
8	Positive Behavior Intervention Support (PBIS)	The Coordinator of Student Services will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates.	$56,500.00		Yes
9	Classified Professional Development	District and site administrative staff, including instructional partners and external consultants, will expand professional development opportunities to Classified staff to support their understanding of the needs, conditions, and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services, and objectives of the LCAP.	$500.00		Yes
10	Transportation	Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.	$150,000.00		Yes
11	Safe, Secure, and Positive Learning Environments	District Coordinators from Student Services will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff, and families with a more positive, safe and secure learning environment by making campus improvements, increasing visibility, building positive relationships with students, staff and families, and proactively monitoring the school environment to positively intervene as necessary, to reduce suspensions and increase a sense of safety and well-being for students, staff, and families.	$267,613.00		Yes
12	Multi-Tiered System of Support (MTSS)	The successful implementation of the District's Multi-Tiered System of Supports (MTSS) model and vision will be facilitated by a team consisting of District coordinators, directors, and various support personnel. These individuals will work collaboratively to support MTSS school site teams, deliver professional training to school staff and teachers, provide relevant resources, guide school-based processes, and monitor data to establish goals and implement academic, behavioral, and social-emotional tiered interventions.	$45,823.00		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 11 actions and services in the 2022/23 LCAP.

All 11 improved actions and services relating to Goal 3 were fully or partially implemented.
10 of 11 actions were implemented fully

1 of 11 actions was implemented partially

The coordination of services by District Program Coordinators with Student Support Coordinators, counselors, social workers, site administrators, and various classified and certificated support personnel (3.7) successfully supported the implementation of Multi-tiered Systems of Support (MTSS). They proactively monitored, set goals, and provided academic, behavioral, and social-emotional tiered interventions to identified students in the Student Support Services using Data Central and other database tools. Similarly, the successful coordination of services by the Coordinator of Student Services with site PBIS Coordinators and various other support personnel (3.8) provided positive behavioral interventions and supports (PBIS) to identified students through a Multi-Tiered Systems of Support (MTSS) framework that included support for social-emotional learning through the Habitudes curriculum. These efforts resulted in increased student well-being and decreased suspension rates.

The challenge in implementing action 3.10 - 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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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 nine 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 - Williams Compliance: Instructional Materials/Facilities/Credentialed 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 - Special Education
The district provided teachers, staff, supplies, services, and other operating expenditures to fulfill the requirements of the Special Education program, ensuring that students with disabilities received the necessary support to access the curriculum and make academic progress. These efforts were aimed at promoting equitable access and opportunities for all students, including those with special needs, and contributing to their success and well-being.

3.5 - CTE Programs
The Career and Technical Education (CTE) pathways continue to be a highly sought-after option among students, with excellent attendance rates. This academic year, we have continued our commitment to supporting CTE courses by providing additional resources to teachers, including action plans and financial incentives to obtain the necessary credentials.

3.6 - Improve Attendance
By working closely with Student Services and Community Attendance Workers at multiple locations, our Director of Attendance has taken a proactive role in improving student enrollment and retention practices.

3.7/3.8 - Student Support Services/Positive Behavior Intervention and Supports (PBIS)
Our District Coordinator of Student Services is fully committed to reinforcing and expanding the Positive Behavior Intervention Supports (PBIS) program throughout all our schools. To facilitate a proactive approach towards behavior management, we have been leveraging School-wide Information System (SWIS) reports. These reports

help our behavioral support staff, counselors, administrators, and teachers to gain valuable insights into behavioral antecedents and develop positive interventions and supports for our students. The use of SWIS has been instrumental in improving our understanding of student behavior and creating a positive school environment.

3.9 - Classified Professional Development
To deepen and expand the implementation of restorative practices, PBIS, and Non-violent Conflict Intervention (NCI) district-wide, we have extended our professional development offerings to include a wider range of programs for classified staff. Our goal is to improve the overall school climate, culture, social-emotional support, and safety. Classified staff who participated in the training provided positive feedback, and educational partners have recommended 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 - 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.

3.11 - Safe, Secure, and Positive Learning Environments
We have been providing extra release periods for administrative interns to ensure a safe school environment and effective implementation of PBIS. The feedback from staff has been overwhelmingly positive, with teachers feeling more supported in their classrooms and gaining a better understanding of PBIS. This year, PBIS site teams have been meeting regularly and working closely with the district coordinator of PBIS to enhance their knowledge of the diverse interventions and support systems across all implementation tiers, as well as their correlation with data analysis. The Director of Equity, along with district coordinators and various support personnel, have engaged unduplicated students and their families in a more positive and connected learning experience. They have coordinated services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, Social Workers, and additional certificated and classified support staff. This team has provided mentoring opportunities to address the social-emotional, behavioral, and academic needs of EL, FY, and LI students and families, building positive relationships in the process.

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:

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

Action 3.12 - Multi-Tiered System of Supports (MTSS)
The successful implementation of the District's multi-tiered system of supports (MTSS) model and vision will be facilitated by a team consisting of district coordinators, directors, and various support personnel. These individuals will work collaboratively to support MTSS school site teams, deliver professional training to school staff and teachers, provide relevant resources, guide school-based processes, and monitor data to establish goals and implement academic, behavioral, and social-emotional tiered interventions.

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

Goal

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

An explanation of why the LEA has developed this goal.

This is the continuation of an original goal that our stakeholders believe still holds true. This goal addresses the following State Priorities:
1: Basics
2: State Standards
3: Parental Involvement
4: Pupil Achievement
5: Pupil Engagement
6: School Climate
7: Course Access
8: Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent participation	189 responses to Fall Climate survey	176 responses to Fall Climate survey	146 responses to Fall Climate survey		200 responses to Fall Climate survey
District App Followers	1,702 (2021)				1710 Followers
Parent and Family Engagement (Local Indicator)	Standard Met	Standard Met			Standard Met
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	2023 86% Parents Agree				2024 91% Parents Agree

	with innovative educational opportunities.						

Actions

Action #	Title	Description	Total Funds	Contributing
1	PowerSchool	Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.	$0.00	No
2	Parent Link	District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app, and coordinating Social Media to provide information and increase access to academic, intervention, enrichment, and extra-curricular activities for students and families in multiple formats to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/Student surveys.	$0.00	Yes
3	Parent /Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, and parent orientation meetings in order to increase contact and interaction with students, parents, and guardians of targeted groups intended to foster parent involvement and increase Foster Youth (FY) and (LI) student participation in rigorous courses, programs, interventions, and enrichment options, as evidenced by increased participation in AP, CTE, and Enrichment options.	$1,237.00	Yes
4	EL Parent Workshops	EL District and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva," to provide college information, goal setting, financial aid, and parenting workshops for non-English speaking parents of EL students to increase equitable access to educational opportunities for English learners and to increase positive parent-teacher partnerships for non-English speaking parents.	$40,500.00	Yes
5	Increase Communication	The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage families and community partners of the schools and district by utilizing various agencies to increase communication and outreach efforts of the District's educational programs, services, interventions, enrichment, and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs.	$40,260.00	Yes
6	Increase Parent and Community Outreach	Site certificated and various classified support personnel will plan and participate in school and community events to highlight AAV's educational programs, CTE Prep-Pathways, and College/Career opportunities for students.	$2,150.00	Yes
7	Expand Parent University - Title I funded	Expand Parent University to provide parents and families with additional workshops and conferences to empower parents for shared decision-making and increase their understanding of AAV's educational programs, interventions, and enrichment options that	$14,690.00	No

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 7 improved actions and services for the 2022/23 LCAP.

All 7 improved actions or services relating to Goal 4 were fully, partially, or minimally implemented.
4 of 7 actions were implemented fully
2 of 7 actions was implemented partially
1 of 7 actions was implemented minimally

We achieved remarkable success with our EL Parent Workshops and Parent/Family Collaboration initiatives (4.3 and 4.4). 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 CABE and offered two sessions of "Disciplina Positiva". Our success in these endeavors is reflected in our impressive rating of 4.3/4.4, demonstrating our commitment to promoting parent engagement and collaboration in our educational programs.

The challenge we face is to increase the participation of parents in our educational programs. We need to actively encourage parents of English Learners and non-English speaking parents of ELs to attend our workshops and conferences, and to engage with us in two-way communication at our advisory meetings. To address this challenge, we must offer innovative and accessible formats for our EL Parent Workshops and Parent/Family Collaboration initiatives. We need to expand our outreach efforts and provide a range of engaging opportunities for parents to participate in our programs. This could include offering multiple sessions of relevant workshops, in order to accommodate different preferences and schedules. In order to achieve success in our educational programs, it is essential that we rise to this challenge and actively work towards increasing the participation of parents in our initiatives. By doing so, we can empower parents to become consultants in the development, planning, and evaluation of our programs, actions, and services, leading to more effective and inclusive educational experiences for all students.

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 were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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 two local indicators, which include parent participation, District app followers, and parent/family engagement.

4.1 - PowerSchool
The student information system, PowerSchool, underwent multiple updates throughout the year in order to furnish parents, students, counselors, teachers, and administrators with a more comprehensive overview of student achievement. The objective of these efforts was to enhance the overall effectiveness of the system.

4.2 - Parent Link
In order to enhance communication practices, district and site staff utilized the "Parent Link" system to message families via phone, text, and email, while also utilizing a digital app and coordinating social media to disseminate information in various formats. The aim was to improve access to academic, intervention, enrichment, and extracurricular activities for families of English learner (EL), Foster Youth (FY), and Low Income (LI) students. The effectiveness of these efforts was reflected in Parent Link usage reports and Parent/Student surveys.

4.3/4/4 - Parent/Family Collaboration/EL Parent Workshops
We organized workshops and conferences for parents of English Learners and non-English speaking parents of ELs in hybrid formats, allowing them the option to attend either in-person or virtually. The objective was to enhance parent capacity as consultants in the development, planning, and evaluation of our programs, actions, and services. Our parents actively engaged in two-way communication during our advisory meetings, asking questions and providing input. We also provided opportunities for parent education, including sessions on Disciplina Positiva and participation in events such as CABE. Furthermore, we offered various parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences, and parent orientation meetings to English-speaking parents.

4.5/4.6 - Increase Communication/Increase Parent and Community Outreach
To enhance engagement of families and community partners with the schools and District, the Director of Communication collaborated with certificated and classified personnel from various district and site offices. They worked together to utilize different agencies to increase communication and outreach efforts, with the goal of promoting the district's educational programs, services, interventions, enrichment, and extra-curricular options.

4.7 - Expand Parent University
Due to limited implementation, the effectiveness of expanding Parent University to provide parents and families with additional workshops and conferences to empower them for shared decision-making and increase their understanding of AAV's educational programs, interventions, and enrichment options that support academic success, college/career readiness, and social-emotional well-being is difficult to determine. However, the initial implementation suggests that providing additional opportunities for parent engagement can have a positive impact on student success.

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

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 metrics:

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.

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)
$1,252,623.00	$90,910.00

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
18.83%	5.89%	$365,610.68	24.72%

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

Required Descriptions

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

1.1 - Student Field Trips
AAV students from Low Income (LI) and Foster Youth (FY) backgrounds are more likely to drop out of school and face limited opportunities for pursuing higher education. English Learner (EL) students require exposure to real-life situations to enhance their conceptual understanding and literacy skills. Offering guided tours to colleges, universities, and career-related destinations can facilitate students' comprehension of future college and career options, foster relevant connections to their daily coursework, and improve graduation rates and A-G rates.

1.2 - College Readiness Exams
AAV Low Income (LI), Foster Youth (FY), and English Learner (EL) students encounter obstacles in mastering fundamental ELA and Math standards. Specifically, LI and FY students encounter barriers in accessing academic resources and developing a positive self-perception, while ELs require additional support and interventions in literacy instruction. Following the administration of the PSAT and the availability of assessment results, teachers will analyze the data by student group and utilize it formatively to offer feedback, guide instructional planning, and provide targeted interventions to address achievement gaps in math and literacy, build essential skills, and enhance student confidence in their SAT preparation. Through teacher planning and intervention efforts that are based on PSAT results, students can close achievement gaps, build skills, and boost their confidence as they approach the SAT in eleventh grade, thus increasing their access to College and Career Preparedness as demonstrated by improved NWEA growth scores, CAASPP/EAP, and College and Career Readiness rates.

1.3 - AP Training and Tutoring
AAV Low Income (LI), Foster Youth (FY), and English learner (EL) students face barriers to accessing higher-level courses equitably. Specifically, LI, FY, and EL students are often placed disproportionately in remedial courses compared to their non-identified peers. To ensure equitable access to AP courses and success on AP tests, counselors will work with teachers and administrative teams to place identified LI, FY, and EL students in AP courses taught by AP-trained teachers. Additionally, students will receive additional academic and tutoring support to accelerate their learning and increase their chances of passing AP tests with qualifying scores. These

efforts will prepare LI, FY, and EL students for higher education opportunities and careers.

1.4 - Expanded Learning Opportunities
AAV students from low income (LI) households, those in foster care (FY), and those who are English Learners (EL) often encounter obstacles due to insufficient access to early learning opportunities and academic assistance, leading to wider knowledge gaps and a reduced ability to make significant connections to rigorous academic content standards. To address these challenges, teachers and other support staff will utilize NWEA Map evaluation outcomes to provide targeted tutoring that aligns with standards, focusing on specific skill gaps that the students require to gain greater access to the core curriculum, attain growth targets, and show proficiency on NWEA and CAASPP assessments in Mathematics and English Language Arts.

1.5 - Formative Assessment
Students in AAV who come from low income (LI) households or are in foster care (FY) often face obstacles due to a lack of access to early learning opportunities and academic support, which can result in wider knowledge gaps. AAV English learner (EL) students require additional monitoring and literacy support strategies to enhance their access to learning opportunities that support their comprehension of rigorous content standards in English Language Arts, Mathematics, and Science. Teachers and leadership teams can boost their capacity to identify skill gaps and develop best first instruction and interventions that are more closely aligned with students' instructional needs by carrying out frequent and formative assessments and monitoring efforts. This will enable identified students to master core content standards in Mathematics, English Language Arts, and Science, accelerating their progress on NWEA Map and CAASPP assessments.

1.8 - Student-Free Professional Development Days
AAV students from low income (LI) households or in foster care (FY) encounter obstacles due to insufficient access to early learning opportunities and academic support, which can widen their knowledge gaps and result in higher failure rates. AAV English learner (EL) students require additional literacy supports to enhance their capacity to understand rigorous academic content standards meaningfully and conceptually, reducing barriers of anxiety and isolation arising from learning a new language and core academic content standards simultaneously. These students will benefit from highly effective teachers who possess a range of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention, and SEL strategies. By gaining a more thorough understanding of the students' obstacles, progress on core content standards, skill gaps, and how to address them through formative assessment and intervention strategies, teachers can reduce failure rates and boost student achievement on CAASPP, NWEA Map assessments, and A-G completion rates.

1.9 - Variable Credit Recovery
Low Income (LI) students and Foster Youth (FY) in AAV often encounter barriers in accessing early learning opportunities, making it challenging for them to meet rigorous ELA and Math standards, which, in turn, increases their likelihood of failing and dropping out of school. English learner (EL) students require additional literacy support and interventions to address skill gaps and decrease anxiety to ensure equitable access to rigorous core content standards. AAV provides credit retrieval options for students in grades 9-12 who have been unsuccessful and had poor educational outcomes in traditional core content classes. Teachers and site support personnel examine grades in Ed Central annually and identify students in grades 9-12 with low grades and credit counts, placing them with a supplemental instruction teacher in alternative timeframes to master core content and pass their core classes, increasing A-G and Graduation rates.

1.10 - Ancillary Instructional Materials
Low Income (LI) and Foster Youth (FY) students in AAV can experience financial constraints that result in barriers to accessing sufficient academic support, such as supplemental instructional materials and supplies, which can affect their equitable access to the core curriculum, placing them at greater risk of school failure and dropping out. AAV English learner (EL) students can have difficulty making meaningful connections among fundamental concepts in the curriculum and their prior knowledge and experiences, which can negatively impact their ability to access core content standards and lead to feelings of anxiety, confusion, and isolation. To address these barriers, teachers will provide students with ancillary instructional materials and supplies for classroom and home use in core content classes to increase their ability to access the core curriculum and reduce financial and academic barriers that impede learning. Improving students' access to ancillary instructional materials at school and home will increase their ability to make meaningful connections to core concepts, which will support an increase in proficiency in core content classes, as demonstrated by increased NWEA proficiency and growth scores, A-G completion rates, and graduation rates.

1.11 - Focus on Writing
Low Income (LI), Foster Youth (FY), and English Learner (EL) students in AAV face barriers to early learning opportunities and academic support, which can lead to skill gaps and hinder their ability to comprehend rigorous College and Career Readiness Anchor Standards. To address this, AAVHUSD Curriculum Coordinators, Instructional Partners, and external consultants will provide professional development, coaching, and ancillary curriculum supports to teachers in grades 6-12. The focus will be on cross-disciplinary writing, with the goal of providing students with writing instruction, assignments, and assessments aligned to College and Career Readiness Anchor Standards and rubrics. These standards define general literacy expectations that students must meet to be college and career ready. The aim is to

improve A-G completion rates and ELA CAASPP and CCI rates for these students.

2.1 - Provide Enhanced Counseling Services

Students who are Low Income (LI), Foster Youth (FY), or English Learner (EL) may face various barriers that affect their academic and personal success, such as poor educational and health outcomes, mental health issues, and social isolation. AAV will address these challenges by providing additional support staff, including counselors, social workers, and other classified personnel, who will utilize enhanced database systems to identify and proactively provide tiered supports to address the students' social-emotional, behavioral, and physical well-being. This will ensure equitable access to academic, collegiate, professional, and personal growth opportunities. These supports will also empower each site to implement a responsive Multi-Tiered, Multi-Dimensional System of Support that meets the needs of our unduplicated students. Additionally, AAV will hire a Social Worker to better address the Tier3 levels of support needed by identified students, enabling them 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 EL.

2.2 Professional Development

Low Income (LI) and Foster Youth (FY) students face additional challenges in accessing rigorous academic content standards, and therefore require extra academic, social-emotional, and behavioral support in the classroom from skilled teachers. Similarly, English Learner (EL) students require additional literacy support and differentiated instruction to access these standards on an equitable basis. To achieve this, teachers across grades 6-12 will be provided with enhanced opportunities to develop their teaching expertise through District Induction Support Staff, District Curriculum and Instruction, and Professional Development coordinators, as well as Instructional Partners. Additionally, they will have access to external expertise through Conferences and Workshops, enabling them to gain deeper knowledge about their students and build extensive subject matter competence. This will allow them to select appropriate pedagogical practices that align with State Standards, curriculum, and assessments, ultimately increasing their effectiveness in providing differentiated, best first instruction, formative assessment, and intervention strategies that boost academic outcomes for students, as evidenced by increased AP Pass Rates, NWEA proficiency scores, and A-G completion rates.

2.3 - Classroom Walkthroughs

AAV Low Income (LI) students and Foster Youth (FY) students require additional academic, social-emotional, and behavioral support in the classroom to ensure equitable access to rigorous academic content standards and meaningful participation in educational programs. AAV English learner (EL) students face challenges in accessing equitable learning opportunities due to teachers' lack of culturally responsive instruction and knowledge of EL strategies. To address these needs, Site and District Instructional Teams will use "DigiCOACH" classroom walk-through tools to conduct classroom observations across all classrooms in grades 6-12. These observations will gather evidence and provide feedback to teachers on State Standards implementation, 21st Century teaching practices, Common Core practices, and best practices for Social-Emotional Learning (SEL) and differentiated instruction. The success of this effort will be indicated by increased districtwide scores on walk-throughs from Fall to Spring of each school year and increased NWEA growth scores.

2.4 - AP Placement/Exams

Low Income (LI) students and Foster Youth (FY) students often face obstacles in accessing early learning opportunities, which can hinder their ability to succeed in rigorous AP courses, putting them at a disadvantage for College and Career Readiness. These students need additional academic support and interventions to address skill gaps and increase their proficiency in AP classes. Financial constraints may also limit LI and FY students' access to costly AP tests. Additionally, English Learner (EL) students may encounter difficulties with school schedules and differentiated instruction, which can limit their access to rigorous courses. To address these challenges, counselors will work with site administration teams each semester to review student performance, grades, and the master schedule, with a focus on increasing access to AP classes for LI, FY, and EL students. Teachers will provide differentiated instruction and extended school day AP prep tutoring, as well as Saturday sessions each semester for students in grades 9-12, to prepare students for success on AP exams. Furthermore, students will be given increased access to AP exams at a reduced cost of $5.00 each, allowing them to take as many exams as they qualify for. These efforts will be measured by increased AP participation, pass rates, and College and Career Indicator (CCI) rates.

2.5 - Career Technical Education (CTE) opportunities

Low Income (LI), Foster Youth (FY), and English Learner (EL) students face obstacles in accessing early learning opportunities that can hinder their ability to excel in rigorous Advanced Placement (AP) classes, making them disproportionately disadvantaged for college and career readiness. To overcome this, students require additional academic and literacy support through project-based learning activities in Career Technical Education (CTE) courses and pathways that link learning and relevance to core and AP classes, enhancing their conceptual understanding and promoting college and career readiness. Each semester, counselors will work with CTE support staff and site administrative teams to review student performance, the master schedule, and counsel students to ensure equitable access to CTE courses and pathways for LI, FY, and EL students. CTE course sections on master schedules at all schools will be utilized to accommodate LI, FY, and EL students participating in CTE courses and pathways. This approach will be measured by an increase in CTE course sections on master schedules and improved CTE participation and

completion rates for EL, FY, and LI students, including increased College and Career Indicator (CCI) rates.

2.6 - AVID Elective
Low Income (LI) and Foster Youth (FY) students face challenges in accessing early learning opportunities and academic support, which can affect their perception of success and make it difficult for them to complete A-G requirements and excel in rigorous AP classes. Additionally, English Learner (EL) students require extra literacy instruction and interventions to access core curriculum and advanced classes. To address these needs and promote college and career readiness, LI, FY, and EL students require additional academic, literacy, behavioral, and organizational support through the AVID elective program. AVID elective sections will be available to students in grades 7-12 at all school sites. Counselors will work with AVID Site Teams and site administrative teams each semester to identify and provide equitable access to AVID electives for LI, FY, and EL students, taking into account master schedules and student profiles and performance data. AVID elective students will receive small group tutoring instruction and grade monitoring from College AVID Tutors. AVID elective teachers will meet regularly with core content teachers in AVID Site Teams to collaborate, refine practices, and discuss student needs. Evidence of success will be measured by increased AVID participation, GPA, graduation, A-G completion, and College and Career Indicators (CCI) rates for identified AVID elective students.

2.7 - Technology
Low Income (LI) students and Foster Youth (FY) students face financial constraints that affect their access to necessary materials, technology, devices, and internet services. Meanwhile, English Learner (EL) students experience barriers in accessing early learning and literacy opportunities, which can hinder their conceptual understanding of rigorous academic content standards. To address these challenges, the district and site support staff will ensure that all teachers in grades 6-12 who teach core content classes are provided with renovated classrooms equipped with technology, wireless capacity, and online access. This will ensure that students have access to 1-to-1 technology site-wide and can engage with rigorous curriculum. Furthermore, teachers and students will have increased access to academic resources, digital curriculum resources, and academic, diagnostic, and formative assessment tools. These efforts aim to increase student engagement on rigorous academic content standards and accelerate student learning, as evidenced by increased NWEA growth scores, A-G, graduation rates, and College and Career Readiness Indicator (CCI) rates.

2.8 - STEM Support
AAV Low Income (LI) students and Foster Youth (FY) students often face 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. Additionally, English Learner (EL) students require additional academic and literacy support through hands-on activities to enhance their understanding of challenging academic standards. To address these needs, students will receive further academic and literacy support through project-based learning activities in STEM and CTE courses and pathways, which will link learning to real-world relevance and boost conceptual understanding in core and AP classes, ultimately increasing access to college and career readiness. To achieve this, STEM teachers and district support staff will provide a range of STEM exposition and competition opportunities for students in grades 6-12, with literacy expectations based on College and Career anchor standards that include aligned rubrics to assess student projects. These activities will provide engaging, hands-on, project-based experiences, building teamwork skills and increasing relevance to coursework, while enhancing conceptual understanding of rigorous academic content standards in core and AP classes. This approach aims to increase the number of students who wish to participate in CTE pathways and STEM-related electives, leading to increased A-G, AP, CCI, and CTE participation and completion rates.

2.9 - 21st Century Learning Environments
AAV Low Income (LI) and Foster Youth (FY) students require additional academic, social-emotional, and behavioral support from highly effective teachers to ensure equitable access to rigorous academic content standards and meaningful participation in educational programs. AAV English Learner (EL) students need differentiated instruction tailored to their ELPAC level from highly effective teachers to access rigorous academic content standards and accelerate their progress with English Language Proficiency. To enhance teacher effectiveness, instructional partners, classified and certificated support personnel will provide districtwide professional development during flex days, conduct classroom observations and provide feedback to teachers on state standards implementation, 21st Century teaching practices, and Common Core practices such as communication, critical thinking, collaboration, and creativity, as well as best practices for Social-Emotional Learning (SEL) and differentiated instruction. The effectiveness of these efforts will be measured by increased DigiCoach walk-through scores 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.

2.10 – Enhanced Data Systems
AAV's Low Income (LI) and Foster Youth (FY) students may face difficulties accessing early learning opportunities which can lead to poor academic outcomes and increased risk of failure. Additionally, AAV's English Learner (EL) students require ongoing progress monitoring and access to rigorous coursework to ensure equitable learning opportunities and progress in English Language Arts (ELA) and Math. To address these challenges, the district's Coordinator of Data Analysis and Computer Sciences will work with Data Service Specialists to improve data systems and provide additional training to district and site data teams. This will enable timely and

accurate information to be provided to students, teachers, parents, and administrators, while facilitating connections to other internal data systems. The success of these efforts will be demonstrated by increased A-G completion rates, as outlined in the LCAP outcomes for students.

2.11 - NGSS Supports
To ensure equitable access to rigorous academic content standards and meaningful participation in educational programs, AAV Low Income (LI) and Foster Youth (FY) students require additional academic support from highly effective teachers. Similarly, AAV English Learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers. In order to achieve this, a district-assigned teacher on special assignment will work collaboratively with district curriculum coordinators to plan, collaborate and observe science classrooms in grades 6-12, districtwide. This will provide additional professional development, feedback, and lesson planning support to science teachers on the implementation and assessment of Next Generation Science Standards (NGSS). This will lead to an increase in student proficiency in science, as evidenced by improved CAST scores and A-G rates.

3.6 - Improve Attendance
AAV Low Income (LI) students may face challenges in establishing daily routines due to their parents' work schedules, and may require additional support from school personnel to monitor attendance and provide reengagement strategies. AAV Foster Youth (FY) students may have incomplete attendance data due to disruptions in their educational placements and may need extra support from school personnel to monitor their attendance and provide reengagement strategies. AAV English Learner (EL) students may experience feelings of anxiety, confusion, and isolation that can affect their attendance and academic progress, and may require additional support from school personnel to monitor their attendance and provide reengagement strategies. The Director of Attendance will use PowerSchool and Data Central to monitor attendance and coordinate with site Community Attendance Workers and site administrative teams to implement tiered reengagement interventions for identified students, using tools such as A2A: Attention to Attendance, to improve communication with parents, increase attendance, reduce chronic absenteeism, and decrease dropout rates.

3.7 - Student Support Services
Low Income (LI) students and Foster Youth (FY) students in AAV need additional supports to enhance their self-perception of success. LI students may face several challenges such as poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and exposure to alcohol, drug abuse, violence, and trauma, which increases their risk of dropping out of school, hindering their access to college and career opportunities. AAV Foster Youth (FY) students may require extra academic, emotional, and behavioral support due to deeper 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). These challenges can lead to feelings of sadness, helplessness, and hopelessness, making it challenging for them to graduate and transition successfully to independence. English Learner (EL) students in AAV may find it challenging to communicate due to a lack of oral speaking experience, leading to feelings of anxiety, confusion, and isolation. Moreover, if their instruction is not differentiated appropriately, they may struggle to participate meaningfully and access rigorous academic standards. The District Program Coordinators will collaborate with site administration and various classified and site support personnel to facilitate the implementation of Multitiered Systems of Support (MTSS) using AVUHSD's MTSS framework of tiered interventions, Data Central, and other database tools. The goal is to intervene with identified students using small group and one-on-one academic, social-emotional, and behavioral interventions provided through Student Support Services. The interventions will be tailored to meet the specific needs of each student, as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, improved school climate survey results, decreased dropout rates, and increased graduation rates.

3.8 – Positive Behavior Intervention Support (PBIS)
Low Income (LI) students require additional support to increase their self-perception of success, as they often experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and exposure to alcohol, drug abuse, violence, and trauma, which increases their risk of acting out and dropping out of school. This can negatively impact their future access to college and careers. Foster Youth (FY) students require additional emotional and behavioral supports as they often deal with deeper issues of anger, abuse, disempowerment, and various mental health conditions, which can make it difficult for them to positively progress in school, graduate, and transition to independence. English Learner (EL) students experience language barriers, leading to feelings of isolation, anxiety, and confusion that negatively impact their academic learning. They need additional emotional and behavioral supports to overcome these barriers. The Coordinator of Student Services will work with site PBIS Coordinators, providing workshops on Positive Behavioral Interventions and Supports (PBIS) and analyzing behavioral data through the SWIS system to proactively monitor student behavior patterns and provide positive reinforcement through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social and emotional learning through the Habitudes curriculum. This will increase student well-being and decrease suspension rates.

3.9 - Classified Professional Development
Unduplicated students, including Low Income (LI) students, Foster Youth (FY) students, and English Learner (EL) students, require additional support and

understanding from classified support staff who work closely with them to establish positive relationships and foster a sense of connectedness with caring adults. In order to effectively support these students and implement programs and interventions that meet their unique needs, district and site administrators, along with instructional partners and external consultants, will provide increased professional development opportunities for classified staff. This will help them better understand the needs, conditions, and circumstances of unduplicated students in relation to the educational programs, interventions, actions, services, and objectives of the LCAP. As a result, positive growth on local school climate indicators will be observed, indicating improved support and outcomes for unduplicated students.

3.11 - Safe, Secure, and Positive Learning Environments
Low Income (LI) students require additional support to enhance their self-perception of success, as they are vulnerable to poor educational and health outcomes, unhealthy eating habits, physical inactivity, obesity, asthma, and exposure to alcohol, drug abuse, violence, and trauma, which increases the risk of dropping out of school and negatively impacting their future prospects. Foster Youth (FY) students need emotional and behavioral support to cope with deeper issues of anger, abuse, disempowerment, and mental health disorders, which can lead to feelings of sadness, helplessness, and hopelessness, making it challenging to progress academically and transition to independence. English Learner (EL) students struggle with communication due to a lack of oral speaking experience, leading to feelings of anxiety, confusion, and isolation, requiring strong connections from caring adults to improve their well-being. To support these unduplicated students, the district coordinators of Student Services will collaborate with site teams to analyze SWIS behavioral data from PBIS, identifying behavioral patterns and antecedents. They will proactively monitor the school environment, intervening as necessary to provide a positive, safe, and secure learning environment. Additionally, they will build positive relationships with students, staff, and families to reduce suspensions, increase visibility, and promote a sense of safety and well-being. The district and site staff will provide professional development opportunities for classified staff to enhance their understanding of the needs, circumstances, and conditions of unduplicated students as they relate to educational programs, interventions, actions, services, and objectives of the LCAP, resulting in positive growth on local school climate indicators.

4.2 - Parent Link
To better support Low Income (LI) students, AAV recognizes the need for additional parental support. Many LI parents are working multiple jobs and are single parents, making it difficult for them to stay informed and participate in school events. AAV will enhance school-home communication efforts to make it easy for parents to stay informed and participate in school events. For Foster Youth (FY) students, AAV recognizes the need for stability in educational programs and placements. Enhanced communication systems will provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as information to ensure participation in school events. For English Learner (EL) parents, AAV recognizes the need for communication in multiple formats to increase understanding and meaningful participation in educational programs, interventions, and enrichments. District and site staff will utilize the "Parent Link" system for messaging families (phone, text, and email), creating a digital app and coordinating social media to provide information and increase access to academic, intervention, enrichment and extra-curricular activities for students and families in multiple formats. AAV aims to increase timely and effective communication practices through the use of Parent Link and other tools, as evidenced by Parent Link usage reports and parent/student surveys. This will ultimately lead to increased student achievement, attendance, and participation in educational programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI, and A-G completion rates.

4.3 - Parent/Family Collaboration
Low Income (LI) students require additional parental support due to the challenges faced by many LI parents who work multiple jobs or are single parents. To address this, increased communication efforts between schools and homes are needed to ensure parents stay informed and participate in school events. Similarly, Foster Youth (FY) students need stability in their educational programs and placements, with enhanced communication opportunities for parents to receive information on educational programs and opportunities that encourage participation in school events. English Learners (EL) parents require communication in multiple formats to increase understanding of educational programs and opportunities, allowing them to meaningfully participate in programs, interventions, and enrichments. To support these efforts, District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid, and scholarship information. Virtual and in-person parent meetings will be held to highlight and review educational programs and opportunities such as Advanced Placement (AP), Career Technical Education (CTE), AVID, and Dual Enrollment options for students, with the goal of increasing LI, EL, and FY participation in these programs. These efforts will be evaluated based on increased participation rates in AP, CTE, EL Progress, Attendance, College and Career Indicators (CCI), and A-G completion rates, as evidenced by LCAP 21-22 outcomes for LI, FY, and EL students.

4.5 - Increase Communication
AAV Low Income (LI) students require additional support from their parents, who often work multiple jobs and may be single parents. To ensure that they stay informed and participate in school events, there is a need for increased communication between the school and home. AAV Foster Youth (FY) students require stability in their educational programs and placements. To achieve this, there is a need for enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being. This will ensure that these students are aware of all school events and can participate as required. AAV English Learners (EL) parents require communication in multiple formats to increase their understanding of the educational programs and opportunities available for their children. To improve engagement and information dissemination to families and community partners of the schools and district, the Director of Communication

will coordinate with various district and site certificated and classified personnel to attend community events and utilize various agencies and community partnerships. This will help to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment, and extra-curricular options, thereby increasing the participation of unduplicated students in rigorous courses and programs. The success of these efforts will be evidenced by increased AP participation, CTE participation, EL progress, attendance, CCI, and A-G completion rates.

4.6 - Increase Parent and Community Outreach
AAV recognizes the need for increased parental support for Low Income (LI) students who often have parents working multiple jobs or are single parents. To address this, AAV will implement increased school-home communication efforts that will make it easier for parents to stay informed and ensure their participation in school events. Meanwhile, AAV will provide stability in educational programs and placements for Foster Youth (FY) students through enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure their participation in school events. For English Learner (EL) parents, AAV will increase communication in multiple formats to increase their understanding of educational programs, interventions, and enrichment programs so they can meaningfully participate. Site certificated and various classified support personnel will plan and participate in school and community events to highlight AAV's educational programs, CTE Prep-Pathways, and College/Career opportunities for students. AAV staff will engage families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the 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, enrichment, and extra-curricular options. All these efforts aim to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, CAASPP, A-G completions rates.

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

AAV LCAP - Goal 1- Increased and Improved services are meant to achieve the following outcomes:
Increase Grad Rates, English Learner progress, EL reclassification, College and Career Indicator, A-G completion, CTE Pathway completion, CAASPP ELA, and Math results and College Preparedness

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

AAV - English Learner (EL) Students:
English Learner (EL) students will be provided with extra college field trips, opportunities to prepare for PSAT/SAT exams, and reduced-cost AP exams. They will also have access to expanded virtual and in-person tutoring, increased formative assessments through NWEA Map assessments, additional EL staff, and Ellevation monitoring tools for EL program implementation, as well as EL reclassification. Moreover, there will be an increase of highly effective teachers through Professional Development, options for credit retrieval, supplementary instructional materials for use in class and at home, and additional writing curriculum and instruction through the Writing Revolution for EL students.

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

AAV LCAP - Goal 2- Increased and Improved services are meant to achieve the following outcomes:
Increase in AP Participation and Pass Rates, Grad Rate, A-G Completion, and CTE Participation and Completion

AAV - Foster Youth (FY) Students:
Foster Youth students will benefit from improved counseling services, increased number of fully-credentialed teachers with subject-matter expertise, enhanced supervision of instruction through classroom walk-throughs, expanded access to CTE programs, an enriched AVID elective taught by AVID-trained teachers, increased use of interactive classroom technology, participation in STEM competitions and school STEM shows, upgraded 21st century learning environments with the support of

instructional coaches, advanced database systems for proactive monitoring, and increased support from additional staff and science supplies for Next Generation Science programs.

AAV - English Learner (EL) Students:
EL students will be provided with improved counseling services, an increase in fully-credentialed teachers with subject-matter expertise, enhanced supervision of classroom instruction through walk-throughs, expanded access to CTE programs, an enriched AVID elective course taught by AVID-trained teachers, increased use of interactive classroom technology, participation in STEM competitions and school STEM shows, upgraded 21st century learning environments with the support of instructional coaches, advanced database systems for proactive monitoring, and additional staff support and science supplies to improve Next Generation Science programs.

AAV - Low Income (LI) Students:
Enhanced counseling services, credentialed teachers with subject-matter expertise, increased supervision of instruction through classroom walk-throughs, improved access to CTE programs, an enriched AVID elective taught by AVID-trained teachers, increased use of interactive classroom technology, participation in STEM competitions and shows, upgraded 21st century learning environments through instructional coaches, proactive monitoring through advanced database systems, and additional staff and supplies for Next Generation Science Supports will all be provided to LI students.

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

AAV - Foster Youth (FY) Students:
Foster youth students will benefit from additional DO Support services, including the implementation of an A2A attendance system aimed at improving attendance and parent communication. The school will also provide staffed Student Support Services that prioritize academic, behavioral, physical, and social-emotional well-being through a Multi-Tiered System of Supports (MTSS), including a social-emotional learning curriculum called Habitudes. Positive Behavior and Intervention Supports (PBIS) will be enhanced to focus on proactive supports with positive reinforcement, and classified professional development will promote positive and supportive learning environments. To further support foster youth students, additional certificate and classified support staff will be hired, and transportation to school, interventions, enrichment programs, and extracurricular events will be increased.

AAV - English Learner (EL) Students:
EL students will be provided with additional DO Support services, including an A2A attendance system aimed at improving attendance and increasing parent communication. The school will also offer staffed Student Support Services that prioritize academic, behavioral, physical, and social-emotional well-being through a Multi-Tiered System of Supports (MTSS) that includes a social-emotional learning curriculum called Habitudes. Positive Behavior and Intervention Supports (PBIS) will be enhanced to focus on proactive supports with positive reinforcement, and classified professional development will promote positive and supportive learning environments. Furthermore, the school will hire additional certificate and classified support staff to further support EL students. Increased transportation to school, interventions, enrichment programs, and extracurricular events will also be provided to these students.

AAV - Low Income (LI) Students:
LI students will receive additional DO Support services, including the implementation of an A2A attendance system aimed at improving attendance and increasing parent communication. The school will provide staffed Student Support Services that prioritize academic, behavioral, physical, and social-emotional well-being through a Multi-Tiered System of Supports (MTSS) that includes a social-emotional learning curriculum called Habitudes. Positive Behavior and Intervention Supports (PBIS) will be enhanced to focus on proactive supports with positive reinforcement, and classified professional development will promote positive and supportive learning environments. Additionally, the school will hire additional certificate and classified support staff to provide increased positive and supportive learning environments. LI students will also benefit from increased transportation to school, interventions, enrichment programs, and extracurricular events.

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

AAV - Foster Youth (FY) Students:
To better support FY students, parents will have increased accessibility through the Parent Link-District App. The school will also offer increased access to virtual and in-person parent workshops and conferences on college requirements, A-G, financial aid, and FAFSA application processes, including parent orientation meetings. Additionally, the school will engage in increased community outreach efforts to ensure that parents are aware of available resources and opportunities to support their

children's education.

AAV - English Learner (EL) Students:
To better support EL students, parents will have increased accessibility through the Parent Link-District App. The school will also offer increased access to virtual and in-person parent workshops and conferences, including parent orientation meetings. Additionally, the school will engage in increased community outreach efforts to ensure that parents are aware of available resources and opportunities to support their children's education. EL parent workshops will feature "Disciplina Positiva" to provide additional information on college requirements, A-G, financial aid, and FAFSA application processes.

AAV - Low Income (LI) Students:
To better support LI students, parents will have increased accessibility through the Parent Link-District App. The school will also offer increased access to virtual and in-person parent workshops and conferences on college requirements, A-G, financial aid, and FAFSA application processes, including parent orientation meetings. Additionally, the school will engage in increased community outreach efforts to ensure that parents are aware of available resources and opportunities to support their children's education.

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.

LCAP Goal 1.6 - 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:
- (5) Bilingual Aides

Summary of Staffing plans:
Classified Personnel: $ 90,910.00

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,646,197.00	$0.00	$6,651,948.00	$164,791.00	$8,462,936.00	$6,610,734.00	$1,852,202.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Field Trips	English learner (EL), Foster Youth, Low Income	$25,450.00	$0.00	$0.00	$0.00	$25,450.00
1	2	College Readiness Exams	English learner (EL), Foster Youth, Low Income	$4,972.00	$0.00	$0.00	$0.00	$4,972.00
1	3	Advanced Placement Training and Tutoring	English learner (EL), Foster Youth, Low Income	$22,586.00	$0.00	$0.00	$0.00	$22,586.00
1	4	Expanded Learning Opportunities	English learner (EL), Foster Youth, Low Income	$29,945.00	$0.00	$0.00	$0.00	$29,945.00
1	5	Formative Assessment	Low Income, Foster Youth, English learner (EL)	$10,969.00	$0.00	$0.00	$0.00	$10,969.00
1	6	EL Program Implementation	English learner (EL)	$266,898.00	$0.00	$0.00	$0.00	$266,898.00
1	7	EL Reclassification Support and Monitoring	English learner (EL)	$112,675.00	$0.00	$0.00	$0.00	$112,675.00
1	8	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	$21,259.00	$0.00	$0.00	$0.00	$21,259.00
1	9	Variable Credit Recovery	Low Income, English learner (EL), Foster Youth	$25,166.00	$0.00	$0.00	$0.00	$25,166.00
1	10	Ancillary Instructional Materials	Foster Youth, English learner (EL), Low	$10,883.00	$0.00	$0.00	$0.00	$10,883.00

			Income					
1	11	Focus on Writing	English learner (EL), Foster Youth, Low Income	$6,500.00	$0.00	$0.00	$0.00	$6,500.00
1	12	Intervention Materials and Supplies - Title I funded Academic Interventions	All	$0.00	$0.00	$0.00	$18,860.00	$18,860.00
1	13	Saturday Tutoring - Title I funded Academic Interventions	All	$0.00	$0.00	$0.00	$10,000.00	$10,000.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL - Title I funded	All	$0.00	$0.00	$0.00	$5,525.00	$5,525.00
2	1	Enhanced Counseling Services	Low Income, Foster Youth, English learner (EL)	$91,213.00	$0.00	$0.00	$0.00	$91,213.00
2	2	Professional Development	Low Income, Foster Youth, English learner (EL)	$6,143.00	$0.00	$0.00	$0.00	$6,143.00
2	3	Classroom Walkthroughs	Low Income, Foster Youth, English learner (EL)	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
2	4	AP Placement/Exams	Low Income, Foster Youth, English learner (EL)	$2,967.00	$0.00	$0.00	$0.00	$2,967.00
2	5	Career Technical Education (CTE) opportunities	English learner (EL), Foster Youth, Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
2	6	AVID Elective	Low Income	$103,325.00	$0.00	$0.00	$0.00	$103,325.00
2	7	Technology	Low Income, Foster Youth, English learner (EL)	$11,200.00	$0.00	$0.00	$0.00	$11,200.00
2	8	STEM Support	Low Income, Foster Youth, English learner (EL)	$12,778.00	$0.00	$0.00	$0.00	$12,778.00
2	9	21st Century Learning	Low Income, Foster	$13,734.00	$0.00	$0.00	$0.00	$13,734.00

		Environments	Youth, English learner (EL)					
2	10	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	$4,943.00	$0.00	$0.00	$0.00	$4,943.00
2	11	NGSS Supports	Low Income, Foster Youth, English learner (EL)	$24,592.00	$0.00	$0.00	$0.00	$24,592.00
2	12	AVID Professional Development - Title I funded	All	$0.00	$0.00	$0.00	$11,124.00	$11,124.00
2	13	AVID Tutors - Title I funded	All	$0.00	$0.00	$0.00	$65,600.00	$65,600.00
2	14	Intervention Technology - Title I funded	All	$0.00	$0.00	$0.00	$31,970.00	$31,970.00
2	15	Arts Integration and Visual and Performing Arts Program - Title IV funded	All	$0.00	$0.00	$0.00	$7,022.00	$7,022.00
3	1	Williams Compliance: Instructional Materials	All	$0.00	$0.00	$911,209.00	$0.00	$911,209.00
3	2	Williams Compliance: Facilities	All	$0.00	$0.00	$968,502.00	$0.00	$968,502.00
3	3	Credentialed Teachers	All	$0.00	$0.00	$3,827,161.00	$0.00	$3,827,161.00
3	4	Special Education	Student with Disabilities (SWD)	$0.00	$0.00	$679,044.00	$0.00	$679,044.00
3	5	CTE Programs	All	$0.00	$0.00	$266,032.00	$0.00	$266,032.00
3	6	Improve Attendance	Low Income, Foster Youth, English learner (EL)	$22,000.00	$0.00	$0.00	$0.00	$22,000.00
3	7	Student Support Services	Low Income, Foster Youth, English learner (EL)	$206,416.00	$0.00	$0.00	$0.00	$206,416.00
3	8	Positive Behavior Intervention Support (PBIS)	Low Income, Foster Youth, English learner (EL)	$56,500.00	$0.00	$0.00	$0.00	$56,500.00
3	9	Classified Professional Development	Low Income, Foster Youth, English learner (EL)	$500.00	$0.00	$0.00	$0.00	$500.00
				$150,000.00	$0.00	$0.00	$0.00	$150,000.00

3	10	Transportation	Low Income					
3	11	Safe, Secure, and Positive Learning Environments	Foster Youth, Low Income, English learner (EL)	$267,613.00	$0.00	$0.00	$0.00	$267,613.00
3	12	Multi-Tiered System of Support (MTSS)	Low Income, Foster Youth, English learner (EL)	$45,823.00	$0.00	$0.00	$0.00	$45,823.00
4	1	PowerSchool	All	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Parent Link	Low Income, English learner (EL), Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	Parent /Family Collaboration	English learner (EL), Foster Youth, Low Income	$1,237.00	$0.00	$0.00	$0.00	$1,237.00
4	4	EL Parent Workshops	English learner (EL)	$40,500.00	$0.00	$0.00	$0.00	$40,500.00
4	5	Increase Communication	English learner (EL), Foster Youth, Low Income	$40,260.00	$0.00	$0.00	$0.00	$40,260.00
4	6	Increase Parent and Community Outreach	Foster Youth, Low Income, English learner (EL)	$2,150.00	$0.00	$0.00	$0.00	$2,150.00
4	7	Expand Parent University - Title I funded	All	$0.00	$0.00	$0.00	$14,690.00	$14,690.00

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
$6,651,948.00	$1,252,623.00	18.83%	5.89%	24.72%	$1,646,197.00	0.00%	24.75%	**Total:**	$1,646,197.00
								LEA-wide Total:	$1,050,571.00
								Limited Total:	$570,073.00
								Schoolwide Total:	$25,553.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Field Trips	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$25,450.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$4,972.00	0.00%
1	3	Advanced Placement Training and Tutoring	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Virtual Academy	$22,586.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$29,945.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,969.00	0.00%
1	6	EL Program Implementation	Yes	Limited	English learner (EL)	All Schools	$266,898.00	0.00%
1	7	EL Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	$112,675.00	0.00%

1	8	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$21,259.00	0.00%
1	9	Variable Credit Recovery	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$25,166.00	0.00%
1	10	Ancillary Instructional Materials	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$10,883.00	0.00%
1	11	Focus on Writing	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$6,500.00	0.00%
2	1	Enhanced Counseling Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$91,213.00	0.00%
2	2	Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,143.00	0.00%
2	3	Classroom Walkthroughs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,000.00	0.00%
2	4	AP Placement/Exams	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	$2,967.00	0.00%
2	5	Career Technical Education (CTE) opportunities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	$0.00	0.00%
2	6	AVID Elective	Yes	LEA-wide	Low Income	All Schools	$103,325.00	0.00%
2	7	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$11,200.00	0.00%
2	8	STEM Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$12,778.00	0.00%
2	9	21st Century Learning Environments	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$13,734.00	0.00%
2	10	Enhanced Data Systems	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$4,943.00	0.00%
2	11	NGSS Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$24,592.00	0.00%
3	6	Improve Attendance	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$22,000.00	0.00%
3	7	Student Support Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$206,416.00	0.00%
3	8	Positive Behavior Intervention Support (PBIS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$56,500.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$500.00	0.00%
3	10	Transportation	Yes	Limited	Low Income	All Schools	$150,000.00	0.00%

3	11	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$267,613.00	0.00%
3	12	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$45,823.00	0.00%
4	2	Parent Link	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$0.00	0.00%
4	3	Parent /Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,237.00	0.00%
4	4	EL Parent Workshops	Yes	Limited	English learner (EL)	All Schools	$40,500.00	0.00%
4	5	Increase Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$40,260.00	0.00%
4	6	Increase Parent and Community Outreach	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$2,150.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$6,048,900.00	$5,895,425.00

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	$25,450.00	$28,205.00
1	2	College Readiness Exams	Yes	$4,972.00	$0.00
1	3	Advanced Placement Training and Tutoring	Yes	$22,586.00	$1,100.00
1	4	Expanded Learning Opportunities	Yes	$29,945.00	$8,828.00
1	5	Formative Assessment	Yes	$10,969.00	$3,929.00
1	6	EL Program Implementation	Yes	$29,945.00	$7,051.00
1	7	EL Reclassification Support and Monitoring	Yes	$16,039.00	$0.00
1	8	Student-Free Professional Development Days	Yes	$21,259.00	$21,439.00
1	9	Variable Credit Recovery	Yes	$25,166.00	$0.00
1	10	Ancillary Instructional Materials	Yes	$5,300.00	$9,673.00
1	11	Focus on Writing	Yes	$6,500.00	$0.00
1	12	Intervention Materials and Supplies- Title I funded Academic Interventions	No	$18,860.00	$6,179.00
1	13	Saturday Tutoring- Title I funded Academic Interventions	No	$10,000.00	$0.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL- Title I funded	No	$5,525.00	$0.00
2	1	Enhanced Counseling Services	Yes	$91,213.00	$575,567.00

2	2	Professional Development	Yes	$6,143.00	$30,211.00
2	3	Classroom Walkthroughs	Yes	$5,000.00	$0.00
2	4	AP Placement/Exams	Yes	$2,967.00	$0.00
2	5	Career Technical Education (CTE) opportunities	Yes	$0.00	$1,900.00
2	6	AVID Elective	Yes	$103,325.00	$0.00
2	7	Technology	Yes	$11,200.00	$0.00
2	8	STEM Support	Yes	$12,778.00	$0.00
2	9	21st Century Learning Environments	Yes	$13,734.00	$0.00
2	10	Enhanced Data Systems	Yes	$4,943.00	$0.00
2	11	NGSS Supports	Yes	$24,592.00	$0.00
2	12	AVID Professional Development- Title I funded	No	$11,124.00	$36,733.00
2	13	AVID Tutors- Title I funded	No	$65,600.00	$35,000.00
2	14	Intervention Technology- Title I funded	No	$31,970.00	$0.00
2	15	Arts Integration and Visual and Performing Arts Program- TIV funded	No	$7,022.00	$0.00
3	1	Williams Compliance: Instructional Materials	No	$72,709.00	$39,144.00
3	2	Williams Compliance: Facilities	No	$579,443.00	$342,415.00
3	3	Credentialed Teachers	No	$3,644,915.00	$4,112,154.00
3	4	Special Education	No	$679,044.00	$536,102.00
3	5	CTE Programs	No	$259,543.00	$56,965.00
3	6	Improve Attendance	Yes	$2,500.00	$600.00
3	7	Student Support Services	Yes	$22,027.00	$0.00
3	8	Implement PBIS	Yes	$1,500.00	$8,100.00
3	9	Classified Professional Development	Yes	$500.00	$9,773.00
3	10	Transportation	Yes	$0.00	$0.00
3	11	Safe, Secure and Positive Learning Environments	Yes	$142,265.00	$9,507.00
4	1	PowerSchool	No	$0.00	$0.00

4	2	Parent Link	Yes	$0.00	$0.00
4	3	Parent /Family Collaboration	Yes	$1,237.00	$10,191.00
4	4	EL Parent Workshops	Yes	$250.00	$0.00
4	5	Increase Communication	Yes	$2,000.00	$4,659.00
4	6	Increase Parent and Community Outreach	Yes	$2,150.00	$0.00
4	7	Expand Parent University- Title I funded	No	$14,690.00	$0.00

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)
$991,847.00	$648,455.00	$730,733.00	($82,278.00)	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	$25,450.00	$28,205.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	$4,972.00	$0.00	0.00%	0.00%
1	3	Advanced Placement Training and Tutoring	Yes	$22,586.00	$1,100.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	$29,945.00	$8,828.00	0.00%	0.00%
1	5	Formative Assessment	Yes	$10,969.00	$3,929.00	0.00%	0.00%
1	6	EL Program Implementation	Yes	$29,945.00	$7,051.00	0.00%	0.00%
1	7	EL Reclassification Support and Monitoring	Yes	$16,039.00	$0.00	0.00%	0.00%
1	8	Student-Free Professional Development Days	Yes	$21,259.00	$21,439.00	0.00%	0.00%
1	9	Variable Credit Recovery	Yes	$25,166.00	$0.00	0.00%	0.00%
1	10	Ancillary Instructional Materials	Yes	$5,300.00	$9,673.00	0.00%	0.00%
1	11	Focus on Writing	Yes	$6,500.00	$0.00	0.00%	0.00%
2	1	Enhanced Counseling Services	Yes	$91,213.00	$575,567.00	0.00%	0.00%
2	2	Professional Development	Yes	$6,143.00	$30,211.00	0.00%	0.00%

2	3	Classroom Walkthroughs	Yes	$5,000.00	$0.00	0.00%	0.00%
2	4	AP Placement/Exams	Yes	$2,967.00	$0.00	0.00%	0.00%
2	5	Career Technical Education (CTE) opportunities	Yes	$0.00	$1,900.00	0.00%	0.00%
2	6	AVID Elective	Yes	$103,325.00	$0.00	0.00%	0.00%
2	7	Technology	Yes	$11,200.00	$0.00	0.00%	0.00%
2	8	STEM Support	Yes	$12,778.00	$0.00	0.00%	0.00%
2	9	21st Century Learning Environments	Yes	$13,734.00	$0.00	0.00%	0.00%
2	10	Enhanced Data Systems	Yes	$4,943.00	$0.00	0.00%	0.00%
2	11	NGSS Supports	Yes	$24,592.00	$0.00	0.00%	0.00%
3	6	Improve Attendance	Yes	$2,500.00	$600.00	0.00%	0.00%
3	7	Student Support Services	Yes	$22,027.00	$0.00	0.00%	0.00%
3	8	Implement PBIS	Yes	$1,500.00	$8,100.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	$500.00	$9,773.00	0.00%	0.00%
3	10	Transportation	Yes	$0.00	$0.00	0.00%	0.00%
3	11	Safe, Secure and Positive Learning Environments	Yes	$142,265.00	$9,507.00	0.00%	0.00%
4	2	Parent Link	Yes	$0.00	$0.00	0.00%	0.00%
4	3	Parent /Family Collaboration	Yes	$1,237.00	$10,191.00	0.00%	0.00%
4	4	EL Parent Workshops	Yes	$250.00	$0.00	0.00%	0.00%
4	5	Increase Communication	Yes	$2,000.00	$4,659.00	0.00%	0.00%
4	6	Increase Parent and Community Outreach	Yes	$2,150.00	$0.00	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)
$6,207,312.00	$991,847.00	1.68%	17.66%	$730,733.00	0.00%	11.77%	$365,610.68	5.89%

Federal Funds Detail Report

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

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

1	6	EL Program Implementation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$266,898.00
1	7	EL Reclassification Support and Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$112,675.00
1	8	Student-Free Professional Development Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,259.00
1	9	Variable Credit Recovery	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,166.00
1	10	Ancillary Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,883.00
1	11	Focus on Writing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,500.00
1	12	Intervention Materials and Supplies - Title I funded Academic Interventions	$18,860.00						$18,860.00
1	13	Saturday Tutoring - Title I funded Academic Interventions	$10,000.00						$10,000.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL - Title I funded	$5,525.00						$5,525.00
2	1	Enhanced Counseling Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$91,213.00

2	2	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,143.00
2	3	Classroom Walkthroughs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	4	AP Placement/Exams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,967.00
2	5	Career Technical Education (CTE) opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	6	AVID Elective	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$103,325.00
2	7	Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,200.00
2	8	STEM Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,778.00
2	9	21st Century Learning Environments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,734.00
2	10	Enhanced Data Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,943.00
2	11	NGSS Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$24,592.00
2	12	AVID Professional Development - Title I funded	$11,124.00						$11,124.00
2	13	AVID Tutors - Title I funded	$65,600.00						$65,600.00
2	14	Intervention Technology - Title I funded	$31,970.00						$31,970.00
2	15	Arts Integration and Visual and Performing Arts Program - Title IV funded				$7,022.00			$7,022.00
3	1	Williams Compliance:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$911,209.00

		Instructional Materials							
3	2	Williams Compliance: Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$968,502.00
3	3	Credentialed Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,827,161.00
3	4	Special Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$679,044.00
3	5	CTE Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$266,032.00
3	6	Improve Attendance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,000.00
3	7	Student Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$206,416.00
3	8	Positive Behavior Intervention Support (PBIS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$56,500.00
3	9	Classified Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500.00
3	10	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
3	11	Safe, Secure, and Positive Learning Environments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$267,613.00
4	1	PowerSchool	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Parent Link	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	Parent /Family Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,237.00
4	4	EL Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,500.00
4	5	Increase Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,260.00
4	6	Increase Parent and Community	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,150.00

		Outreach							
4	7	Expand Parent University - Title I funded	$14,690.00	$0.00	$0.00	$0.00	$0.00	$0.00	$14,690.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    o   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/fg/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/fg/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:

  o **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.

  o **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.

  o **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).

    o **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.

    o 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)

- o 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

    - o 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)

    - o 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

    - o 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)

    - o 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 (%)

    - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - o 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)

- o 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 %)

  - o 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)

  - o 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)

  - o 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)

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

California Department of Education
January 2022