

LCFF Budget Overview for Parents

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

CDS Code: 19 64246 0126003

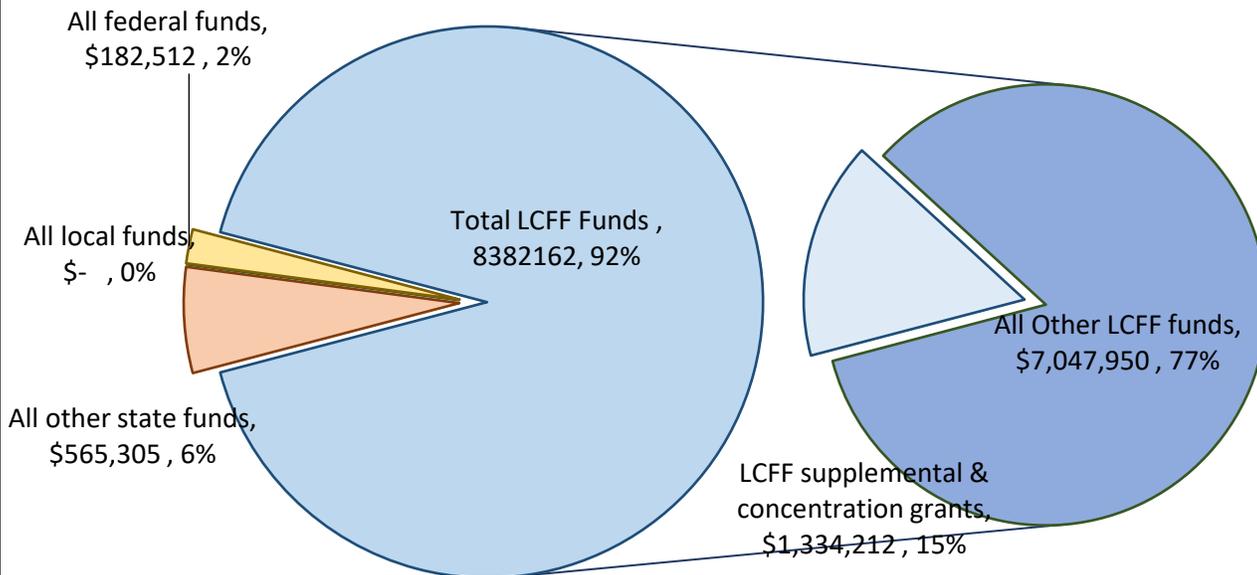
School Year: 2024-25

LEA contact information: Andrew Glatfelter, (661) 948-7655 aglatfelter@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 2024-25 School Year

Projected Revenue by Fund Source

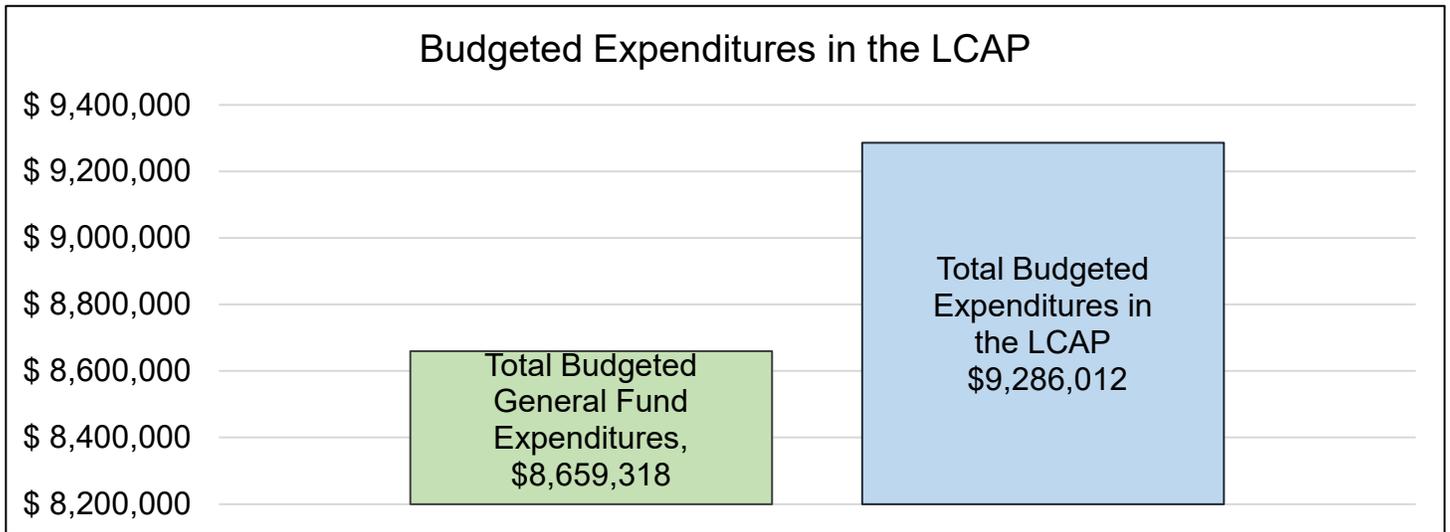


This chart shows the total general purpose revenue Academies of the Antelope Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academies of the Antelope Valley is \$9,129,979.00, of which \$8,382,162.00 is Local Control Funding Formula (LCFF), \$565,305.00 is other state funds, \$0.00 is local funds, and \$182,512.00 is federal funds. Of the \$8,382,162.00 in LCFF Funds, \$1,334,212.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Academies of the Antelope Valley plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academies of the Antelope Valley plans to spend \$8,659,318.00 for the 2024-25 school year. Of that amount, \$9,286,012.00 is tied to actions/services in the LCAP and \$-626,694.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

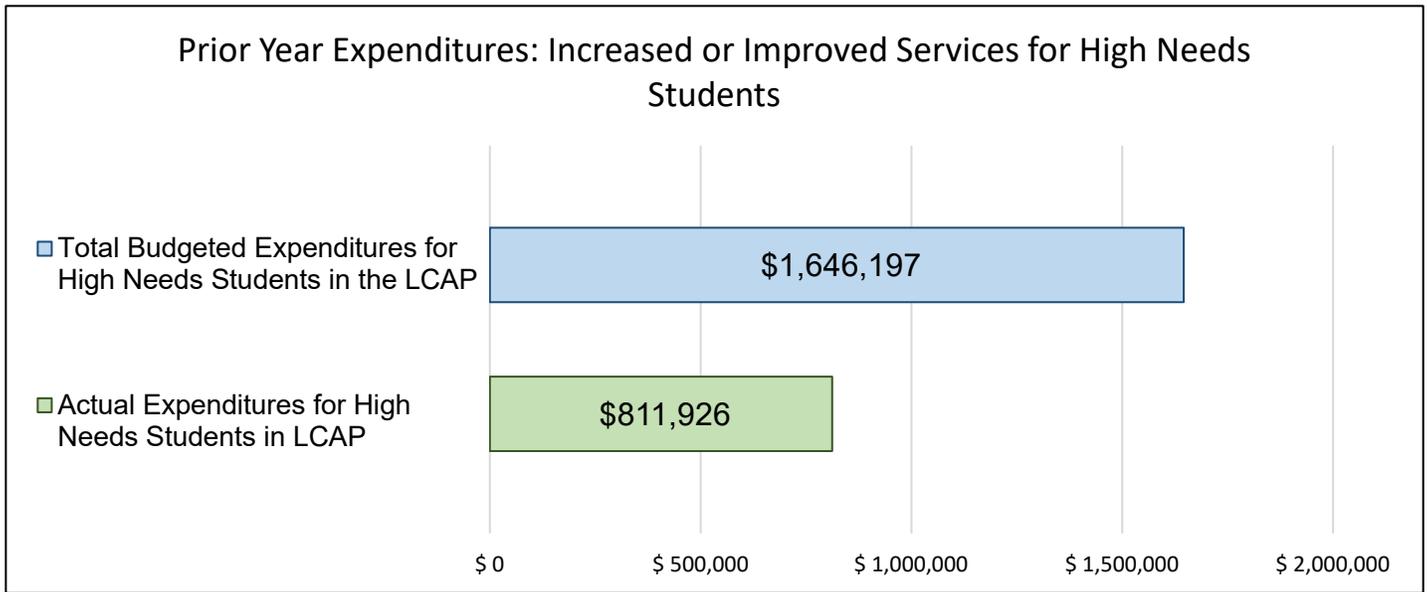
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

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

In 2024-25, Academies of the Antelope Valley is projecting it will receive \$1,334,212.00 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 \$2,074,508.00 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 2023-24



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 2023-24, Academies of the Antelope Valley's LCAP budgeted \$1,646,197.00 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent \$811,926.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$834,271.00 had the following impact on Academies of the Antelope Valley's ability to increase or improve services for high needs students:

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

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Andy Glatfelter Principal, Academies of the Antelope Valley	aglatfelter@avhsd.org (661) 943-3031

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	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	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	2023 Dashboard All Students - 67.6% 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)	Unable to duplicate last year's data due to the source being unknown. Using CALPADS report 2.16 yielded results inconsistent with last year's data.	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	College/Career Levels and Measures Report & Data - 2023 All Students - Performance: 30.6% prepared LI -28.6% prepared FY - Unavailable EL - Unavailable	All Students - 40% prepared LI -45% prepared
A-G Completion	(2020) All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2021) All Students - 65.2% LI - 61.5% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(2022) All Students - 55.9% LI - 59.3% 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	(2023 CCI) 27% - All Students 37.5% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	50% - All Students 60% - LI
CAASPP ELA	2019 Dashboard All Students - Orange Performance: 4.5 points below standard Progress: -16.8 points (declined)	High-13% High/Avg - 24% Avg-24% Low/Avg- 20% Low - 19% 2021-2022 NWEA Local	2022 Dashboard All Students - 13 points below standard EL - 50.6 points below standard LI - 30.7 points below	2023 Dashboard All Students - 19.2 points below standard EL - 72.4 points below standard LI - 37.1 points below	All Students - Green Performance: 0 points below standard LI - Green Performance: 0 points

	LI - Orange 23.1 points below standard Declined 19.5 Points FY - Unavailable EL - Unavailable	Assessment CAASPP DATA NOT AVAILABLE SINCE 2019	standard FY - Unavailable	standard FY - Unavailable	below 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	2023 Dashboard All Students - 83.3 points below standard EL - 121.9 points below standard LI - 103.8 points below standard FY - Unavailable	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%	2022-2023 CAASPP 11th Grade (All students) - 39.47% 11th Grade (LI) - 33.34% 8th Grade (All students) - 39.24% 8th Grade (LI) - 29.50% 7th Grade (All students) - 45.42% 7th Grade (LI) - 37.41% 6th Grade (All students) - 37.28% 6th Grade (LI) - 39.58%	Percent Met EAP 11th Grade (All students) - 55% 11th Grade (LI) - 40% 8th Grade (All students) - 60% 8th Grade (LI) - 55% 7th Grade (All students) - 60% 7th Grade (LI) - 55%
EAP % Students Prepared for College Math	2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0% 8th Grade (All students) - 21.60% 8th Grade (LI) - 15.33% 7th Grade (All students)	DATA NOT AVAILABLE SINCE 2019 2018-19 EAP 11th Grade (All students) - 12.00% 11th Grade (LI) - 0% 8th Grade (All students) - 21.60% 8th Grade (LI) - 15.33%	2021-22 EAP 11th Grade (All students) - 8.51% 11th Grade (LI) - 0% 8th Grade (All students) - 17.59% 8th Grade (LI) - 13.89% 7th Grade (All students)	2022-2023 CAASPP 11th Grade (All students) - 13.16% 11th Grade (LI) - 11.11% 8th Grade (All students) - 19.14% 8th Grade (LI) - 10.79% 7th Grade (All students) -	11th Grade (All students) - 20% 11th Grade (LI) - 10% 8th Grade (All students) - 30% 8th Grade (LI) - 25% 7th Grade (All students) - 35%

	-27.07% 7th Grade (LI) - 20.57%	7th Grade (All students) -27.07% 7th Grade (LI) - 20.57%	-18.00% 7th Grade (LI) - 8.04% New Student Group- 7th Grade (All students) -6.90% 7th Grade (LI) - 7.14%	25.23% 7th Grade (LI) - 20.86% 6th Grade (All students) - 15.00% 6th Grade (LI) - 14.29%	7th Grade (LI) - 30%
Implementation of Academic Standards (Local Indicator)	Standard Met	Standard Met		Standard Met 2023-2024	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	High-12% HiAvg-23% Avg-21% LoAvg-25% Low-19% 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	High-13% HiAvg-18% Avg-19% LoAvg-29% Low-21% 2022-2023 NWEA Local Assessment	50% high/high avg. 2023-2024 NWEA Local Assessment

Goal Analysis

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

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

LCAP Goal 1, "Ensuring that students are academically proficient and prepared for college and career," includes 14 improved actions and services for LCAP year three, 2023/24.

Thirteen of the 14 improved actions and services relating to Goal 1 were fully or partially implemented; one of the 14 was not implemented.

- 5 of 14 actions were implemented fully
- 8 of 14 actions were implemented partially
- 1 of 14 actions was not implemented

In the academic year 2023/24, there was a notable advancement in boosting student achievement within the AAV community. Progress in Goal1 was evident through improved data programs, diversified interventions addressing student needs and underlying issues impacting behavior and performance, and expanded services emphasizing the enhancement of student outcomes. These efforts underscore our commitment to continuously elevate student achievement through refined implementations, programs, and services.

The extended day and Saturday tutoring (1.13) for identified students needing additional academic support was highly successful. Teachers and various certificated and classified support personnel dedicated their time and resources effectively, ensuring that students received valuable assistance. This program contributed positively to students' academic progress and provided equitable access to necessary support services.

Implementing a Focus on Writing (1.11) was challenging due to competing professional development priorities such as the Core Instructional Model, MTSS, and math trainings. These initiatives required teachers to be out of the classroom more frequently, which we aimed to minimize, particularly since MTSS Tier 2 and 3 interventions required significant time for site teams. Despite this, the district remains committed to enhancing writing instruction by providing various support options and integrating writing strategies within the existing frameworks.

No substantive differences were noted in LCAP Goal 1 between the planned actions and their descriptions 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

We have effectively implemented 13 of the 14 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 students with valuable learning experiences by visiting college and career-oriented destinations in Southern California. These trips exposed students to various colleges and career paths, helping them make informed decisions about their future and inspiring them to pursue their academic goals. The success of these trips was due to careful planning and execution, making them an effective means of enhancing students' educational experiences.

1.2 - College Readiness Exams

Offering the PSAT to students in grades 8, 10, and 11 throughout the year, and providing grade 11 students with the opportunity to take the SAT during school hours, significantly enhanced college readiness. These standardized tests provided students with valuable testing experience and insights into areas needing improvement. The data from these tests also guided educators in developing targeted interventions for students requiring extra support. The success of this initiative can be attributed to the meticulous planning and execution by school administrators and educators, making these tests a valuable asset in preparing students for college and their future endeavors.

1.3 - AP Training and Tutoring

Providing training for AP teachers to enhance their instructional strategies and integrate new AP resources yielded positive outcomes in terms of student

participation and pass rates on AP exams. This training equipped AP teachers with innovative tools and approaches to effectively engage students and deepen their grasp of AP course content. Consequently, students benefited from improved instruction, leading to higher levels of success on AP exams. Also, the efforts to expand AP course options and encourage student enrollment in these rigorous courses were fruitful. This proactive approach resulted in increased student participation in AP courses and exams, culminating in notable success rates. Overall, the combined strategy of teacher training and the broadening of AP course offerings played a pivotal role in fostering student achievement and enhancing college readiness across the district.

1.4 - Expanded Learning Opportunities

The impact of extended day tutoring, available virtually seven days a week and in-person before and after school, for identified students in grades 6-12 was noteworthy. These tutoring sessions were designed to enhance students' comprehension of ELA and Math standards and narrow achievement gaps, as evidenced by improvements in NWEA Map assessment growth scores and CAASPP Assessments. This initiative ensured that students in need of extra academic assistance received timely and impactful support, allowing them to make substantial strides toward academic success.

1.5 - Formative Assessment

This year, NWEA assessments were conducted three times in ELA, Math, and Science, leading to noticeable improvements in student growth and academic performance. The collaboration among district curriculum coordinators, site administration, and leadership played a crucial role in developing effective strategies to boost student participation and foster academic growth.

1.6/1.7 – EL Program Implementation/ EL Reclassification Support and Monitoring

The District's administrative team dedicated efforts to enhancing staff capacity for English Learners (ELs) through participation in EL-specific workshops and conferences. They also conducted monthly training sessions for site-level EL coordinators, ELD teachers, and support staff. Counselors played a crucial role in providing targeted support to EL students, assisting them in achieving and sustaining academic proficiency, enrolling in higher-level and A-G courses, and pursuing their college and career aspirations. Furthermore, additional staff were deployed to administer and monitor the ELPAC assessment, ensuring the accuracy and reliability of data collected.

1.8 - Student-Free Professional Development Days

The District organized targeted professional development sessions for teachers across three student-free days. These sessions focused on various topics such as optimizing NWEA formative assessments, integrating social-emotional learning strategies, implementing MTSS principles, core instructional models, and employing best practices to enhance student engagement. Furthermore, continuous training and support were extended to teachers throughout the school year and into the future, ensuring ongoing professional growth and effective implementation of these strategies in the classroom.

1.9 - Variable Credit Recovery

To expand credit retrieval opportunities, students were presented with a range of options such as virtual classes, Edmentum courseware, independent study, summer school, and Saturday credit retrieval sessions. Additionally, alternative education pathways and extra tutoring support were offered by the District, providing students with diverse avenues to recover credits and enhance their academic progress.

1.10 - Ancillary Instructional Materials

In the 2023/24 academic year, an objective was to bolster students' academic endeavors by providing them with extra resources. We tailored supplementary instructional materials and supplies to meet the specific needs of each student, aiming to boost their engagement, success, and academic performance. Based on student feedback emphasizing the importance of subject knowledge, improved learning, and better organizational skills, we introduced student planners as part of our comprehensive efforts to enhance services and instructional materials. These planners were designed to assist students in developing executive functioning skills, further contributing to their academic progress and success.

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. The implementation of these measures proved to be highly effective, as evidenced by improved consistency in teaching practices, assignment quality, and grading standards across classrooms. This contributed to a more cohesive learning experience for students and facilitated clearer expectations,

ultimately enhancing the overall academic environment and student outcomes.

1.12 - Intervention Materials and Supplies

The implementation of supplemental instructional materials and supplies by teachers effectively created equitable learning environments for students, both at school and at home. This implementation resulted in a noticeable increase in student achievement, demonstrating the positive impact of providing additional resources to support learning.

1.13 - Saturday Tutoring

The extended day and Saturday tutoring provided by teachers and various certificated and classified support personnel was successfully implemented and proved to be highly effective in supporting identified students who needed additional academic assistance.

1.14 - Supplemental Interventions

Teachers and classified support personnel effectively implemented additional interventions, individualized supports, and tracking strategies for students with IEPs, 504 Plans, Foster Youth (FY), Homeless Youth (HY), and English Learners (EL). This initiative aimed to provide equitable access to rigorous academic content standards and ensure students made adequate progress on assessments such as NWEA MAP, 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.

Action 2.10 will be moved to Goal 1 in the 2024/25, as this action better aligns with the goal to “Ensure that all students are academically proficient and college and career ready”.

The metrics in Goal 1 will be revised to follow a logical order by state priorities and local indicators. The “Graduation Rate” metric in Goal 1 was previously also noted in Goal 2. The decision was made to avoid duplication and remove this metric from Goal 1. Also, the metric of “California Science Test” will be added. There will be a total of 12 metrics for Goal 1 in the 2024/25 LCAP.

Additionally, in alignment with the California Department of Education requirements, AAV will introduce new and improved actions and services specifically targeting school sites and student groups identified as being in the "Red" category, further bolstering our commitment to academic excellence and equitable outcomes for all students.

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
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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)		71 (DigiCOACH 2023-2024)	500 DigiCoach Walks
AP exams with qualifying score (+3) LEA-wide	2405 (2020)	1357 -(2021)	1726 - (2022)	2074 - (2022-23)	2600 Qualifying Scores
Percentage of qualifying AP scores LEA-wide	34% (2020)	23% (2021)	32% - (2022)	33% - (2022-2023)	40%
AP Students in District LEA-wide	3588 (2020)	4259 (2021)	4452 (2022)	4417 2023-2024 PowerSchool	3800
AP Exams taken LEA-wide	6850 (2020)	5794 (2021)	5478 (2022)	5478 - All Students 28 - FY 2989 - LI 109 - EL 46 - SWD 2021-2022 College Board & PowerSchool	7200
Access to a Broad Course of Study (Local Indicator)	Standard Met	Standard Met	California Dashboard Standard Not Met	Standard Met 2023-2024	Standard Met
a-g Completion	(2020) All Students - 53.3% LI - 52.9% FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	(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	(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%
Graduation Rate	2020 All Students - 88.2% LI - 89.5%	2021 All Students - 100% LI - 100%	2022 All Students -97.1% LI - 96.4%	2022 All Students -97.1% LI - 96.4%	All Students -95% LI - 95%

	FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	
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	(2023 CCI) 27% - All Students 37.5% - LI FY - To protect student privacy, data are suppressed EL - To protect student privacy, data are suppressed	50% - All Students 60% - LI

Goal Analysis

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

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

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.

Fourteen of the 15 improved actions and services relating to Goal 2 were fully or partially implemented; one of the 15 was not implemented.

- 6 of 15 actions were implemented fully
- 8 of 15 actions were implemented partially
- 1 of 15 actions was not implemented

The alignment between LCAP Goals 1 and 2 has enabled us to provide instructional support and financial assistance, allowing students to enroll in AP courses, take AP tests at reduced costs, and achieve higher success rates. Our commitment to improving AP professional development and monitoring AP progress will continue in 2024/25. While the percentage of students passing AP tests is commendable, our primary focus remains on increasing access to these exams for more students, expanding their opportunities for success in higher education and future careers.

The implementation of professional development (2.2) and equitable access to AP classes (2.6) has continued to yield high levels of success. Our increased investment in professional development and online tools has equipped teachers and staff with the skills necessary to deliver top-notch instruction, leading to 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, receiving differentiated instruction, extended school day AP prep tutoring, and reduced-cost AP exams, resulting in a significant increase in qualifying AP exam scores and enrollment in AP

courses. Although implementing AVID Professional Development (2.12) posed a challenge, it remains a key focus for the upcoming 2024/25 school year.

Due to a hiring freeze, the implementation of NGSS supports (2.15) faced challenges as we were unable to hire an anticipated Teacher on Special Assignment (TOSA). This hindered our ability to effectively integrate NGSS (Next Generation Science Standards) supports within our organization. However, despite this setback, we are actively seeking a qualified candidate to fill this role for the 2024/25 school year and beyond. We remain dedicated to overcoming this challenge and ensure the successful integration of NGSS into our curriculum.

There were no substantive differences noted in the planned actions under LCAP Goal 2 compared to their descriptions 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 effectively implemented 14 of the 15 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 been instrumental in providing tiered supports, monitoring student progress, reaching out to high-needs students, and offering social-emotional assistance. Specifically, social workers and community attendance workers have collaborated with schools and communities to ensure that Foster Youth have access to academic, behavioral, social-emotional, and extracurricular resources to stay engaged in their education. To achieve this, additional counselors have been assigned to monitor the progress of Foster youth and work with at-risk coordinators who provide academic and social-emotional support. These 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

To improve our teachers' and staff's ability to deliver excellent instruction, we have significantly increased our investment in professional development and online tools. We offer a wide range of in-district and out-of-district professional development options, available in both in-person and virtual formats. The introduction of Ed Central, our district's internal database, has given our educators more autonomy in selecting, participating in, and evaluating professional development opportunities. This represents a significant step forward in empowering our teachers to take charge of their professional development and ultimately elevate the quality of instruction in our district.

2.3 - Classroom Walkthroughs

Our Instructional Partners, assessment coordinators, and teacher induction mentors have been consistently aiding teachers in analyzing and applying professional development strategies based on student assessment results. This collaborative effort helps our educators develop effective instructional methods that meet the diverse learning needs of our students. We believe that by equipping our teachers with the skills and tools to analyze and interpret student data, we can better address their academic and social-emotional needs, leading to enhanced outcomes for our students.

2.4 - AP Placement/Exams

To ensure equitable access to AP classes for low-income students, our counselors and site administrators have collaborated. Our educators have implemented differentiated instruction, extended the school day for AP preparation tutoring, and offered reduced-cost AP exams to remove academic and financial obstacles. Our goal is to offer all students, regardless of their background or financial circumstances, the opportunity to participate in AP classes and achieve their maximum potential. Furthermore, we have expanded the availability of district-wide AP courses, expecting students enrolled in AP classes to also take the corresponding AP exams.

2.5 - Career Technical Education (CTE opportunities)

To meet the growing demand for unduplicated students to participate in Career Technical Education (CTE) courses and pathways, we have increased the number of CTE course sections across all schools' master schedules. This expansion has been achieved through close collaboration between our counselors, CTE support staff, and site administrative teams. Together, they provide students with counseling services, review their progress, and make necessary adjustments to the master schedules. Through this collaborative effort, we aim to ensure that our students have access to outstanding education and support that will help them achieve their academic and career goals.

2.6 - AVID Elective

In order to support the academic success of our unduplicated students, we have introduced AVID (Advancement Via Individual Determination) elective classes at all our school sites. Working alongside AVID site teams, our counselors have been analyzing master schedules and academic performance data to ensure that these students receive the support and resources they need to excel in their studies. Through the provision of AVID courses and ongoing monitoring of student progress, our aim is to help students develop essential academic skills, cultivate a strong sense of self-confidence, and prepare them for success in college and beyond.

2.7 - Technology

Our district and site support staff have shown a steadfast dedication to providing teachers with essential technology, wireless capabilities, and online access to enhance their teaching methods and boost student engagement with challenging academic standards. These resources have empowered educators to explore a wide range of digital curriculum materials, academic assessments, and diagnostic tools that inform their instruction and accelerate student learning. As a result, we have observed significant improvements in key metrics such as NWEA growth scores, A-G completion rates, graduation rates, and CCI rates. By equipping our teachers with the necessary tools for success, we are creating a more supportive and effective learning environment for all students in our district.

2.8 - STEM Support

We provided additional opportunities for our unduplicated students to engage in hands-on, project-based learning through STEM expositions and competitions. Our STEM teachers worked together with district and site support staff to enable students to develop teamwork skills and apply classroom knowledge in real-world scenarios.

2.9 - 21st Century Learning Environments

We offered teachers professional development sessions and feedback from instructional partners, along with support from other classified and certificated personnel, to assist them in better supporting specific students. Through classroom walkthroughs, we provided constructive feedback to teachers, aiming to enhance their instructional methods. Our goal was to improve targeted students' academic performance in core subjects, as evidenced 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 worked closely with Data Service Specialists and other staff to improve training on our internal database systems, Ed Central and Data Central. This collaboration enabled district and site teams to more effectively assess professional development options and access student outcome data. As a result, we developed monitoring, intervention, and goal-setting strategies tailored to the needs of English learner (EL), Foster Youth (FY), and Low-Income (LI) students. These efforts contributed to notable improvements in their academic performance.

2.11 - NGSS Supports

Due to a hiring freeze, the District's Science Curriculum Coordinator position remained vacant, impacting the implementation of the Next Generation Science Standards (NGSS). Without a dedicated coordinator, science teachers received reduced support in implementing and assessing NGSS, hindering overall progress and success. Despite efforts from other curriculum coordinators, the absence of a dedicated Science Curriculum Coordinator created challenges and led to a less satisfactory outcome. However, as we enter the 2024/2025 academic year, we plan to continue with this improved action/service and are actively searching for a suitable candidate to fill this crucial role.

2.12 - AVID Professional Development

The implementation of AVID Professional Development occurred and was highly effective. The initiative significantly contributed to improving student outcomes and enhancing teaching practices across the district.

2.13 - AVID Tutors

AVID tutors showcased their effectiveness by leading small group tutoring sessions and monitoring student progress in AVID elective classes. This proactive approach addressed students' academic requirements, ensuring their mastery of academic content standards, completion of assignments, and maintenance of positive GPAs in core subjects.

2.14 - Intervention Technology

The District and Site support personnel showcased their effectiveness by supplying teachers with additional intervention technology, such as virtual platforms and specialized programs targeting individual academic needs. This initiative accelerated learning, resulting in narrowed achievement gaps as evidenced by increased NWEA growth scores, CAASPP results, progress and reclassification rates for English learners, and A-G completion rates.

2.15 - Arts Integration and Visual and Performing Arts Program

Title IV funding was allocated to AAV to bolster arts integration and VAPA programs, offering AAV students additional academic enrichment opportunities. This initiative was designed to enhance student engagement and academic performance, as evidenced by the notable improvements 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 input from our educational partners and an analysis of local metrics, we have chosen to retain Goal 2 and its related actions with slight adjustments.

2.8 - STEAM Support

This action was renamed and updated to reflect Science, Technology, Engineering, Arts, and Mathematics.

2.9 - Dual Enrollment and Internships

We will add a new action for Dual Enrollment and Internships to enhance students' academic experiences and provide them with real-world learning opportunities, fostering their growth and preparation for future careers or higher education.

2.10 - 21st Century Learning Environments

This action will be renamed "Student Achievement Supports" to better encompass the description of this action.

2.11 - NGSS Supports

Though a coordinator was not hired in the 2023/24 school year, we are actively seeking a qualified candidate to fill this role for the 2024/25 school year and beyond. Despite this setback, we remain dedicated to overcoming this challenge and ensuring the successful integration of NGSS into our curriculum.

2.11 - Enhanced Data Systems

This action will be moved to Goal 1 to better align the action description and goal.

The metrics in Goal 2 will be revised to follow a logical order by state priorities and local indicators. The “A-G Completion” and “CTE Completion” metrics in Goal 2 were previously also noted in Goal 1. The decision was made to avoid duplication and remove these metrics from Goal 2. In addition, “Percentage of Qualifying AP Scores” was removed, as it measured the same data as “AP Exams with Qualifying Scores”. The metric of “CTE and A-G Completion” will be added. There will be a total of 8 metrics for Goal 2 in the 2024/25 LCAP.

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

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	2023 Dashboard All Students - Green Performance: 3.9% Progress - Declined 2.2% EL - Yellow Performance: 5% Progress - Declined 0.3% LI - Green Performance: 4.5% Progress - Declined 2.5% FY- Unavailable	All Students - Blue Maintained 4.0% LI - Blue Performance: 4%

Suspension Rate	3.4% (2020)	0% (2021)	6.2% (2022)	5.3% (2023)	3.4% Maintained
Expulsion Rate	0.0% (2020)	0.0% (2021)	0% (2022)	0% (2023)	0.0%
Attendance Rate	94.56% (2020)	94.37% (2021-2022)		Knight Prep - 93% SOAR Prep - 96% Virtual Academy - 98% PowerSchool	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 - 15.5% LI - 18.9% FY - Not available EL - 11.1%	All Students - Green 4% LI - 4% EL - 4%
Truancy Rate				DATA NOT AVAILABLE 2024	
Dropout Rate	8% (2020)	0% (2021)	2.9% (2022)	8.3% (2023)	5%
Basics: Teachers, Instructional Materials, Facilities (Local Indicator)	Standard Met	Standard Met		Standard Met 2023-2024	Standard Met
Local Climate Survey (Local Indicator)	Standard Met	Standard Met		Standard Met 2023-2024	Standard Met

Goal Analysis

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

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

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 2023/24 LCAP.

All 12 improved actions and services relating to Goal 3 were fully or partially implemented.

- 6 of 12 actions were implemented fully
- 6 of 12 actions were implemented partially

Under the leadership of the Director of MTSS, supported by District Coordinators, Directors, and various support personnel, the incorporation of (3.12), the District's Multi-Tiered System of Supports (MTSS) model and vision, has been highly successful. This initiative has focused on delivering Tier II and Tier III interventions customized for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, aiming to enhance their academic performance and

overall well-being in behavioral and social-emotional aspects. The team has provided support to MTSS school site teams, conducted professional training for school staff and teachers, offered resources related to MTSS, guided school-based processes, and monitored data to establish goals and implement tiered interventions. The positive impact of these efforts has been evident in improved academic achievement, increased attendance, reduced suspensions, and enhanced local climate survey results for EL, FY, and LI students.

Continuing to be a challenge, the implementation of action 3.10 - Transportation faced difficulties due to a shortage of bus drivers, impacting our ability to provide transportation for Low-Income and Foster Youth students. This posed a significant obstacle as transportation is crucial for ensuring equitable access to after-school activities, sports, clubs, and tutoring services. Despite these challenges, we provided some flexibility to students by offering bus passes, enabling them to fully participate in these programs. Additionally, we procured additional vans for school site use, advancing toward full implementation of this enhanced action/service.

There were no substantive differences noted in the planned actions under LCAP Goal 3 compared to their descriptions 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

All 12 of the improved actions and services related to Goal 3 were effectively 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 requirements and regulations related to the employment of fully qualified teachers, the provision of appropriate instructional materials and textbooks aligned with California State Standards, and the upkeep of secure, clean, and safe facilities mandated by Williams legislation were meticulously followed and deemed to be compliant and satisfactory.

3.4 - Special Education

The district allocated resources such as teachers, staff, supplies, services, and operational expenses to meet the needs of the Special Education program, guaranteeing that students with disabilities received the essential support to engage with the curriculum and achieve academic growth. These initiatives were focused on fostering fair access and opportunities for all students, including those with special needs, and were instrumental in their success and overall well-being.

3.5 - CTE Programs

The Career and Technical Education (CTE) pathways remain a popular choice among students, boasting outstanding attendance rates. This academic year, we have upheld our dedication to bolstering CTE courses by offering extra resources to teachers, such as action plans and financial incentives to acquire the required credentials.

3.6 - Improve Attendance

Our Director of Attendance is actively involved in enhancing student enrollment and retention practices through close collaboration with Student Services and Community Attendance Workers across various sites. Although the Director of Attendance position has been vacant for the second part of this school year,

efforts will be made to fill this role in the 2024/25 academic year.

3.7/3.8 - Student Support Services/Positive Behavior Intervention and Supports (PBIS)

Our District Coordinator of Student Services is dedicated to strengthening and broadening the Positive Behavior Intervention Supports (PBIS) program across all our schools. To foster a proactive approach to behavior management, we have been utilizing School-wide Information System (SWIS) reports. These reports enable our behavioral support staff, counselors, administrators, and teachers to gain valuable insights into behavioral antecedents and devise positive interventions and supports for our students. The implementation of SWIS has played a pivotal role in enhancing our comprehension of student behavior and cultivating a positive school atmosphere.

3.9 - Classified Professional Development

To enhance the integration of restorative practices, PBIS, and Non-violent Conflict Intervention (NCI), we have expanded our professional development opportunities to encompass a broader array of programs for classified staff. Our objective is to enhance the school climate, foster a positive culture, bolster social-emotional support, and prioritize safety. Classified staff members who took part in the training expressed positive feedback, and educational partners have suggested increased collaboration with mental health agencies to deliver appropriate Tier 2 and 3 supports and interventions that adequately address the social-emotional needs of our students.

3.10 - Transportation

Due to a shortage of bus drivers, we encountered difficulties in providing transportation on school buses for our Low Income and Foster Youth students. To address this issue, we have explored alternative transportation options and have provided students with unlimited "Go Passes" for use with the Antelope Valley Transit Authority. These measures demonstrate our commitment to ensuring that all students have access to transportation options that facilitate their participation in extracurricular and academic activities, contributing to their overall school experience. Despite the challenges, students have responded positively to the flexibility offered by bus passes, which have allowed them to actively engage in after-school activities, sports, clubs, and tutoring services. Additionally, to mitigate the limitations in scheduling buses and transportation, we have procured additional vans for use by school sites, with the aim of fully implementing this enhanced action/service.

3.11 - Safe, Secure, and Positive Learning Environments

The Director of Equity, alongside district coordinators and various support personnel, has fostered a more positive and connected learning experience for unduplicated students and their families. This effort has involved coordinating services with PBIS Coordinators, Social Workers, and other certificated and classified support staff. Together, this team has provided mentoring opportunities to address the social-emotional, behavioral, and academic needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and families, nurturing positive relationships along the way.

3.12 - Multi-Tiered System of Supports (MTSS)

The successful implementation of the District's Multi-Tiered System of Supports (MTSS) model and vision, led by the Director of MTSS and supported by District Coordinators, Directors, and various personnel, significantly improved academic achievement, behavioral, and social-emotional well-being for EL, FY, and LI students. This comprehensive effort included providing targeted Tier II and III interventions, delivering professional training for staff, offering essential resources, guiding school processes, and diligently monitoring data to establish and achieve impactful goals. The outcomes were evident in the marked improvement in academic performance, higher attendance rates, a notable reduction in suspensions, and overwhelmingly positive feedback from the local climate survey, underscoring the program's success in creating a more inclusive and supportive learning environment.

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 feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 3 and its associated actions with minor adjustments.

The metrics in Goal 3 will be revised to follow a logical order by state priorities and local indicators. The metric "Basics: Teachers, Instructional Materials, Facilities (Local Indicator)" will be split into three separate metrics - "Access to Standards Aligned Instructional Materials", "Facilities in "Good" Repair", and

“Fully Credentialed and Appropriately Assigned Teachers”. The “Local Climate Survey (Local Indicator)” will be renamed “Student Perception of School Safety and Connectedness”, as this is what the metric measured. In addition, a new metric will be added titled “Teacher Perception of School Safety and Connectedness”. There will be a total of 11 metrics for Goal 3 in the 2024/25 LCAP.

3.11 - Supplemental Interventions and Supports

This action will be added to foster coordination among district and site certificated and classified support staff, aligning with specific LCAP actions, to provide customized supplemental interventions and supports tailored to the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, thereby enhancing equitable outcomes for unduplicated students.

3.13 - Diversity Training

An action for diversity training will be added to enhance awareness of our diverse student and community populations, fostering better understanding and support for Foster Youth (FY) and Low-Income (LI) students. Through this training, we aim to empower these students to increase their meaningful participation in educational programs and ensure equitable access to interventions, rigorous courses, and enrichment options. Ultimately, our aim is to improve graduation rates, attendance rates, AP participation, CTE pathway completion, and A-G completion rates for these students.

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

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	214 responses to Fall Climate survey	200 responses to Fall Climate survey
District App Followers	1,702 (2021)			2,010 Followers	1710 Followers
Parent and Family Engagement (Local Indicator)	Standard Met	Standard Met		Standard Met 2023-2024	Standard Met
Winter LCAP Survey	2023			2024	2024

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.	86% Parents Agree			87% of Parents Agree	91% Parents Agree
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Goal Analysis

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

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

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 2023/24 LCAP.

All 7 improved actions or services relating to Goal 4 were fully or partially implemented.

- 5 of 7 actions were implemented fully
- 2 of 7 actions were implemented partially

We have continued to achieve significant success with our EL Parent Workshops and Parent/Family Collaboration initiatives (rated 4.3 and 4.4). Our workshops and conferences were specifically designed to empower parents of English Learners and non-English speaking parents of ELs, equipping them with the knowledge and skills needed to actively participate as consultants in the development, planning, and evaluation of our programs, actions, and services. To accommodate various preferences, we offered hybrid formats, allowing parents to attend either in person or virtually.

Our parents enthusiastically engaged in two-way communication during advisory meetings, asking insightful questions and providing valuable input. Over the past year, we expanded our efforts by taking our DELAC parents to CAFE and conducting two sessions on "Disciplina Positiva." These initiatives contributed to our impressive rating of 4.3/4.4, showcasing our steadfast commitment to fostering parent engagement and collaboration within our educational programs.

Continuing to enhance parental involvement in our educational endeavors remains a persistent challenge. Our primary objective is to actively encourage parents of English Learners and non-English speaking parents of ELs to participate in our workshops, conferences, and advisory meetings. To overcome this challenge, we are committed to offering innovative and accessible formats for our EL Parent Workshops and Parent/Family Collaboration initiatives. This includes expanding our outreach efforts and providing a diverse range of engaging opportunities for parents to engage with our programs. For example, we plan to offer multiple sessions of relevant workshops to accommodate different preferences and schedules, ensuring that parents can easily participate and contribute to our initiatives.

Achieving success in our educational programs hinges on our ability to rise to this challenge and actively work towards increasing parental participation. By

empowering parents to become consultants in the development, planning, and evaluation of our programs, we can create more effective and inclusive educational experiences for all students. Through collaborative efforts and meaningful engagement with parents, we aim to foster a strong sense of community and partnership that enriches the educational journey of every student, particularly those in our English Learner programs.

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 7 of the improved actions and services related to Goal 4 were effectively implemented. Our success and areas of improvement can be measured through four local indicators, which include parent participation, District app followers, and parent/family engagement.

4.1 - PowerSchool

Throughout the year, the student information system, PowerSchool, underwent several updates to provide parents, students, counselors, teachers, and administrators with a more thorough overview of student achievement. The goal of these updates was to improve the overall efficiency and effectiveness of the system.

4.2 - Parent Link

To improve communication practices, district and site staff utilized the "Parent Link" system to reach out to families through phone calls, text messages, and emails. Additionally, they employed a digital app and coordinated social media to share information in diverse formats. The objective was to enhance access to academic programs, interventions, enrichments, and extracurricular activities for families of English learner (EL), Foster Youth (FY), and Low-Income (LI) students. The success of these initiatives was evident in Parent Link usage reports and feedback from Parent/Student surveys.

4.3/4.4 - Parent/Family Collaboration/EL Parent Workshops

We conducted workshops and conferences for parents of English Learners (ELs) and non-English speaking parents of ELs in hybrid formats, allowing them the flexibility to choose between in-person or virtual attendance. The goal was to empower parents as consultants in the development, planning, and evaluation of our programs, initiatives, and services. Parents actively participated in two-way communication during advisory meetings, sharing insights and asking questions. Additionally, we provided parent education opportunities, including sessions on *Disciplina Positiva* and involvement in events like C.A.B.E. Furthermore, we offered various workshops, collaboration meetings, advisory sessions, parent-teacher community forums, conferences, and orientation meetings for English-speaking parents as well.

4.5/4.6 - Increase Communication/Increase Parent and Community Outreach

The Director of Communication collaborated with certificated and classified personnel from different district and site offices to improve engagement of families and community partners with the schools and District. Together, they utilized various agencies to enhance communication and outreach efforts, aiming to promote the district's educational programs, services, interventions, enrichments, and extracurricular options.

4.7 - Expand Parent University

The expansion of 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 supporting academic success, college/career readiness, and social-emotional well-being was implemented and proven effective. The initial results indicate that providing more 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.

Based on feedback from our educational partners and an analysis of local metrics, we have decided to maintain Goal 4 and its associated actions with minor adjustments.

The metrics in Goal 4 will be revised to follow a logical order by state priorities and local indicators. The "Parent Participation" and "Parent/Family Engagement" metrics will be combined and renamed "Parent Engagement in Decision Making". The "Winter LCAP Survey" metric will also be renamed to "Local Indicator - Parent Perception of Communication and Connectedness" as this is what the metric measured. A new metric will be added called "Parent Participation in Programs for Unduplicated Pupils". Lastly, the metric "District App Followers" will be removed as the data is not viable. There will be a total of 3 metrics for Goal 4 in the 2024/25 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academies of the Antelope Valley	Dr. Andy Glatfelter Principal, Academies of the Antelope Valley	aglatfelter@avhsd.org (661) 943-3031

Plan Summary 2024-2025

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 school within the Antelope Valley Union High School District (AVUHSD), is committed to providing all students with an exceptional education. AAV comprises three campuses: Knight Prep Academy, located next to Knight High School, serving 280 students in grades 6-8; SOAR Prep Academy, adjacent to Quartz Hill High School, home to 220 7th and 8th graders. Both Knight Prep and SOAR Prep offer daily engineering and AVID classes to every student. Additionally, AAV's Virtual Academy caters to 265 full-time and 480 part-time 7th-12th graders with a robust curriculum featuring 18 honors courses, including 13 Advanced Placement classes. This online campus also offers three Career Technical Education pathways—art and interior design, business, management, and marketing, and culinary arts and hospitality management, the only one of its kind in AVUHSD.

The faculty at AAV are highly qualified, providing both in-person office hours and online support via 1:1 video conferencing with students. Starting in the 2024/25 school year, Virtual Academy will introduce two new computer science courses: Computer Science Essentials and Computer Science Principles AP. AAV's campuses are known for fostering strong student connections, maintaining a positive climate, and ensuring a safe environment.

AVUHSD, consisting of eight comprehensive high schools, an early college high school with two campuses, two continuation high schools, and a community day school, also oversees AAV's dependent charter school and virtual school. The district further supports adult education through four campuses at Antelope Valley Adult Education.

AAV's accolades include being named a US News & World Report "Best High School" and a California Gold Ribbon School, with full accreditation from the Western Association of Schools and Colleges (WASC). The Local Control and Accountability Plan (LCAP) guides efforts in addressing the diverse needs of its student population. In the upcoming academic year, the district remains dedicated to initiatives fostering academic success, social-emotional well-being, and equity for all students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on an analysis of state data from the 2023 California School Dashboard, as well as an analysis of local data from the 2023/2024 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 2023 CAASPP scores in Math and English Language Arts, students overall scored in the "Orange" range for ELA and "Yellow" for Math. These will be

areas that we focus on improving in the 2023/24 school year and beyond.

Of particular note during the 2023/24 school year, is the academic growth demonstrated by students on the NWEA MAP assessments.

In the area of Math, 50% of AAV students scored average, high, and high-average, which is a 2% increase from 2022/23.

In the area of Reading, 56% of AAV students scored average, high, and high-average, which is a 2% decrease from 2022/23.

In the 2023/24 academic year, AVUHSD's commitment to Multi-Tiered Systems of Support (MTSS) evolved to focus strategically on Tier 2 interventions, with collaborative efforts led by the Director of MTSS and diverse personnel. This comprehensive strategy resulted in significant improvements in academic achievement, behavior, and social-emotional well-being, particularly benefiting English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Our approach included tailored Tier 2 and 3 interventions, professional development for staff, resource allocation, streamlined processes, and rigorous data analysis, all contributing to impactful outcomes, including enhanced student growth scores on NWEA assessments. AAV teachers received professional development and coaching support from Catapult on the Core Instructional Model (CIM). Teachers expressed positive feedback regarding the classroom feedback that took place during the year and have asked for additional support in future years that is spread out across a range of dates, giving them time to put into practice the feedback given from the walkthroughs.

Furthermore, the implementation of "DigiCoach" classroom walkthroughs across all school sites provided valuable insights into effective teaching practices, enhancing student engagement and refining instructional approaches. Looking ahead to the 2024/25 academic year, our commitment to continuous improvement remains unwavering. Collaborative efforts between site administrators, teacher teams, and MTSS site teams will continue, refining lesson plans, designing assessments, analyzing data, and leveraging insights for strategic support planning. Continuous capacity-building sessions for administrators will empower them to uphold best practices and address skill gaps, ensuring a focus on student success at each school site.

The District's curriculum and instruction staff will persist in providing comprehensive support and professional development tailored to the unique needs of educators in reading and mathematics. We will optimize our internal database systems and assessments to track student progress effectively and formulate targeted interventions for all student demographics. Emphasis will be placed on supporting EL, LI, and FY students to ensure their sustained academic, social-emotional, and behavioral success. The remarkable academic growth demonstrated by students underscores the effectiveness of our approach, and we are committed to building upon this success by refining instructional strategies, leveraging data analytics, and delivering targeted support to enhance teaching effectiveness and student achievement in critical areas.

Chronic Absenteeism:

The 2023 California School Dashboard has provided encouraging data regarding Chronic Absenteeism, revealing a substantial decline to 15%, placing it in the "Yellow" range. This notable improvement reflects the concerted efforts and targeted strategies implemented by the district to address absenteeism among students. Through proactive measures such as personalized attendance interventions, personal phone calls home when students are absent, improved communication with families, and the implementation of attendance incentives and support programs, we have successfully reduced the rates of chronic absenteeism. Teachers work together to make a number of home visits to connect with students. When students are chronically absent, administrators involve health professionals for support to the family when the absences may be due to medical issues.

English Learner Progress Indicator (ELPI):

In the 2023 California School Dashboard, our district showed remarkable progress with 67.6% of students advancing toward English language proficiency, placing ELPI performance in the "Yellow" range. This achievement represents a significant 35.2% increase from the previous school year.

These improvements are a testament to our focused efforts and strategic initiatives aimed at supporting English Learners (EL) and enhancing their language proficiency. Moving forward, we remain committed to sustaining and building upon this success by continuing to implement evidence-based practices, providing targeted interventions, and offering comprehensive support services to ensure the ongoing progress and success of EL students. Through collaborative partnerships, ongoing professional development, and data-driven decision-making, we are dedicated to fostering an inclusive and equitable learning environment that empowers all students to thrive academically and linguistically.

Graduation Rate:

The 2023 California School Dashboard reflected "All Student" performance in the "Yellow" range. Ensuring a high graduation rate is a critical priority for AAV, building upon the positive indicators from the 2023 Dashboard. To support students in successfully completing high school, we will continue providing comprehensive academic support, personalized counseling services, and opportunities for career exploration and college readiness. Additionally, proactive monitoring and intervention strategies will be implemented to address any factors that could potentially lead to increased dropout rates or student disengagement, thereby fostering a supportive and conducive environment for achieving a high graduation rate. Teachers meet regularly to analyze data regarding struggling students and look for ways not only to support them academically, but to help

them build positive connections with peers.

Suspension Indicator:

The data from the 2023/2024 school year highlights a significant decrease in suspension rates, which now stand at approximately 3.9%, indicating a notable 2.2% reduction compared to the previous year. This positive shift can be attributed to the implementation of our robust Multi-Tiered Systems of Support (MTSS) framework, with a strong emphasis on Positive Behavioral Interventions and Supports (PBIS) to address behavior issues effectively.

Furthermore, initiatives such as alternatives to suspension, along with targeted professional development programs focusing on restorative justice practices and equity, have significantly contributed to this downward trend in suspension rates. The expansion of our "Safe, Secure, Positive Learning Environments" initiative has also provided students with opportunities for peer mentorship and active engagement in school activities, further enhancing our inclusive learning environment.

A student support center is being built at Knight Prep in order to guide students and give them tools to respond effectively and appropriately.

These concerted efforts underscore our unwavering commitment to creating a nurturing and equitable learning environment for all students. By investing in approaches that address the root causes of behavioral issues and promoting a culture of support rather than punitive measures, we demonstrate our dedication to holistic student well-being. The decrease in suspension rates not only reflects the effectiveness of our strategies but also reinforces our commitment to meeting the social-emotional needs of our students and fostering a positive school culture at AAV.

2023/24 Parent Participation:

214 responses to Fall Climate survey

To uphold and advance the achievements highlighted in the 2023 California School Dashboard and sustain our upward trajectory, we will implement the following strategies:

- Targeted interventions: We will focus on enhancing academic performance in Math and English Language Arts by implementing tailored interventions designed to address specific areas where students have demonstrated lower scores. This may entail providing additional resources, equipping teachers with effective instructional strategies through targeted training programs, and integrating evidence-based programs into our curriculum. We will increase students' access to independent reading materials to support reading fluency, vocabulary, and comprehension. We will offer engaging math intervention that is highly tailored to specific students' needs, based on data such as the NWEA and/or CAASPP.
- Data analysis and monitoring: Our commitment to data-driven decision-making will continue as we analyze data at school sites to identify areas for improvement and closely monitor student progress. This ongoing review of data will enable us to identify patterns and trends, empowering educators to make informed decisions and adapt instructional strategies as necessary.
- Multi-Tiered Systems of Support (MTSS): We will maintain a steadfast focus on MTSS, ensuring that students receive varying levels of support based on their individual needs. This inclusive framework guarantees that all students have access to the interventions and resources essential for their academic success. By implementing effective MTSS practices, we aim to address achievement gaps and enhance overall student outcomes.
- Standards-based instruction: Our commitment to standards-based instruction will persist, with a continued emphasis on utilizing aligned materials to ensure that instruction aligns with academic standards. Regular reviews and updates of instructional materials will further elevate the quality of teaching and learning experiences for our students.
- Collaboration with educational partners: We will actively engage in collaborations and partnerships with other school districts, educational organizations, and community stakeholders. By sharing best practices, participating in professional development opportunities, and leveraging available resources, we can foster continuous improvement and enhance student success.
- Graduation rate support: While we celebrate a high graduation rate as indicated in the 2023 Dashboard, we recognize the importance of maintaining efforts to support students' successful completion of high school. This entails providing comprehensive academic support, offering counseling services, facilitating career exploration opportunities, and implementing college readiness programs. Additionally, we will monitor and address factors that may contribute to dropout rates or disengagement, ensuring a sustained high graduation rate for all students.

Through the diligent implementation of these strategies, AAV is poised to build upon our achievements, foster improved academic outcomes, promote increased student

growth, and sustain our commitment to continuous success in the future.

Based on an analysis of state data from the 2023 California School Dashboard, as well as an analysis of local data from the 2023/2024 school year, and input from educational partners, the following areas for improvement have been identified.

Academic Areas of Need:

The 2023 California School Dashboard reflected an increase in Math scores by +10.4 points for our students overall, however, “All Student” performance is in the “Yellow” and -83.3 points below standard. There were significant disparities in the performance of student groups. English Learners were placed in the “Red”. African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities scored “Orange”, while White students scored in the “Yellow” range. The following student groups had no performance color - American Indian, Asian, Filipino, Foster Youth, Students Experiencing Homelessness, Two or More Races, and Pacific Islanders. The performance level (color) is not included when there are fewer than 30 students in any year.

The 2023 CA School Dashboard shows a red indicator in Math performance for the Academies of the Antelope Valley for the following student groups - English Learners. Academies of the Antelope Valley is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 3.9, 3.11, and 3.14

The 2023 Dashboard reflected a decline in English Language Arts scores by -6.2 points for our students overall, with “All Student” performance is in the “Orange” and -19.2 points below standard. The disparity amongst student groups in ELA was even greater than the gaps in Math. English Learners were placed in the “Red”. African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities scored “Orange”. White students scored “Green”. The following student groups had no performance color - American Indian, Asian, Filipino, Foster Youth, Students Experiencing Homelessness, Two or More Races, and Pacific Islanders. The performance level (color) is not included when there are fewer than 30 students in any year.

The 2023 CA School Dashboard shows a red indicator in English Language Arts performance for the Academies of the Antelope Valley for the following student groups - English Learners.

Academies of the Antelope Valley is addressing the lowest performing student groups with the following actions: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.15, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 3.9, 3.11, and 3.14

Average achievement for unduplicated students is as follows:

- English Learners - Math: -121.9 points below the standard “Red”; ELA: -72.4 points below the standard “Red”
- Foster Youth - No Performance Color in Math or ELA
- Low Income/Socioeconomically Disadvantaged - Math: -103.8 points below the standard “Orange”; ELA: -37.1 points below the standard “Orange”
- Students Experiencing Homelessness - No Performance Color in Math or ELA

As we gear up for the 2024/25 academic year, our unwavering commitment to continuous improvement in English Language Arts (ELA) and math takes center stage. Collaborative efforts among site administrators, teacher teams, and MTSS site teams will persist as we refine lesson plans, design common assessments, and conduct thorough data analyses to identify specific barriers to learning in these subjects. These insights will be instrumental in shaping strategic support planning and initial instruction, fostering a culture of targeted intervention and academic growth customized to enhance ELA and math skills.

The prioritization of capacity-building sessions for administrators in implementing MTSS school-wide remains paramount. These sessions empower instructional leaders to uphold best practices that directly address skill gaps and overcome obstacles to learning in ELA and math effectively at each school site.

Our District's curriculum and instruction staff will continue to deliver tailored support services and professional development opportunities for teachers and paraprofessional staff in ELA and math. Leveraging advanced data analytics from our internal database systems, Data Central and NWEA Map assessments, will enable us to track, monitor, and mentor students more effectively, pinpointing areas of improvement and formulating targeted goals and interventions in ELA and math for all student demographics.

Special emphasis will be placed on supporting English Learners (EL), Low-Income (LI), and Foster Youth (FY) students in ELA and math to ensure their sustained academic, social-emotional, and behavioral success. Moving forward, we will further refine our instructional strategies, optimize data-driven decision-making processes, and deliver targeted support services to enhance teaching effectiveness specifically in ELA and math. These initiatives reaffirm our dedication to ongoing excellence in supporting student growth and achievement, underscoring our commitment to academic success in critical areas.

The 2023 California School Dashboard provided crucial insights into our students' academic performance. While there was an increase of +10.4 points in Math scores overall, the "All Student" performance remains in the "Yellow" category, lagging -83.3 points below the standard. Notably, English Learners were classified in the "Red" category, indicating significant areas of improvement needed. Similarly, in English Language Arts (ELA), there was a decline of -6.2 points, with "All Student" performance falling in the "Orange" range, trailing -19.2 points below the standard. These data points underscore the importance of our targeted interventions and collaborative efforts to bridge these achievement gaps and ensure equitable academic success for all student groups.

ELL Progress:

In the 2023 California School Dashboard, our district demonstrated significant progress, with 67.6% of students making strides towards English language proficiency, placing English Language Performance Indicator (ELPI) performance in the "Yellow" range. This achievement marks a notable 35.2% increase from the previous school year.

However, despite this progress, there is still room for improvement in supporting English Learners (EL) and further enhancing their language proficiency. Moving forward, we are committed to sustaining and building upon this success by implementing evidence-based practices, providing targeted interventions, and offering comprehensive support services to ensure ongoing progress and success for EL students. Collaborative partnerships, ongoing professional development initiatives, and data-driven decision-making will remain integral to fostering an inclusive and equitable learning environment that empowers all students to excel academically and linguistically.

Chronic Absenteeism:

The 2023 California School Dashboard has highlighted a positive trend in Chronic Absenteeism, showing a significant decrease to 15%, placing it within the "Yellow" range. This improvement underscores the district's dedicated efforts and focused strategies in tackling absenteeism among students. By proactively implementing personalized attendance interventions, enhancing communication with families, and introducing attendance incentives and support programs, we have successfully lowered chronic absenteeism rates.

Suspension Indicator:

The 2023/2024 school year data reveals a significant decrease in suspension rates, now at approximately 3.9%, marking a notable 2.2% reduction from the previous year. In response to these findings and to address the increase in student behaviors, social-emotional needs, suspensions, and chronic absenteeism, AAV has outlined several proactive steps for improvement:

- Full implementation of MTSS Tier 2 strategies to provide comprehensive support to students at different levels of need.
- Investment in and enhancement of Formative Assessment Systems and Practices, leveraging tools like NWEA MAP assessments to aid teachers and administrators in closely monitoring student progress and offering tailored interventions aligned with their individual skill gaps.
- Deployment of Community Attendance Workers to offer on-site support at school sites, ensuring a proactive approach to addressing chronic absenteeism.
- Expansion of counseling services to better address the heightened social-emotional needs of students, providing them with essential support and guidance.
- Creation of increased opportunities for parent training and engagement, fostering a collaborative environment between schools and families to support student success.

Other Local Indicator Areas of Need:

- Dropout Rate: 8.3% for 2023 - Increased - 0% in 2021 and 2.9% in 2022

To address the concerning increase in the dropout rate, which rose to 8.3% in 2023, marking a significant increase from 0% in 2021 and 2.9% in 2022, AAV is implementing targeted interventions and support measures. These initiatives include personalized academic counseling, career exploration programs, increased access to college readiness resources, and enhanced support for students experiencing socio-emotional challenges. By providing comprehensive support and tailored interventions, AAV aims to reverse the trend of rising dropout rates and ensure that all students have the resources and opportunities they need to succeed academically and graduate on time.

To drive student performance improvement and narrow achievement gaps in the upcoming 2024/25 academic year, AAV will implement a comprehensive array of evidence-based strategies and interventions:

- Multi-Tiered System of Support (MTSS): Our primary focus will be on deploying a robust MTSS framework that provides a structured approach to supporting students across diverse needs. Emphasis will be placed on Tier 2 interventions, delivering personalized and targeted support to students requiring additional assistance. We will align evidence-based practices and interventions with each tier to ensure holistic student support.

- Data-Driven Decision Making: Leveraging data to inform instructional decisions is paramount for identifying student progress and areas requiring attention. Through advanced data analysis tools and methodologies, we will develop tailored interventions that address individual student needs, guaranteeing comprehensive support and academic

success for all students.

- Continuous Professional Development: Ongoing professional development for teachers is critical to enhancing instructional practices. Our training initiatives will encompass culturally responsive teaching methods, differentiated instruction techniques, and effective utilization of data to inform instruction. By equipping teachers with these skills, we empower them to create engaging and effective learning environments that cater to diverse student needs.

- Strengthened Family and Community Engagement: Building strong partnerships with families and educational partners is essential for student success. We will expand outreach efforts, including regular communication, parent education workshops, and collaboration with community organizations to provide comprehensive support and resources to students. Engaged families play a pivotal role in supporting student learning and academic growth.

- Focus on Equity: Equity remains a core focus, with a commitment to dismantling systemic barriers and ensuring equitable access to high-quality education and support services for all students. Our efforts will address disparities in resources, opportunities, and outcomes, promoting inclusivity, diversity, and fairness across all facets of education delivery.

Moreover, in alignment with the California Department of Education requirements, AAV will introduce enhanced actions and services targeting school sites and student groups identified as being in the "Red" category, reinforcing our dedication to academic excellence and equitable outcomes for every student.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DELAC)	<p>September, 2023 - May, 2024 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 9/27/23, 11/29/23, 3/6/24, and 5/29/24, 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.</p> <p>The Superintendent's Designee presented the 2023/24 LCAP on 9/27/23, and elicited feedback on 11/29/23 via a survey. Survey results were shared with the DELAC on 3/6/24. The 2024/25 draft LCAP was presented to the DELAC on 5/29/24 for review and comment. The Superintendent responded in writing to the comments made by the DELAC.</p>
Parent Advisory Committee (PAC)	<p>October, 2023 - May, 2024 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).</p> <p>The Superintendent's Designee presented the 2023/24 LCAP on 10/18/23, and elicited feedback on 1/22/24 via a survey. The 2024/25 draft LCAP was presented to the DPAC on 5/20/24 for review and comment. No questions or comments were raised that necessitated a written response from the Superintendent.</p>
District-Site Leadership Team (DSLTL)	<p>October, 2023 - May, 2024 The District and School Leadership Team (DSLTL) includes key members of the District's leadership, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, as well as school site leaders, including Principals and Assistant Principals. The DSLTL met and discussed progress on the 2023/24 LCAP on 10/2/23. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.</p> <p>On 12/18/23, a Needs Assessment was conducted where data from the current school year was analyzed and evaluated, as well as an analysis of the implementation of current improved/increased actions and services in relation to our LCAP goals and objectives 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. This team determined that the current LCAP goals were appropriate and progressing. On 3/11/24, sites worked on draft improved actions/services for the 2024/25 LCAP, based on Dashboard data and student groups in the "red".</p>
Parents/Guardians and Community	<p>Community Engagement Meetings - October, 2023 - May, 2024 10/18/23, 1/22/24, and 5/20/24 - 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 2024/25 LCAP.</p> <p>In addition, a video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AAV website in order for parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2024/25 LCAP.</p>
Staff (Certificated, Classified, and Management)	<p>November, 2023 - May, 2024 A video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AAV website in order for AVUHSD staff members to be informed and provide feedback for the 2024/25 LCAP. A link to the recording was emailed to site administrators to push out to certificated, classified, and administrative staff on their school sites.</p>
Labor Groups (Teachers - AVTA and Classified - CSEA)	<p>May 8, 2024 The District met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the 2024/25 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 regarding additional improved actions/services due to some student groups being in the "red" and other related matters.</p>

Special Education Local Planning Agency (SELPA)	<p>March 18 and May 8, 2024</p> <p>On March 18, 2023, the Superintendent's Designee attended a meeting with Antelope Valley SELPA representatives to discuss requirements for the 2024/25 LCAP. Furthermore, the District's representative presented information regarding the draft 2024/25 LCAP related to the needs of Students with Disabilities on May 8, 2024.</p>
Students	<p>Student Engagement Meetings - November - December, 2023 11/28/23 (SOAR Prep) and 12/5/23 (Knight Prep)</p> <p>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 2024/25 LCAP.</p> <p>In addition, a video recording of the LCAP "Roadshow" presentation was uploaded and posted on the AAV website in order for parents/guardians and community members who were unable to attend one of the scheduled meetings to be informed and provide feedback for the 2024/25 LCAP.</p>
Governing Board	<p>The Board of Trustees received regular updates about the LCAP throughout the 2023/24 school year. The LCAP Mid-Year report was shared with the Board on February 15, 2024 in an open session.</p> <p>Review and Approval: The Board of Trustees reviewed the 2024/25 LCAP at a Public Hearing on June 7, 2024 and again on June 11, 2024 where they voted to approve the LCAP.</p>
Educational Partners	<p>Throughout the 2023/2024 school year, the 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.</p> <p>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 2024/25 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.</p> <p>Educational Partner Engagement: September 2023 – May 2024 – The following groups were engaged in discussing and developing the 2024/2025 LCAP:</p>
Los Angeles County Office of Education (LACOE)	<p>Throughout the LCAP development process, from October 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.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP (Local Control and Accountability Plan) was significantly influenced by feedback from educational partners across various aspects:

- Extracurricular Activities: Students valued opportunities for extracurricular activities and multicultural festivals, leading to an emphasis on providing diverse extracurricular options within the LCAP.
- Habitudes Programs: Positive feedback on programs like Habitudes influenced the implementation of similar programs to enhance the learning environment.
- Inclusive Clubs: The presence of inclusive clubs like BSU (Black Student Union) and multicultural festivals fostered diversity and inclusivity, leading to a focus on supporting such clubs and events in the LCAP.
- Learning Resources: Positive feedback on the availability of online resources and websites influenced the inclusion of more learning resources in the LCAP to enhance the educational experience.
- Positive Atmosphere: The overall positive atmosphere created by the LCAP, including support, resources, and a welcoming environment, was reinforced based on feedback.
- PowerSchool: Usage of PowerSchool for grades transparency and academic progress tracking was acknowledged positively, leading to continued support and integration of PowerSchool in the LCAP.
- Student Involvement: Students' desire for involvement in decision-making and feedback processes contributed to efforts to enhance student involvement and engagement within the LCAP framework.
- Support for Special Needs: Positive feedback on special learning programs and support for students with specific needs influenced the continuation and improvement of such support in the LCAP.
- Transportation Support: Positive feedback on transportation support, such as bus passes for low-income and foster students, led to continued efforts to make transportation more accessible within the LCAP.
- Tutoring Services: Students' appreciation for tutoring services within the LCAP led to the enhancement and expansion of tutoring opportunities to further support student learning.

Additionally, feedback on teacher support, student safety, communication improvement, facility enhancements, curriculum engagement, and other suggestions for improvement provided valuable insights into areas where the LCAP could be strengthened and adapted to better meet the needs of students and the school community. These suggestions and feedback collectively influenced the development and implementation of the LCAP to ensure a comprehensive and inclusive approach to improving the overall learning environment and educational outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students are academically proficient and college and career ready.	Broad Goal

State priorities address by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

This goal was created based on strong support and feedback from educational partners, highlighting the need to ensure equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal's objective is to ensure that all students achieve academic proficiency and are prepared for success in college and careers. The recommendation is to continue and/or increase actions and services under this goal to support equitable outcomes for all students and contribute to their academic proficiency and readiness for college and career success. The metrics used to support this goal include measuring student achievement on state and local assessments,

tracking English Learner progress and reclassification, monitoring and evaluating CAASPP and local NWEA assessments, A-G completion, and CTE completion, providing a comprehensive assessment of students' preparedness for future endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Implementation of Academic Standards (Priority 2)	2023/24 Local Indicator District and Site Leadership Survey: 3.8 (Full Implementation) - Based on a Likert Scale			2026/27 Local Indicator District and Site Leadership Survey: 5.0 (Full Implementation & Sustainability) - Based on a Likert Scale	
2	CAASPP ELA (Priority 4)	All Students - 19.2 points below standard EL - 72.4 points below standard LI - 37.1 points below standard FY - Unavailable California Dashboard 2023			All Students - 14.2 points below standard EL - 62.4 points below standard LI - 27.1 points below standard FY - Unavailable California Dashboard 2026	
3	CAASPP Math (Priority 4)	All Students - 83.3 points below standard EL - 121.9 points below standard LI - 103.8 points below standard FY - Unavailable California Dashboard 2023			All Students - 78 points below standard EL - 111.9 points below standard LI - 93.8 points below standard FY - Unavailable California Dashboard 2026	

4	California Science Test (Priority 4)	All Students - 23.31% Standard Met or Exceeded FY - Unavailable LI - 17.43% Standard Met or Exceeded EL - 0% CAASPP Science 2023			All Students - 28% Standard Met or Exceeded FY - Unavailable LI - 25% Standard Met or Exceeded EL - 25% CAASPP Science 2026	
5	A-G Completion (Priority 4)	All Students - 55.9% FY - Unavailable LI - 29.2% EL - Unavailable DataQuest 2022-2023			All Students - 60% FY - Unavailable LI - 40% EL - Unavailable DataQuest 2025-2026	
6	CTE Pathway Completion (Priority 4)	All Students - 27.3% FY - To protect student privacy, data are suppressed LI - 37.5 EL - To protect student privacy, data are suppressed College/Career Levels and Measures Report & Data 2023			All Students - 35% FY - To protect student privacy, data are suppressed LI - 40% EL - To protect student privacy, data are suppressed College/Career Levels and Measures Report & Data - 2026	
7	English Learner Progress Indicator (Priority 4)	English Learner Progress All Students - 67.6% making progress towards English language proficiency LI - No data available California Dashboard 2023			English Learner Progress All Students - 67.6% making progress towards English language proficiency LI - No data available California Dashboard 2026	
8	English Learner Reclassification Rate (Priority 4)	18.75% CALPADS 2.16 & 8.1 2022-2023			25% CALPADS 2.16 & 8.1 2025-2026	

9	EAP % Students Prepared for College ELA (Priority 4)	<p>11th Grade (All students) - 39.47%</p> <p>11th Grade (LI) - 33.34%</p> <p>8th Grade (All students) -39.24%</p> <p>8th Grade (LI) - 29.50%</p> <p>7th Grade (All students) - 45.42%</p> <p>7th Grade (LI) - 37.41%</p> <p>6th Grade (All students) - 37.28%</p> <p>6th Grade (LI) -39.58%</p> <p>https://caaspp-elpac.cde.ca.gov/2022-2023</p>			<p>11th Grade (All students) - 45%</p> <p>11th Grade (LI) - 45%</p> <p>8th Grade (All students) -45%</p> <p>8th Grade (LI) - 45%</p> <p>7th Grade (All students) - 50%</p> <p>7th Grade (LI) - 50%</p> <p>6th Grade (All students) - 45%</p> <p>6th Grade (LI) -48%</p> <p>https://caaspp-elpac.cde.ca.gov/2025-2026</p>	
10	EAP % Students Prepared for College Math (Priority 4)	<p>11th Grade (All students) - 13.16%</p> <p>11th Grade (LI) - 11.11%</p> <p>8th Grade (All students) -19.14%</p> <p>8th Grade (LI) - 10.79%</p> <p>7th Grade (All students) - 25.23%</p> <p>7th Grade (LI) - 20.86%</p> <p>6th Grade (All students) - 15.00%</p> <p>6th Grade (LI) -14.29%</p> <p>https://caaspp-elpac.cde.ca.gov/2022-2023</p>			<p>11th Grade (All students) -20%</p> <p>11th Grade (LI) - 20%</p> <p>8th Grade (All students) -25%</p> <p>8th Grade (LI) - 20%</p> <p>7th Grade (All students) - 30%</p> <p>7th Grade (LI) - 25%</p> <p>6th Grade (All students) - 20%</p> <p>6th Grade (LI) -20%</p> <p>https://caaspp-elpac.cde.ca.gov/2025-2026</p>	

11	Local Indicator - ELA Assessment: NWEA Map (11th grade)	All Students - High & High Average = 35% FY - High & High Average = 40% LI - High & High Average = 35% EL - High & High Average = 5% Fall NWEA Local Assessment 2023-2024			All Students - High & High Average = 50% FY - High & High Average = 50% LI - High & High Average = 40% EL - High & High Average = 15% Fall NWEA Local Assessment 2026-2027	
12	Local Indicator - Math Assessment: NWEA MAP (11th grade)	All Students - High & High Average = 31% FY - High & High Average = 20% LI - High & High Average = 28% EL - High & High Average = 12% Fall NWEA Local Assessment 2023-2024			All Students - High & High Average = 40% FY - High & High Average = 30% LI - High & High Average = 35% EL - High & High Average = 20% Fall NWEA Local Assessment 2026-2027	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.

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.	\$32,356.00	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.	\$22,356.00	Yes
3	Advanced Placement (AP) Training and Tutoring	AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to AP students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.	\$22,356.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel including virtual tutors will provide extended day tutoring available to students, virtually 7 days a week and in-person, before and after school, weekly to identified students in grades 6-12, to improve their conceptual understanding of ELA and Math standards, and close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$12,606.00	Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to students in grades 6-12, in Math, ELA, and Science, and use the results formatively to provide students with best first instruction and targeted interventions that address skill gaps, so identified students can equitably access core content standards in Math, ELA, and Science to increase proficiency in Math, ELA, and Science.	\$13,106.00	Yes
6	English Language Arts and Math Supports	Teachers will provide small group instruction to English Learner (EL), Foster Youth (FY), and Low Income (LI) students with standards-aligned alternative curriculum to accelerate learning and close achievement gaps in Math and ELA.	\$22,356.00	Yes
7	English Learner (EL) Program Implementation	Additional EL site and AVUHSD support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using programs such as PowerSchool and Data Central, to ensure proper initial placement, testing and monitoring of English Learners (ELs) and Long-Term English Learners (LTELs) to improve their equitable	\$23,156.00	Yes

		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.		
8	English Learner (EL) Reclassification Support and Monitoring	Designated EL support staff will use database systems, such as Data Central and PowerSchool, 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.	\$22,356.00	Yes
9	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.	\$35,564.00	Yes
10	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.	\$12,356.00	Yes
11	Enhanced Data Systems	The AVUHSD 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 AVUHSD 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.	\$14,856.00	Yes
12	Ancillary Instructional Materials	Teachers in core content classes will provide students with ancillary instructional materials and supplies for the classroom and home use, to increase the students' ability to access the core curriculum and increase equitable access to supplemental instructional materials that ensure meaningful participation and engagement in core content classes to increase student achievement.	\$20,000.00	Yes
13	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.	\$14,856.00	Yes
14	Enhancing English Language Arts and Mathematics through Professional Development	Teachers will participate in professional development workshops focusing on effective literacy and math instruction. These workshops will emphasize tailored intervention programs to meet the specific and diverse needs and learning styles of English Learners, Foster Youth, and Low-Income students. Additionally, site and district staff will collaborate to analyze formative data, enhancing teachers' abilities to deliver high-quality instruction and provide students with the support they need to improve their English Language Arts and Math skills.	\$22,356.00	Yes
15	Professional Development for Long-Term English Learner Support	Teachers will engage in specialized professional development sessions targeting effective English language development strategies, analyzing formative data, culturally responsive teaching techniques, and the incorporation of bilingual resources tailored specifically for Long-Term English Learners, enhancing support for these students' academic success.	\$22,356.00	Yes

16	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
17	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
18	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL) - (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), English Learner (EL) and Long-Term English Learner (LTEL) students to ensure equitable access and proficiency on rigorous academic content standards, and adequate progress on NWEA MAP assessment growth scores, CAASPP, CAA, and ELPAC.	\$5,525.00	No

Goal

Goal #	Description	Type of 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.	Broad Goal

State priorities address by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

This goal was crafted based on strong support and feedback from educational partners, emphasizing the necessity of ensuring equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal's focus is on providing a 21st Century learning environment and rigorous curriculum that offers all students diverse experiences and opportunities for academic, collegiate, professional, and personal growth. To achieve this, the recommendation is to maintain or increase core program support with counseling services for all students, while also implementing additional actions to enhance support and access for FY, LI, and EL students. By doing so, the goal aims to equip all students with the skills and experiences necessary for success in various academic, collegiate, and professional pathways. The metrics used to assess progress toward this goal encompass qualitative classroom observation data, student participation in a broad course of study, achievement indicators like AP pass rates, graduation rate, College and Career Indicator, and A-G and CTE completion, as well as measures of student engagement and meeting state merit requirements, providing a comprehensive view of students' growth and achievement within this framework.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Completion and A-G Completion (Priority 4)	All Students - 50% FY - Unavailable LI - 57.1% EL - Unavailable California Dashboard 2023			All Students - 60% FY - Unavailable LI - 60% EL - Unavailable California Dashboard 2026	

2	AP exams with qualifying score - LEA Wide (Priority 4)	All Students (LEA Wide) -2074 FY - 6 LI - 926 EL - 48 PowerSchool/DataCentral 2023			All Students (LEA Wide) - 2500 FY - 25 LI - 1500 EL - 75 PowerSchool/DataCentral 2026	
3	Graduation Rate (Priority 5)	All Students - 91.7% FY - Unavailable LI - Unavailable EL- Unavailable California Dashboard 2023			All Students - 95% FY - Unavailable LI - Unavailable EL- Unavailable California Dashboard 2026	
4	Access to and Enrollment in a Broad Course of Study (Priority 7)	Number of Students Participating in AVID: Knight Prep: 100% Soar Prep: 100% Virtual Academy: 15% 2023/24			Number of Students Participating in AVID: Knight Prep: 100% Soar Prep: 100% Virtual Academy: 25% 2026/27	
5	College & Career Indicator/CCI (Priority 8)	All Students - 30.6% prepared LI -28.6% prepared FY - Unavailable EL - Unavailable College/Career Levels and Measures Report & Data 2023			All Students - 35% prepared LI -35% prepared FY - Unavailable EL - Unavailable 2026 - College/Career Levels and Measures Report & Data	
6	Local Indicator - AP Students in District	All Students - 21.45% PowerSchool 2023-2024			All Students - 30% PowerSchool 2026-2027	

7	Local Indicator - AP Exams taken LEA Wide	All Students (LEA Wide) - 5478 FY - 28 LI - 2989 EL - 109 College Board & PowerSchool 2022-2023			All Students (LEA Wide) - 6000 FY - 75 LI - 3500 EL - 200 College Board & PowerSchool 2025-2026	
8	Local Indicator - Classroom Walkthroughs	71 (DigiCOACH 2023-2024)			150 (DigiCOACH 2026-2027)	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Counseling Services	Additional school 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.	\$712,980.00	Yes
2	Professional Development	AVUHSD Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers with increased opportunities to access internal and external expertise to further their development, increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment, and intervention strategies that increase academic outcomes for students as indicated on NWEA growth and proficiency scores and CAASPP results.	\$22,356.00	Yes
3	Classroom Walkthroughs	AAV and AVUHSD instructional teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence, and provide feedback on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL).	\$0.00	Yes
4	AP Placement, Exams, and Tutoring	School 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.	\$12,967.00	Yes
5	Career Technical Education (CTE) Opportunities	School 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.	\$543,651.00	Yes
6	AVID Elective	AVID elective sections will be offered to all students and school 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.	\$35,564.00	Yes
7	Technology	AAV and AVUHSD support staff will ensure that teachers are provided with renovated classrooms	\$10,000.00	Yes

		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.		
8	STEAM Support	STEM and VAPA (STEAM) teachers and STEM and VAPA district/site support staff will increase STEAM exposition and competition opportunities for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, in grades 6-12 districtwide, to give them engaging hands-on, project-based experiences, to build teamwork skills, and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes, to increase the number of students who participate in CTE pathways and STEAM-related electives, and to increase A-G, AP, CCI, and CTE participation and completion rates, aligning with the goal of improving math and language arts scores.	\$22,356.00	Yes
9	Dual Enrollment and Internships	The AVUHSD Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with school counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English Learner (EL), Foster Youth (FY), and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY, and LI students, and to increase their achievement, as evidenced on increased A-G, CCI, and Golden State Seal Merit Diploma rates.	\$22,356.00	Yes
10	Student Achievement Support	Instructional Partners and various other classified, certificated, and administrative 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.	\$22,356.00	Yes
11	Next Generation Science Standards (NGSS) Supports	An AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with AVUHSD 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.	\$12,356.00	Yes
12	Visual and Performing Arts (VAPA) Supports	Designated AVUHSD VAPA support staff will coordinate services with arts teachers and other certificated personnel to plan, collaborate, and observe visual and performing arts classrooms and programs to provide additional professional development, feedback, and lesson planning support to VAPA teachers in the implementation and assessment of California Arts standards, to provide English Learner (EL), Foster Youth (FY), and Low Income (LI) students with effective differentiated instructional strategies as evidenced by increased A-G and CTE completion and graduation rates.	\$44,712.00	Yes
13	AVID Professional Development - (Title I Funded)	AVID Professional Development and intervention planning.	\$11,124.00	No
14	AVID Tutors - (Title I Funded)	AVID tutors will facilitate small group tutoring instruction and provide student progress monitoring in the AVID elective classes to address the academic needs of students and ensure they are mastering academic content standards, completing assignments, and maintaining positive GPAs in core content classes.	\$64,363.00	No
15	Intervention Technology - (Title I Funded)	AAV and AVUHSD support personnel will ensure that teachers are provided with additional intervention technology that provides students with virtual platforms and intervention programs	\$31,970.00	No

		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.		
16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	AAV will be given a Title IV site allocation in support of arts Integration and VAPA programs that offer additional academic enrichment options for AAV students, in order to support increased student engagement and academic achievement as indicated on increased NWEA Map assessment scores and CAASPP results.	\$7,022.00	No

Goal

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

State priorities address by this goal.

1, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created based on strong support and feedback from educational partners, indicating a need to ensure equitable outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The goal aims to continue and/or increase actions and services to cultivate a safe, positive school culture that supports all students' personal and academic growth. This includes addressing basic services with credentialed teachers, newly adopted textbooks, state-of-the-art facilities, specialized core services, actions to improve the CTE program, and additional tiered supports for LI, FY, and EL students. The goal's metrics measure student engagement through attendance, suspension, and expulsion data, along with local indicators for climate and basic services related to teachers, textbooks, and facilities, to ensure a supportive and conducive learning environment for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Access to Standards-Aligned Instructional Materials (Priority 1)	100% Fall 2023 Williams Visit			100% Fall 2026 Williams Visit	
2	Facilities in "Good" Repair (Priority 1)	100% Fall 2023 Williams Visit			100% Fall 2026 Williams Visit	
3	Fully Credentialed and Appropriately Assigned Teachers (Priority 1)	7% Teacher Misassignments 0% Teacher Vacancies Fall 2023 Census Day CALPADS 4.1 and 4.3			1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3	

4	Attendance Rate (Priority 5)	All Students - 93.9% CALPADS 14.2 2022-2023			All Students - 95% CALPADS 14.2 2025-2026	
5	Chronic Absenteeism (Priority 5)	All Students - 15.5% LI - 18.9% FY - Not available EL - 11.1% 2022-2023 DataQuest			All Students - 10% LI - 15% FY - Not available EL - 8% 2025-2026 DataQuest	
6	Middle School / High School Dropout Rate (Priority 5)	All Students - 8.3% 2022-2023 DataQuest			All Students - 5% 2025-2026 DataQuest	
7	Suspension Rate (Priority 6)	All - 5.3% FY - 15.4% EL - 8.3% LI - 6.5% 2022-2023 DataQuest			All - 3% FY - 5% EL - 5% LI - 5% 2025-2026 DataQuest	
8	Expulsion Rate (Priority 6)	All - 0% FY - Unavailable EL - Unavailable LI - Unavailable 2022-2023 DataQuest			All - 0% FY - 0% EL - 0% LI - 0% 2025-2026 DataQuest	

9	Student Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey Safety: 93% Agreed or Strongly Agree - "I feel safe at school."</p> <p>Connectedness: 79% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>			<p>Fall Climate Survey Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school."</p> <p>Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	
10	Teacher Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey Safety: 93% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 96% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>			<p>Fall Climate Survey Safety: 95% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 97% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	
11	Local Indicator - Suspension Indicator	<p>All Students - 3.9% FY- Unavailable EL - 5% LI - 4.5%</p> <p>2023 California Dashboard</p>			<p>All Students - 3% FY- Unavailable EL - 4% LI - 3%</p> <p>2026 California Dashboard</p>	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards-Aligned Instructional Materials	Full compliance with instructional materials sufficiency as defined by William's legislation.	\$911,209.00	No
2	Facilities in "Good" Repair	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	\$968,502.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$4,223,163.00	No
4	Career Technical Education (CTE) Programs	Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	\$266,032.00	No
5	Special Education Services	Provide teachers, staff, supplies, services, and other operating expenditures to fulfill the requirements of our Special Education program.	\$679,044.00	No

6	Improve Attendance and Chronic Absenteeism	AVUHSD certificated and classified staff 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 District-adopted attendance software tools to increase communication with parents, increase attendance, and lower chronic absenteeism.	\$5,000.00	Yes
7	Student Support Services	AVUHSD Program Coordinators will coordinate services with school counselors, social workers, site administrators, and various classified and certificated support personnel, to support the implementation of Multi-tiered Systems of Support (MTSS), using Data Central and other database tools to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to identified students in the Student Support Services to increase academic achievement, behavioral, and social-emotional well-being.	\$17,356.00	Yes
8	Positive Intervention Behavior and Support (PBIS)	The AVUHSD 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.	\$28,156.00	Yes
9	Classified Professional Development	AAV and AVUHSD 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.	\$5,000.00	Yes
10	Safe, Secure, and Positive Learning Environments	AVUHSD staff 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.	\$17,156.00	Yes
11	Supplemental Interventions and Supports	AAV and AVUHSD certificated and classified support staff will coordinate services in order to provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions: <ul style="list-style-type: none"> - College and Career Field Trips - LCAP 1.1 - College Readiness Exams - LCAP 1.2 - AP Training and Tutoring - LCAP 1.3 - Expanded Learning Opportunities - LCAP 1.4 - ELA and Math Supports - 1.6 - EL Support and Services - LCAP 1.7 and 1.8 - Ancillary Instructional Materials - LCAP 1.12 - Professional Development and Training - LCAP 1.14, 1.15, and 2.2 - CTE opportunities - LCAP 2.5 - Technology - LCAP 2.7 - STEAM - LCAP 2.8 - Additional staffing to meet the needs of targeted students - LCAP 3.7, 3.8, and 3.11 - Parent Engagement Activities- LCAP 4.3 and 4.4 	\$107,128.00	Yes
12	Transportation	Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.	\$7,500.00	Yes

13	Diversity Training	Diversity training will be provided to administrative, certificated, and classified staff, and students throughout the year, to increase awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion, and A-G completion rates.	\$17,356.00	Yes
14	Multi-Tiered System of Supports (MTSS)	The successful implementation of the districtwide Multi-Tiered System of Supports (MTSS) model and vision will be facilitated by a team consisting of AVUHSD 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.	\$18,695.00	Yes

Goal

Goal #	Description	Type of 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.	Broad Goal

State priorities address by this goal.

3, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created based on strong support and feedback from educational partners, indicating a recognition of the need to communicate effectively with educational partners. This goal aims to continue and/or increase actions and services, including maintaining the PowerSchool student information system for all students and implementing enhanced virtual tools and resources for students and families. These efforts are designed to improve communication, engagement, and decision-making among parents/guardians and the community, ultimately providing innovative educational opportunities for all students. The metrics used to measure the effectiveness of this goal include Parent Engagement in Decision Making, Parent Participation, and a local indicator related to Parent Perception of Communication and Connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parent Engagement in Decision Making (Priority 3)	10% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.			50% of parents/guardians participating in at least one decision making activity, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	
2	Parent Participation in Programs for Unduplicated Pupils (Priority 3)	10% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.			50% of parents/guardians participating in at least one program for unduplicated students, i.e., Parent Conferences, Back-to-School Night, Open House, SSC, ELAC, LCAP meetings, etc.	

3	Local Indicator - Parent Perception of Communication and Connectedness	<p>208 responses to Fall Climate survey</p> <p>99% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."</p> <p>96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."</p> <p>99% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."</p> <p>2023-2024</p> <p>Qualtrics</p>			<p>208 responses to Fall Climate survey</p> <p>99% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful."</p> <p>99% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school."</p> <p>99% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."</p> <p>2026-2027</p> <p>Qualtrics</p>	
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Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.

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.		No
2	Parent Link	AAV and AVUHSD 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	English Learner (EL) Parent Workshops	AAV and AVUHSD EL 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.	\$17,356.00	Yes
4	Parent and Family Collaboration	AAV 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.	\$34,159.00	Yes
5	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.	\$20,000.00	Yes
6	Increase Communication	The AVUHSD 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.	\$5,000.00	Yes
7	Expand Parent University - (Title I Funded)	Expand Parent University to provide parents and families with additional workshops and conferences to empower parents for shared decision-making and increase their understanding of AAV's educational programs, interventions, and enrichment options that support academic success, College/Career readiness, and social-emotional well-being.	\$14,690.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,334,212.00	\$98,636.00

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
18.93%	10.50%	\$729,496.22	29.43%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1 - Student Field Trips	The identified need is unduplicated students, including English Learners, Foster Youth, and Low Income, often face barriers to accessing higher education due to limited exposure to college, university, and career-related opportunities. The identified need is to provide these students with firsthand experiences and exposure to higher education environments and career-related destinations to broaden their horizons and aspirations.	The action of escorting students on guided tours to College, University, and Career-related destinations is designed to directly address the identified need by providing students with immersive experiences in higher education settings. These tours aim to expose students to the possibilities and opportunities available in higher education and various career paths. By offering these tours on an LEA or schoolwide basis, all students, especially those from unduplicated student groups, have equal access to these valuable experiences, ensuring equity in educational opportunities.	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion

1.2 - College Readiness Exams	The identified need is to assess college readiness and provide preparation for standardized tests like the SAT. This action aims to support all students, including unduplicated student groups, in preparing for college-level coursework and success on standardized tests.	Teachers and various classified support personnel will administer the PSAT annually to students in grades 8, 10, and 11, and the SAT annually to students in grade 11. The PSAT serves as a preparatory assessment, helping students familiarize themselves with the format and content of the SAT. Administering the SAT in grade 11 allows students to gauge their college readiness and identify areas for improvement before taking the official SAT for college admissions. This action is designed to provide students, including unduplicated student groups, with valuable experience and preparation for college entrance exams, contributing to their overall college readiness and success.	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion
1.3 - Advanced Placement (AP) Training and Tutoring	The identified need is to increase access to higher education for students, including unduplicated student groups, by providing them with the necessary support and resources to succeed in Advanced Placement (AP) classes and exams.	AP teachers will attend AP training annually to enhance their understanding of the latest AP resources and instructional strategies. The goal is to equip teachers with the knowledge and tools needed to effectively implement AP curriculum, provide targeted tutoring supports, and create a conducive learning environment for AP students. This action is designed to support AP students in grades 9-12, including unduplicated student groups, by ensuring that teachers are well-prepared to deliver high-quality AP instruction and increase students' success rates in AP classes and exams.	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken
1.4 - Expanded Learning Opportunities	The identified need is to support students in grades 6-12 who are facing challenges in conceptual understanding of ELA and Math standards, leading to achievement gaps as indicated by their NWEA Map assessment growth scores and CAASPP Assessments. These students often require additional support to bridge gaps in their learning and reach proficiency in these core subjects.	The action involves providing extended day tutoring virtually 7 days a week and in-person before and after school on a weekly basis. This approach is designed to maximize accessibility and flexibility for students, ensuring that they have ample opportunities to receive support regardless of their schedules or learning preferences. By offering both virtual and in-person options, the program can cater to a wider range of students' needs and circumstances, promoting inclusivity and equity. Providing this support schoolwide ensures that all eligible students can benefit, aligning with the school's commitment to addressing achievement gaps and promoting academic success for all students.	<ul style="list-style-type: none"> - CAASPP Scores - EAP Percentage - California Science Test - NWEA Map Assessments

1.5 - Formative Assessment	The identified need is to ensure that students in grades 6-12, particularly those from unduplicated student groups such as ELL students, low-income students, foster youth, and students with disabilities, have equitable access to core content standards in Math, ELA, and Science. These students may face challenges in mastering these standards and require targeted interventions to address skill gaps and improve proficiency in these subjects.	The action involves administering NWEA Map assessments three times per year in Math, ELA, and Science to students in grades 6-12. The results of these assessments are then used formatively to provide students with "best first" instruction and targeted interventions tailored to their individual skill gaps. This approach is provided schoolwide to ensure that all students, especially those from unduplicated student groups, receive the support they need to access and master core content standards effectively. By using formative assessment data from the NWEA Map assessments, teachers and support personnel can identify specific areas of strength and weakness for each student. This personalized approach allows for targeted interventions that address the unique needs of students, helping to close achievement gaps and improve overall proficiency in Math, ELA, and Science.	- NWEA Map Assessments
1.6 - English Language Arts and Math Supports	The identified need is to accelerate learning and close achievement gaps in Math and English Language Arts (ELA) among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. These students may benefit from targeted small group instruction and alternative curriculum that aligns with their learning needs and accelerates their progress in core subjects.	Teachers will provide small group instruction to EL, FY, and LI students using standards-aligned alternative curriculum to address their unique learning needs. This initiative aims to accelerate learning by providing targeted instruction, personalized support, and curriculum that meets students at their readiness levels. The design of these actions recognizes the importance of closing achievement gaps and ensuring equitable access to rigorous academic content for all students.	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
1.9 - Student-Free Professional Development Days	The identified need is to support teachers in grades 6-12 in effectively addressing the diverse learning needs of students, particularly those from unduplicated student groups. These students may require specialized strategies and interventions to access rigorous academic content standards and achieve success in their academic endeavors.	The action involves providing three student-free professional development days per teacher during the school year. These days are focused on enhancing teachers' skills and knowledge in areas such as differentiated instruction, best first instruction, engagement strategies, formative assessment practices, monitoring student progress, implementing interventions, and incorporating Social-Emotional Learning (SEL) strategies. This comprehensive approach is designed to empower teachers with the tools and strategies needed to meet the diverse needs of students, particularly those from unduplicated student groups, effectively. Providing this professional development schoolwide ensures that all teachers, regardless of grade level or subject area, have access to the training and resources needed to create inclusive and effective learning environments. By equipping teachers with these skills, the school aims to increase equitable access to rigorous academic content standards and ultimately raise student achievement across the board.	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments

1.10 - Variable Credit Recovery	The identified need is to support students in grades 9-12 who have been unsuccessful in traditional core content classes. These students may come from various backgrounds and may face challenges that have hindered their success in these classes. The need for credit retrieval options is particularly crucial for students from unduplicated student groups, who may require additional attempts and alternative time frames to master core content and pass their core classes. This initiative aims to increase A-G completion rates and graduation rates among these student groups.	The action involves providing credit retrieval options for identified students in grades 9-12 who need additional attempts in alternative time frames to master core content and pass their core classes. These options may include credit recovery courses, extended learning opportunities, tutoring support, flexible scheduling, and personalized learning plans. The design of this action is centered on providing targeted interventions and support to help students overcome academic challenges and achieve success in their core classes. It is provided to address the specific needs of students who may have struggled in traditional classroom settings and require alternative pathways to meet graduation requirements and A-G completion criteria.	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - EAP Percentage - NWEA Map Assessments
1.11 - Enhanced Data Systems	The identified need is to improve student achievement by enhancing data-driven decision-making processes to ensure equitable access to rigorous education. This includes addressing the diverse needs of students, particularly those from unduplicated student groups who may benefit from proactive monitoring and targeted interventions.	The AVUHSD Data Coordinator will work with Data Service Specialists and other personnel to create, enhance, and provide training on internal database systems such as Ed Central and Data Central. This is designed to facilitate easy access to relevant data for district and site teams, enabling them to implement proactive monitoring, intervention, and evaluation systems. Training on data systems is provided to ensure that district and site teams have the necessary skills and knowledge to retrieve data effectively, analyze trends, and make informed decisions to improve professional development and student performance.	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments
1.12 - Ancillary Instructional Materials	The identified need is to ensure that all students, including those from unduplicated student groups have access to ancillary instructional materials and supplies for both classroom and home use. These materials are essential for students to effectively access the core curriculum and engage meaningfully in core content classes. By addressing this need, teachers aim to increase equitable access to supplemental instructional materials, promoting meaningful participation and ultimately improving student achievement.	Teachers will provide students with ancillary instructional materials and supplies that complement the core curriculum and support students' learning both in the classroom and at home. These materials may include textbooks, workbooks, digital resources, art supplies, manipulatives, and other tools that enhance the learning experience. The design of this action is rooted in the understanding that access to supplemental instructional materials is crucial for students' academic success, particularly for those facing barriers due to economic or other challenges. By providing these materials, teachers aim to create a more inclusive learning environment and ensure that all students have the resources they need to engage meaningfully with the core content.	<ul style="list-style-type: none"> - CAASPP Scores - California Science Test - A-G Completion - CTE Completion - CTE Pathway Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments

1.13 - Focus On Writing	The identified need is to support teachers across disciplines in grades 6-12 to align their instruction, assignments, and grading with the College and Career Readiness Anchor Standards and Rubrics. These standards and rubrics define general, cross-disciplinary literacy expectations that students must meet to be college and career ready. The goal is to ensure that all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), have equitable access to high-quality instruction that prepares them for success in higher education and the workforce.	Teachers will receive additional professional development sessions focused on understanding and implementing the College and Career Readiness Anchor Standards and Rubrics in their respective disciplines. Coaching and support will also be provided throughout the year to help teachers effectively align their instruction, assignments, and grading practices with these standards. Ancillary writing curriculum supports will be provided to assist teachers in developing and implementing writing instruction that aligns with the College and Career Readiness Anchor Standards and Rubrics. These supports may include writing resources, instructional strategies, and assessment tools designed to enhance students' writing skills across disciplines. The design of this action is based on the recognition that teachers may need targeted training and ongoing support to integrate complex literacy standards into their teaching practices. By providing professional development and coaching, teachers can enhance their ability to create rigorous and relevant learning experiences that promote college and career readiness for all students. This action aims to improve students' literacy skills and readiness for post-secondary education and careers.	<ul style="list-style-type: none"> - CAASPP Scores - A-G Completion - English Learner Progress Indicator - EAP Percentage
1.14 - Enhancing English Language Arts and Mathematics through Professional Development	The identified need is to provide specialized support and tailored interventions for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students to improve their literacy and math skills. These students may have diverse learning styles and specific needs that require targeted strategies and resources.	Teachers participating in professional development workshops focusing on effective literacy and math instruction will receive training in tailored intervention programs designed to meet the specific needs of EL, FY, and LI students. The workshops will emphasize strategies to address diverse learning styles and provide high-quality instruction to improve students' English Language Arts (ELA) and Math skills. Collaboration between site and district staff to analyze formative data will enhance teachers' abilities to deliver effective instruction and provide targeted support.	<ul style="list-style-type: none"> - CAASPP Scores - A-G Completion - CTE Completion - English Learner Progress Indicator - English Learner Reclassification Rate - EAP Percentage - Seal of Biliteracy - NWEA Map Assessments
2.1 - Enhanced Counseling Services	The identified need is to proactively address the academic, social-emotional, behavioral, and physical well-being of identified students, particularly those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY). These students may face barriers that impact their academic success, well-being, and readiness for college and career opportunities.	Additional school counselors, social workers, and classified personnel will provide tiered supports to identified students. These supports are designed to address the diverse needs of students across academic, social-emotional, behavioral, and physical domains. The design of this action is rooted in the Multi-Tiered System of Support (MTSS) framework, which aims to provide proactive and targeted interventions to meet the specific needs of students at different levels of support. By increasing these supports, each site can implement a more comprehensive MTSS approach that focuses on academic, college and career, social-emotional, and behavioral needs, promoting equitable access to growth and readiness.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma

2.2 - Professional Development	The identified need is to provide teachers with increased opportunities for professional development and access to expertise, particularly focusing on teachers' development, depth of knowledge about their students, and subject matter competence. This is crucial for meeting the diverse needs of students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), and aligning instructional practices with State Standards curriculum and assessments.	AVUHSD Curriculum and Professional Development Coordinators will collaborate to plan and provide AAV teachers with increased opportunities for professional development. This includes accessing internal and external expertise to enhance teachers' development, knowledge about students, and subject matter competence. The design of this action emphasizes the importance of ongoing professional development that aligns with State Standards curriculum and assessments. By providing teachers with access to expertise and opportunities for growth, educators can enhance their effectiveness in delivering differentiated, best first instruction, formative assessment, and intervention strategies that improve academic outcomes for all students, including those from unduplicated student groups.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments
2.3 - Classroom Walkthroughs	The identified need is to ensure effective implementation of State Standards, 21st-century teaching practices (rigor, relevance, relationships), Common Core practices (communication, critical thinking, collaboration, creativity), and best practices for social-emotional learning (SEL). This is essential for meeting the diverse needs of students, including those from unduplicated student groups and promoting equitable access to high-quality education.	AAV and AVUHSD instructional teams will utilize "DigiCOACH" classroom walk-through tools to conduct observations, gather evidence, and provide feedback on various instructional practices. The design of this action is based on the need for ongoing monitoring and support to ensure effective implementation of State Standards, 21st-century teaching practices, Common Core practices, and best practices for SEL. By using "DigiCOACH" tools, instructional teams can systematically observe classrooms, gather data on instructional practices, and provide targeted feedback to educators, promoting continuous improvement in teaching and learning.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs
2.4 - AP Placement, Exams, and Tutoring	The identified need is to increase access to Advanced Placement (AP) classes and support underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL), in preparing for and succeeding on AP exams.	School counselors will collaborate with site administration teams to enhance access to AP classes for LI, FY, and EL students. The goal is to ensure that underserved student groups have equitable opportunities to enroll in AP courses, which can significantly impact their college readiness and access to higher education. Teachers will provide differentiated instruction tailored to meet the diverse needs of students, including extended school day AP prep tutoring hours. Additionally, teachers will work to increase students' access to AP exams at reduced costs, addressing financial barriers that may limit students' ability to take multiple AP exams. This action is designed to prepare students effectively for success on AP exams, thereby increasing their participation in AP coursework and improving pass rates.	<ul style="list-style-type: none"> - College and Career Indicator - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken

2.5 - Career Technical Education (CTE) Opportunities	The identified need is to increase access to Career Technical Education (CTE) courses and pathways for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).	School counselors will collaborate with CTE support staff and site administrative teams to enhance access to CTE courses and pathways for LI, FY, and EL students. The goal is to be intentional about increasing student access to CTE programs, recognizing the potential of CTE to provide valuable career readiness skills and pathways for underserved student populations. CTE course sections will be increased to accommodate the growing number of LI, FY, and EL students participating in CTE courses and pathways. This action ensures that there are sufficient opportunities for these student groups to engage in CTE coursework aligned with their career interests and goals.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
2.6 - AVID Elective	The identified need is to ensure equitable outcomes for Low-Income (LI) students, English Learners (EL), and Foster Youth (FY) in the AVID elective program. These students may face specific challenges that impact their academic success and college readiness, and thus require targeted support and coordination.	AVID elective sections will be offered to all students, providing an opportunity for targeted support and college readiness preparation, particularly for LI, EL, and FY students. School counselors will coordinate services with AVID Site Teams and site administrative teams each semester. This coordination involves counseling with students, reviewing student performance, and providing targeted support to ensure equitable outcomes for LI, EL, and FY students in the AVID elective program. The design of this action is rooted in the AVID program's proven strategies for promoting college readiness, academic achievement, and social-emotional growth. By offering AVID electives to all students, including those from unduplicated student groups, schools can ensure equitable access to resources and support that foster academic success and college readiness.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator
2.7 - Technology	The identified need is to ensure equitable access to technology and academic resources for all students, particularly focusing on lowering student-to-device ratios and providing renovated classrooms with updated technology, wireless capacity, and online access. This action aims to engage students, support rigorous curriculum delivery, and accelerate student learning, benefiting students from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY).	AAV and AVUHSD support staff will ensure that teachers are provided with renovated classrooms equipped with technology, wireless capacity, and online access. This includes lowering student-to-device ratios from 4:1 to 1:1 districtwide, enhancing engagement, and supporting rigorous curriculum delivery. The design of this action recognizes the transformative impact of technology in education, particularly in engaging students, providing access to digital resources, and facilitating personalized learning experiences. By renovating classrooms and providing increased access to technology, educators can create dynamic learning environments that promote student engagement, academic exploration, and accelerated learning.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - CAASPP Scores - A-G Completion - NWEA Map Assessments

2.8 - STEAM Support	The identified need is to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 6-12 districtwide. These students may benefit from hands-on, project-based experiences to enhance their teamwork skills, increase relevance to coursework, and deepen conceptual understanding in rigorous academic content standards.	STEM and VAPA (STEAM) teachers, along with district/site support staff, will increase STEAM exposition and competition opportunities to address the unique needs of EL, FY, and LI students. This initiative aims to provide engaging hands-on experiences, build teamwork skills, and enhance the relevance of coursework while improving conceptual understanding. By increasing participation in CTE pathways, STEAM-related electives, and rigorous academic programs, students will have opportunities to excel in A-G courses, Advanced Placement (AP), College Career Indicator (CCI), and Career Technical Education (CTE) pathways, aligning with the goal of improving math and language arts scores.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores - A-G Completion
2.9 - Dual Enrollment and Internships	The identified need is to increase access to low-cost dual enrollment and no-cost work-based learning internship options for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).	The Director will partner with colleges and industries to provide opportunities for EL, FY, and LI students to participate in low-cost dual enrollment programs and no-cost work-based learning internships. This partnership aims to broaden students' post-secondary options and provide real-world experiences that align with their career interests, addressing barriers related to cost and access. School counselors and site administrative teams will counsel with students, review their needs and performance, and collaborate with the Director to identify suitable dual enrollment and internship options. This collaborative approach ensures that students receive personalized support and guidance in accessing these opportunities.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
2.10 - Student Achievement Support	The identified need is to enhance teacher effectiveness in core content classes to support increased achievement for all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others. This action aims to provide targeted support and feedback to improve instructional practices and student outcomes.	Instructional Partners and other support personnel will provide professional development sessions and conduct classroom walkthroughs to give feedback to teachers. The design of this action is based on the understanding that ongoing professional development and targeted feedback are essential for improving teaching practices and student achievement. By providing teachers with opportunities to enhance their instructional strategies and receive feedback, educators can better meet the diverse needs of students and promote academic success.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores
2.11 - Next Generation Science Standards (NGSS) Supports	The identified need is to support the implementation and assessment of Next Generation Science Standards (NGSS) in science classrooms. This action aims to provide targeted professional development, feedback, and lesson planning support to science teachers, benefiting all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others.	The AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with district curriculum coordinators to provide additional support. The design of this action is based on the recognition that effective implementation of NGSS requires ongoing professional development, feedback, and collaboration. By working closely with science teachers, providing feedback, and assisting in lesson planning, educators can enhance their instructional practices, assessment strategies, and curriculum alignment with NGSS, ultimately improving student outcomes.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores

2.12 - Visual and Performing Arts (VAPA) Supports	The identified need is to provide effective differentiated instructional strategies in visual and performing arts (VAPA) classrooms for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to support the implementation and assessment of California Arts standards, benefiting students from unduplicated student groups.	Designated AVUHSD VAPA support staff will coordinate services with arts teachers and other certificated personnel to plan, collaborate, and observe VAPA classrooms and programs. The design of this action is based on the understanding that effective implementation of California Arts standards requires ongoing professional development, feedback, and collaboration. By providing additional support, feedback, and lesson planning assistance, educators can enhance their instructional practices, assessment strategies, and differentiation techniques, ultimately improving student outcomes for EL, FY, and LI students in VAPA courses.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - CAASPP Scores
3.6 - Improve Attendance and Chronic Absenteeism	The identified need is to address attendance and chronic absenteeism among students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement tiered reengagement interventions to improve attendance rates and reduce chronic absenteeism, benefiting students from unduplicated student groups.	The Director of Attendance will coordinate services with site Community Attendance Workers and support personnel to implement tiered reengagement interventions using A2A: Attention to Attendance and other data-based tools. The design of this action is based on the understanding that chronic absenteeism can have significant impacts on academic achievement and student well-being. By implementing tiered interventions and utilizing data-based tools, educators and support personnel can identify at-risk students, engage with parents, and provide targeted support to improve attendance and reduce chronic absenteeism.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness
3.7 - Student Support Services	The identified need is to support the implementation of Multi-tiered Systems of Support (MTSS) for identified students, focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to improve academic achievement and well-being.	AVUHSD Program Coordinators will coordinate services with Student Support Coordinators, school counselors, social workers, site administrators, and support personnel to implement MTSS using Data Central and other database tools. The design of this action is based on the recognition that a proactive, data-driven approach is essential for addressing the diverse needs of students. By utilizing data-based tools and coordinating services across support personnel, educators can identify students in need of interventions, set goals, and provide targeted support to improve academic achievement, behavior, and social-emotional well-being.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator
3.8 - Positive Intervention Behavior and Support (PBIS)	The identified need is to provide positive behavioral interventions and supports (PBIS) to identified students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement PBIS within a Multi-Tiered Systems of Support (MTSS) framework, incorporating support for social-emotional learning (SEL) through the Habitudes curriculum, to improve student well-being and decrease suspension rates.	The AVUHSD Coordinator of Student Services will coordinate services with site PBIS Coordinators and support personnel to provide PBIS interventions within an MTSS framework. The design of this action is based on the understanding that addressing behavioral needs requires a comprehensive approach that integrates PBIS strategies, MTSS principles, and SEL components. By utilizing PBIS interventions, implementing MTSS structures, and incorporating SEL through the Habitudes curriculum, educators can create a supportive environment that promotes positive behavior, enhances student well-being, and reduces suspension rates, particularly among EL, FY, and LI students.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

3.9 - Classified Professional Development	The identified need is to enhance the understanding of the needs, conditions, and circumstances of unduplicated students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, among Classified staff. This action aims to provide professional development opportunities that support Classified staff in aligning their work with the educational programs, interventions, actions, services, and objectives outlined in the Local Control and Accountability Plan (LCAP).	AAV and AVUHSD administrative staff, along with instructional partners and external consultants, will expand professional development opportunities for Classified staff. The design of this action is based on the recognition that Classified staff play a crucial role in supporting unduplicated students. By providing professional development focused on understanding student needs and aligning efforts with LCAP objectives, Classified staff can better contribute to the success and well-being of EL, FY, and LI students.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
3.10 - Safe, Secure, and Positive Learning Environments	The identified need is to create a more positive, safe, and secure learning environment for all students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to address concerns related to campus safety, connectedness, positive relationships, and proactive monitoring, with a focus on reducing suspensions and increasing a sense of safety, belonging, and well-being among students, staff, and families.	AVUHSD Coordinators from Student Services will coordinate services with site administrative Interns, PBIS Coordinators, and additional certificated and classified support staff. The design of this action is based on the understanding that a positive and safe learning environment is essential for student success. By coordinating efforts to make campus improvements, increase visibility, build positive relationships, and proactively monitor the school environment, educators can create a culture that supports student well-being, reduces disciplinary incidents like suspensions, and fosters a sense of safety and belonging for students, staff, and families, including those from unduplicated student groups.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

3.11 - Supplemental Interventions and Supports	The identified need is to address the academic, social-emotional, and behavioral needs of English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, with a focus on increasing equitable outcomes for unduplicated students. This action aims to provide supplemental interventions and supports aligned with specific actions outlined in the Local Control and Accountability Plan (LCAP) to meet the diverse needs of these student groups.	AAV and AVUHSD certificated and classified staff will coordinate services with site Community Attendance Workers and support personnel to implement tiered reengagement interventions using district-adopted attendance software programs. The design of this action is based on the understanding that chronic absenteeism can have significant impacts on academic achievement and student well-being. By implementing tiered interventions and utilizing data-based tools, educators and support personnel can identify at-risk students, engage with parents, and provide targeted support to improve attendance and reduce chronic absenteeism.	<ul style="list-style-type: none"> - A-G Completion - CTE Completion - CTE Pathway Completion - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken - CAASPP Scores - EAP Percentage - California Science Test - NWEA Map Assessments - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
3.12 - Transportation	The identified need is to provide transportation assistance to students who require additional support to attend school activities and events. This action aims to address transportation barriers faced by some students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students, ensuring they can participate in school activities and events.	Transportation services will be provided above and beyond what is required to assist students in getting to school events. The design of this action is based on the understanding that transportation barriers can hinder students' participation in school activities. By offering additional transportation support, schools can ensure equitable access for all students, regardless of their transportation needs or circumstances, promoting inclusivity and engagement in school events and extracurricular activities.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion

3.13 - Diversity Training	The identified need is to increase awareness and understanding of the diverse student and community populations, specifically focusing on supporting Foster Youth (FY) and Low-Income (LI) students. This action aims to address barriers and challenges faced by these student groups, ensuring they have equitable access to interventions, rigorous courses, enrichment options, and educational programs.	Diversity training will be provided to administrative, certificated, and classified staff, as well as students, throughout the year. The design of this action is based on the recognition that fostering a culture of inclusivity and understanding is crucial for supporting the diverse needs of students. By providing comprehensive diversity training, schools can increase awareness, promote empathy, and build support networks that enhance the meaningful participation of FY and LI students in educational programs. This training also aims to improve Graduation rates, attendance rates, AP participation, CTE pathway completion, and A-G completion rates for these student groups.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
3.14 - Multi-Tiered System of Supports (MTSS)	The identified need is to ensure the successful implementation of the MTSS model and vision, which includes addressing academic, behavioral, and social-emotional needs across diverse student populations. This action aims to provide equitable access to tiered interventions and support for all students, including English Learner (EL), Foster Youth (FY), and Low-Income (LI) students	A team consisting of AVUHSD Coordinators, Directors, and various support personnel will collaborate to facilitate the successful implementation of the MTSS model and vision. The design of this action is based on the understanding that MTSS requires coordinated efforts and expertise from multiple stakeholders. By forming a collaborative support team, the District can provide comprehensive support to MTSS school site teams, deliver professional training, provide resources, guide processes, and monitor data effectively. This approach ensures that the needs of diverse student groups, including unduplicated students, are addressed through tiered interventions and support.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator - Graduation Rate - College and Career Indicator - CAASPP Scores - A-G Completion
4.2 - Parent Link	The identified need is to enhance communication and increase access to academic, intervention, enrichment, and extracurricular activities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students and their families. These students and families may face barriers to accessing information and resources, and targeted communication strategies are needed to improve engagement and participation in school activities.	District and site staff will utilize the "Parent Link" system, which includes messaging families via phone, text, and email, creating a digital app, and coordinating social media channels. This comprehensive approach provides information in multiple formats to ensure that EL, FY, and LI students and families can access academic, intervention, enrichment, and extracurricular activities easily. The design of these actions aims to increase timely and effective communication practices, promote engagement, and improve access to resources and opportunities for targeted student groups.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

4.4 - Parent and Family Collaboration	The identified need is to foster parent involvement and increase participation of Foster Youth (FY) and Low-Income (LI) students in rigorous courses, programs, interventions, and enrichment options. This action aims to address barriers to participation faced by these student groups and promote equitable access to educational opportunities by engaging parents and guardians in workshops, meetings, and community forums.	AAV certificated and classified support staff will collaborate with site staff to provide a range of activities, including virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, conferences, and orientation meetings. The design of this action is based on the understanding that fostering parent involvement is essential for supporting the academic success and participation of FY and LI students in rigorous courses and programs. By offering a variety of engagement opportunities, schools can increase contact and interaction with parents and guardians, build positive relationships, and provide information and resources to support student participation in AP, CTE, and enrichment options.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
4.5 - Increase Parent and Community Outreach	The identified need is to highlight AAV's educational programs, Career Technical Education (CTE) Prep-Pathways, and College/Career opportunities for students. This action aims to increase awareness among students and the community about the diverse educational pathways and opportunities available, including those tailored to the needs of unduplicated student groups such as Low-Income (LI), English Learners (EL), and Foster Youth (FY).	AAV certificated and classified support personnel will plan and participate in events such as open houses, career fairs, information sessions, and community outreach activities. The design of this action is based on the recognition that raising awareness about educational programs, CTE pathways, and College/Career opportunities is crucial for promoting student success and engagement. By actively participating in school and community events, personnel can showcase the district's offerings, provide information to students and families, and encourage participation in programs that align with students' interests and goals.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
4.6 - Increase Communication	The identified need is to increase communication and outreach efforts to engage families and community partners, specifically focusing on unduplicated student groups. This action aims to ensure that families and community partners are well-informed about the District's educational programs, services, interventions, enrichment activities, and extra-curricular options, thereby increasing participation of unduplicated students in rigorous courses and programs.	The AVUHSD Director of Communication will collaborate with various district and site certificated and classified personnel to develop and implement effective communication strategies. These strategies may include utilizing various agencies, platforms, and channels such as social media, newsletters, community forums, workshops, and partnerships with community organizations. The design of this action is based on the recognition that clear and consistent communication is essential for engaging families and community partners. By coordinating services and utilizing diverse communication tools, the District can reach a wider audience, provide comprehensive information about educational offerings, and encourage participation among unduplicated student groups.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7 - English Learner (EL) Program Implementation	The identified need is to improve equitable participation and accelerate progress for English Learners (ELs) and Long-Term English Learners (LTELs) in educational programs. This action aims to ensure proper initial placement, testing, and monitoring of ELs and LTELs, with a focus on enhancing their English proficiency, biliteracy, and academic achievement.	Additional EL site and district support staff will collaborate systematically on the administration of the English Language Proficiency Assessments for California (ELPAC). They will also provide additional enrollment and monitoring support using programs like PowerSchool and Data Central. This design is based on the recognition of the critical role of accurate placement, testing, and monitoring in supporting ELs and LTELs. By collaborating and utilizing data systems effectively, staff can ensure that ELs and LTELs receive appropriate support and interventions to accelerate their progress towards English proficiency and academic success.	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy
1.8 - English Learner (EL) Reclassification Support and Monitoring	The identified need is to ensure that students who have exited an English Learner (EL) program are academically supported and not prematurely exited, addressing any academic deficits incurred during the EL program. This action aims to promote equitable participation and academic success comparable to their never-EL peers.	Designated EL support staff will utilize database systems like Data Central and PowerSchool to systematically monitor the academic progress of students who have exited the EL program. The purpose is to track these students' progress for at least four years, ensuring they are not prematurely exited and that any academic deficits resulting from the EL program are addressed. This design is essential to provide ongoing academic support and interventions tailored to the specific needs of students who have transitioned out of the EL program. It aims to ensure their meaningful participation in the District's educational programs and comparable academic achievement to their peers.	<ul style="list-style-type: none"> - A-G Completion - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - AP Students in District
1.15 - Professional Development for Long-Term English Learner Support	The identified need is to provide specialized support for Long-Term English Learners (LTELs) who may require additional strategies and resources to enhance their English language development and academic success.	Teachers will engage in specialized professional development sessions focused on effective English language development strategies, formative data analysis, culturally responsive teaching techniques, and the incorporation of bilingual resources. These sessions are designed to equip teachers with the knowledge, skills, and tools necessary to support LTELs effectively in their academic journey. The design of these actions recognizes the unique needs of LTELs and the importance of targeted professional development to enhance teachers' abilities to address these needs comprehensively.	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy

4.3 - English Learner (EL) Workshops	The identified need is to address the barriers faced by non-English speaking parents of English Learner (EL) students, specifically related to college information, goal setting, financial aid, and parenting strategies. This action aims to increase equitable access to educational opportunities for EL students by empowering their parents with valuable information and resources. It also aims to foster positive parent-teacher partnerships among non-English speaking parents, enhancing their involvement in their children's education.	AAV and AVUHSD EL certificated and classified support staff will collaborate with external consultants, such as "Disciplina Positiva," to provide workshops on college information, goal setting, financial aid, and parenting strategies for non-English speaking parents of EL students. The design of this action is based on the recognition that non-English speaking parents may face language and cultural barriers in accessing information and participating in their children's education. By coordinating services with external consultants, schools can offer workshops and resources tailored to the needs of these parents, empowering them with knowledge and skills to support their children's academic success and navigate educational pathways effectively.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

LCAP Goal 1.6 - EL Program Implementation
Hiring bilingual aides is a crucial strategy in our mission to provide equal access to education for all students, including non-native English speakers. With bilingual aides on staff, we can offer targeted support to English learner (EL) students, providing differentiated instruction based on their ELPAC level. Additionally, EL site and district support staff collaborate with designated and integrated ELD teachers to deliver professional development on effectively supporting EL students. Furthermore, EL site and district support staff work together to ensure proper initial placement, testing, monitoring, instruction, and intervention strategies for ELs, using tools such as PowerSchool and Data Central. This collaborative effort enhances the equitable participation of ELs in educational programs and accelerates their progress in achieving English proficiency, biliteracy, and academic success, as evidenced by improved English language progress and reclassification rates. By providing these resources and support, we empower our non-native English-speaking students to excel academically and feel more included in our school community.

AVUHSD will utilize additional concentration grant funds to increase or retain staffing for the following positions:
- (2) Bilingual Instructional Aides & EWA Hours

Summary of Staffing plans:
Classified Personnel: \$98,636.00

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		AAV 30:1
Staff-to-student ratio of certificated staff providing direct services to students		AAV 20:1

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$7,047,950.00	\$1,334,212.00	18.93%	10.50%	29.43%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$9,122,458.00	\$0.00	\$0.00	\$163,554.00	\$9,286,012.00	\$7,540,107.00	\$1,745,905.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Student Field Trips	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$20,000	\$32,356	\$0	\$0	\$0	\$32,356	0.00%
1	2	College Readiness Exams	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, 8th, 10th, and 11th Graders Only	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
1	4	Expanded Learning Opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$250	\$12,606	\$0	\$0	\$0	\$12,606	0.00%

1	5	Formative Assessment	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$750	\$13,106	\$0	\$0	\$0	\$13,106	0.00%
1	6	English Language Arts and Math Supports	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
1	7	English Learner (EL) Program Implementation	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$12,356	\$10,800	\$23,156	\$0	\$0	\$0	\$23,156	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
1	9	Student-Free Professional Development Days	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$35,564	\$0	\$35,564	\$0	\$0	\$0	\$35,564	0.00%
1	10	Variable Credit Recovery	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools, Virtual Academy, All Schools	Ongoing	\$12,356	\$0	\$12,356	\$0	\$0	\$0	\$12,356	0.00%
1	11	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$2,500	\$14,856	\$0	\$0	\$0	\$14,856	0.00%
1	12	Ancillary Instructional Materials	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$20,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
1	13	Focus On Writing	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$2,500	\$14,856	\$0	\$0	\$0	\$14,856	0.00%

2	4	AP Placement, Exams, and Tutoring	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	Ongoing	\$2,967	\$10,000	\$12,967	\$0	\$0	\$0	\$12,967	0.00%
2	5	Career Technical Education (CTE) Opportunities	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	Ongoing	\$485,231	\$58,420	\$543,651	\$0	\$0	\$0	\$543,651	0.00%
2	6	AVID Elective	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$35,564	\$0	\$35,564	\$0	\$0	\$0	\$35,564	0.00%
2	7	Technology	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	0.00%
2	8	STEAM Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
2	9	Dual Enrollment and Internships	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
2	10	Student Achievement Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$10,000	\$22,356	\$0	\$0	\$0	\$22,356	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$12,356	\$0	\$12,356	\$0	\$0	\$0	\$12,356	0.00%

2	12	Visual and Performing Arts (VAPA) Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$24,712	\$20,000	\$44,712	\$0	\$0	\$0	\$44,712	0.00%
2	13	AVID Professional Development - (Title I Funded)	All	No				Ongoing	\$0	\$11,124	\$0	\$0	\$0	\$11,124	\$11,124	0.00%
2	14	AVID Tutors - (Title I Funded)	All	No				Ongoing	\$64,363	\$0	\$0	\$0	\$0	\$64,363	\$64,363	0.00%
2	15	Intervention Technology - (Title I Funded)	All	No				Ongoing	\$0	\$31,970	\$0	\$0	\$0	\$31,970	\$31,970	0.00%
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	All	No				Ongoing	\$0	\$7,022	\$0	\$0	\$0	\$7,022	\$7,022	0.00%
3	1	Access to Standards-Aligned Instructional Materials	All	No				Ongoing	\$0	\$911,209	\$911,209	\$0	\$0	\$0	\$911,209	0.00%
3	2	Facilities in "Good" Repair	All	No				Ongoing	\$598,731	\$369,771	\$968,502	\$0	\$0	\$0	\$968,502	0.00%
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	\$4,223,163	\$0	\$4,223,163	\$0	\$0	\$0	\$4,223,163	0.00%
3	4	Career Technical Education (CTE) Programs	All	No				Ongoing	\$266,032	\$0	\$266,032	\$0	\$0	\$0	\$266,032	0.00%
3	5	Special Education Services	Student with Disabilities (SWD)	No				Ongoing	\$679,044	\$0	\$679,044	\$0	\$0	\$0	\$679,044	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
3	7	Student Support Services	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$5,000	\$17,356	\$0	\$0	\$0	\$17,356	0.00%
3	8	Positive Intervention Behavior and Support (PBIS)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$17,756	\$10,400	\$28,156	\$0	\$0	\$0	\$28,156	0.00%

3	9	Classified Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
3	10	Safe, Secure, and Positive Learning Environments	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$4,800	\$17,156	\$0	\$0	\$0	\$17,156	0.00%
3	11	Supplemental Interventions and Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$60,128	\$47,000	\$107,128	\$0	\$0	\$0	\$107,128	0.00%
3	12	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0	\$7,500	\$7,500	\$0	\$0	\$0	\$7,500	0.00%
3	13	Diversity Training	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	\$12,356	\$5,000	\$17,356	\$0	\$0	\$0	\$17,356	0.00%
3	14	Multi-Tiered System of Supports (MTSS)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$12,356	\$6,339	\$18,695	\$0	\$0	\$0	\$18,695	0.00%
4	1	PowerSchool	All	No				Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	2	Parent Link	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	3	English Learner (EL) Parent Workshops	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$12,356	\$5,000	\$17,356	\$0	\$0	\$0	\$17,356	0.00%
4	4	Parent and Family Collaboration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$19,159	\$15,000	\$34,159	\$0	\$0	\$0	\$34,159	0.00%

4	5	Increase Parent and Community Outreach	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	\$15,000	\$5,000	\$20,000	\$0	\$0	\$0	\$20,000	0.00%
4	6	Increase Communication	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$0	\$5,000	\$5,000	\$0	\$0	\$0	\$5,000	0.00%
4	7	Expand Parent University - (Title I Funded)	All	No				Ongoing	\$0	\$14,690	\$0	\$0	\$0	\$14,690	\$14,690	0.00%

2024-2025 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
\$7,047,950.00	\$1,334,212.00	18.93%	10.50%	29.43%	\$2,074,508.00	0.00%	29.43%	Total:	\$2,074,508.00
								LEA-wide Total:	\$1,375,598.00
								Limited Total:	\$85,224.00
								Schoolwide Total:	\$613,686.00

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	\$32,356.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,8th, 10th, and 11th Graders Only	\$22,356.00	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Virtual Academy	\$22,356.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$12,606.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$13,106.00	0.00%
1	6	English Language Arts and Math Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$22,356.00	0.00%

1	7	English Learner (EL) Program Implementation	Yes	Limited	English learner (EL)	All Schools	\$23,156.00	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$22,356.00	0.00%
1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$35,564.00	0.00%
1	10	Variable Credit Recovery	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools,Virtual Academy, All Schools	\$12,356.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$14,856.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$20,000.00	0.00%
1	13	Focus On Writing	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$14,856.00	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	LEA-wide	English learner (EL)	All Schools	\$22,356.00	0.00%
1	15	Professional Development for Long-Term English Learner Support	Yes	Limited	English learner (EL)	All Schools	\$22,356.00	0.00%
2	1	Enhanced Counseling Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$712,980.00	0.00%
2	2	Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$22,356.00	0.00%
2	3	Classroom Walkthroughs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	4	AP Placement, Exams, and Tutoring	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Virtual Academy	\$12,967.00	0.00%
2	5	Career Technical Education (CTE) Opportunities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Virtual Academy	\$543,651.00	0.00%
2	6	AVID Elective	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$35,564.00	0.00%
2	7	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$10,000.00	0.00%

2	8	STEAM Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$22,356.00	0.00%
2	9	Dual Enrollment and Internships	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Virtual Academy	\$22,356.00	0.00%
2	10	Student Achievement Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$22,356.00	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$12,356.00	0.00%
2	12	Visual and Performing Arts (VAPA) Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$44,712.00	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$5,000.00	0.00%
3	7	Student Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$17,356.00	0.00%
3	8	Positive Intervention Behavior and Support (PBIS)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$28,156.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$5,000.00	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$17,156.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$107,128.00	0.00%
3	12	Transportation	Yes	LEA-wide	Low Income	All Schools	\$7,500.00	0.00%
3	13	Diversity Training	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$17,356.00	0.00%
3	14	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$18,695.00	0.00%
4	2	Parent Link	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$0.00	0.00%
4	3	English Learner (EL) Parent Workshops	Yes	Limited	English learner (EL)	All Schools	\$17,356.00	0.00%
4	4	Parent and Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$34,159.00	0.00%
4	5	Increase Parent and Community Outreach	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$20,000.00	0.00%
4	6	Increase Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$5,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$8,462,936.00	\$6,640,057.00

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	\$6,505.00
1	2	College Readiness Exams	Yes	\$4,972.00	\$3,061.00
1	3	Advanced Placement Training and Tutoring	Yes	\$22,586.00	\$9,337.00
1	4	Expanded Learning Opportunities	Yes	\$29,945.00	\$5,584.00
1	5	Formative Assessment	Yes	\$10,969.00	\$0.00
1	6	EL Program Implementation	Yes	\$266,898.00	\$700.00
1	7	EL Reclassification Support and Monitoring	Yes	\$112,675.00	\$8,448.00
1	8	Student-Free Professional Development Days	Yes	\$21,259.00	\$27,084.00
1	9	Variable Credit Recovery	Yes	\$25,166.00	\$6,156.00
1	10	Ancillary Instructional Materials	Yes	\$10,883.00	\$20,021.00
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	\$10,499.00
1	13	Saturday Tutoring - Title I funded Academic Interventions	No	\$10,000.00	\$28,124.00
1	14	Supplemental Interventions SWD, Foster Youth, Homeless and EL - Title I funded	No	\$5,525.00	\$11,930.00
2	1	Enhanced Counseling Services	Yes	\$91,213.00	\$676,622.00
2	2	Professional Development	Yes	\$6,143.00	\$5,253.00

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	\$151,793.00
2	6	AVID Elective	Yes	\$103,325.00	\$890.00
2	7	Technology	Yes	\$11,200.00	\$0.00
2	8	STEM Support	Yes	\$12,778.00	\$3,129.00
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	\$52,846.00
2	13	AVID Tutors - Title I funded	No	\$65,600.00	\$81,201.00
2	14	Intervention Technology - Title I funded	No	\$31,970.00	\$9,185.00
2	15	Arts Integration and Visual and Performing Arts Program - Title IV funded	No	\$7,022.00	\$0.00
3	1	Williams Compliance: Instructional Materials	No	\$911,209.00	\$18,025.00
3	2	Williams Compliance: Facilities	No	\$968,502.00	\$449,742.00
3	3	Credentialed Teachers	No	\$3,827,161.00	\$4,158,174.00
3	4	Special Education	No	\$679,044.00	\$838,136.00
3	5	CTE Programs	No	\$266,032.00	\$0.00
3	6	Improve Attendance	Yes	\$22,000.00	\$0.00
3	7	Student Support Services	Yes	\$206,416.00	\$923.00
3	8	Positive Behavior Intervention Support (PBIS)	Yes	\$56,500.00	\$13,147.00
3	9	Classified Professional Development	Yes	\$500.00	\$4,402.00
3	10	Transportation	Yes	\$150,000.00	\$0.00
3	11	Safe, Secure, and Positive Learning Environments	Yes	\$267,613.00	\$9,936.00
3	12	Multi-Tiered System of Support (MTSS)	Yes	\$45,823.00	\$0.00
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	\$22,136.00
4	4	EL Parent Workshops	Yes	\$40,500.00	\$1,285.00
4	5	Increase Communication	Yes	\$40,260.00	\$0.00
4	6	Increase Parent and Community Outreach	Yes	\$2,150.00	\$5,783.00
4	7	Expand Parent University - Title I funded	No	\$14,690.00	\$0.00

2023-2024 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)
\$1,132,734.00	\$1,646,197.00	\$811,926.00	\$834,271.00	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	\$6,505.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$4,972.00	\$3,061.00	0.00%	0.00%
1	3	Advanced Placement Training and Tutoring	Yes	\$22,586.00	\$9,337.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$29,945.00	\$5,584.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$10,969.00	\$0.00	0.00%	0.00%
1	6	EL Program Implementation	Yes	\$266,898.00	\$700.00	0.00%	0.00%
1	7	EL Reclassification Support and Monitoring	Yes	\$112,675.00	\$1,768.00	0.00%	0.00%
1	8	Student-Free Professional Development Days	Yes	\$21,259.00	\$27,084.00	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	\$10,883.00	\$20,021.00	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	\$676,622.00	0.00%	0.00%
2	2	Professional Development	Yes	\$6,143.00	\$5,253.00	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	\$890.00	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	\$3,129.00	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	\$22,000.00	\$0.00	0.00%	0.00%
3	7	Student Support Services	Yes	\$206,416.00	\$923.00	0.00%	0.00%
3	8	Positive Behavior Intervention Support (PBIS)	Yes	\$56,500.00	\$13,147.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	\$500.00	\$4,402.00	0.00%	0.00%
3	10	Transportation	Yes	\$150,000.00	\$0.00	0.00%	0.00%
3	11	Safe, Secure, and Positive Learning Environments	Yes	\$267,613.00	\$9,936.00	0.00%	0.00%
3	12	Multi-Tiered System of Support (MTSS)	Yes	\$45,823.00	\$0.00	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	\$14,596.00	0.00%	0.00%
4	4	EL Parent Workshops	Yes	\$40,500.00	\$1,285.00	0.00%	0.00%
4	5	Increase Communication	Yes	\$40,260.00	\$0.00	0.00%	0.00%
4	6	Increase Parent and Community Outreach	Yes	\$2,150.00	\$5,783.00	0.00%	0.00%

2023-2024 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)
\$6,947,583.00	\$1,132,734.00	5.89%	22.19%	\$811,926.00	0.00%	11.69%	\$729,496.22	10.50%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$156,532.00			\$7,022.00		

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	16	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	\$18,860.00						\$18,860.00
1	17	Saturday Tutoring - (Title I Funded Academic Interventions)	\$10,000.00						\$10,000.00
1	18	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL) - (Title I Funded)	\$5,525.00						\$5,525.00
2	13	AVID Professional	\$11,124.00						\$11,124.00

		Development - (Title I Funded)							
2	14	AVID Tutors - (Title I Funded)	\$64,363.00						\$64,363.00
2	15	Intervention Technology - (Title I Funded)	\$31,970.00						\$31,970.00
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)				\$7,022.00			\$7,022.00
4	7	Expand Parent University - (Title I Funded)	\$14,690.00						\$14,690.00

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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