LCFF Budget Overview for Parents

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

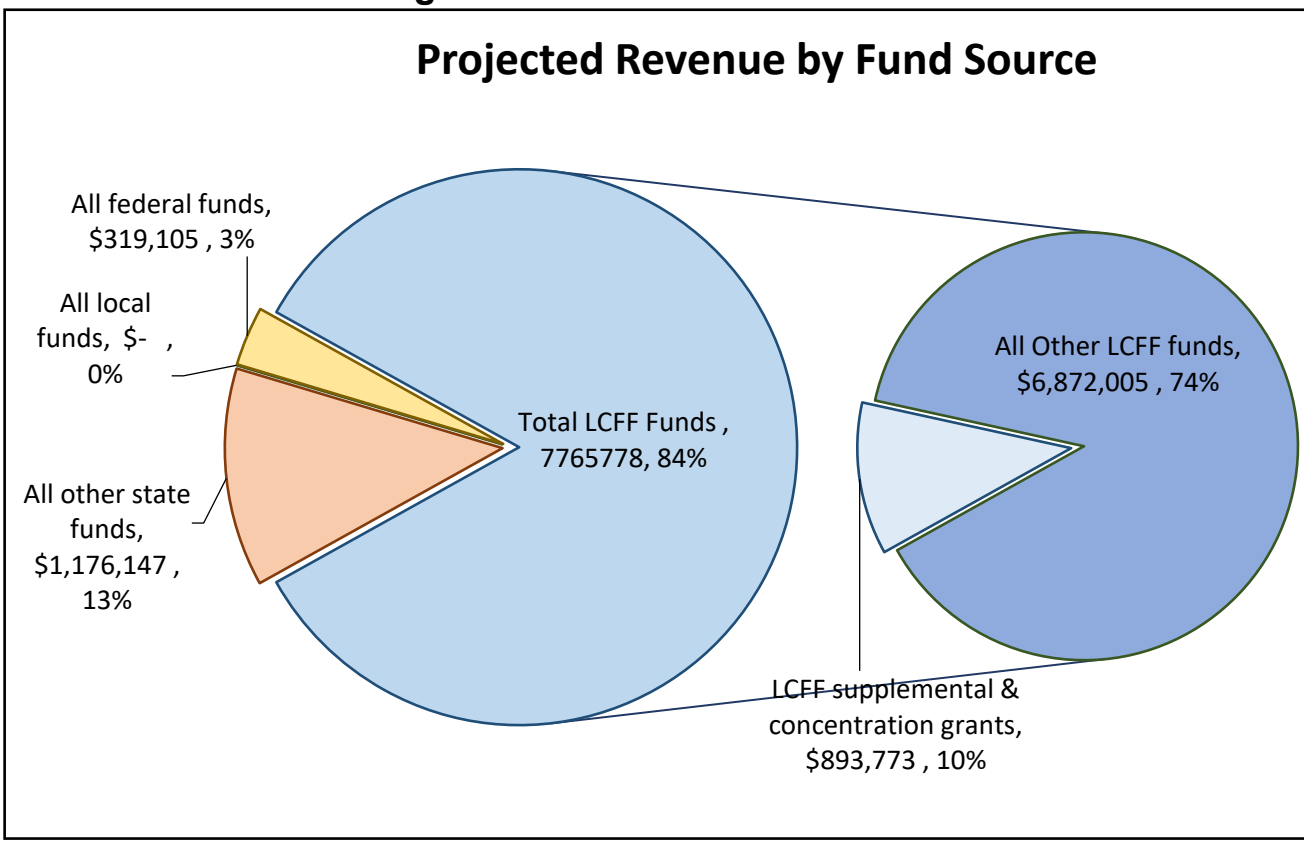
CDS Code: 19 64246 0126003

School Year: 2025-26

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 2025-26 School Year

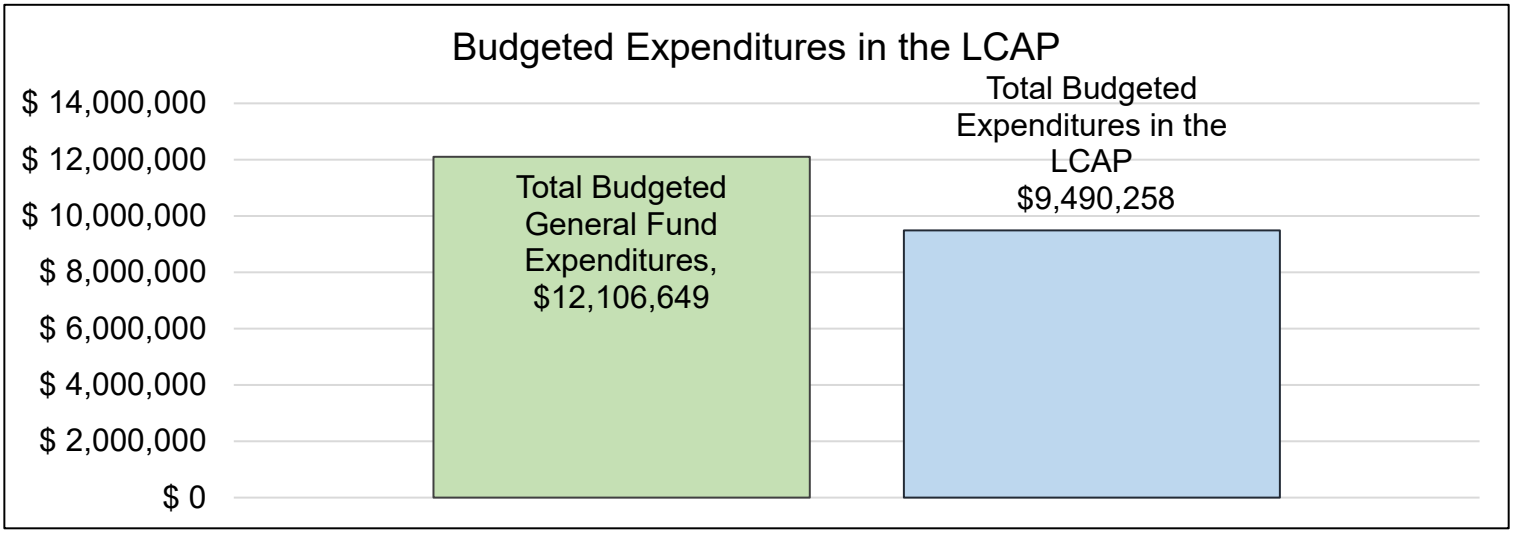


This chart shows the total general purpose revenue Academies of the Antelope Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academies of the Antelope Valley is $9,261,030.00, of which $7,765,778.00 is Local Control Funding Formula (LCFF), $1,176,147.00 is other state funds, $0.00 is local funds, and $319,105.00 is federal funds. Of the $7,765,778.00 in LCFF Funds, $893,773.00 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 2025-26. 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 $12,106,649.00 for the 2025-26 school year. Of that amount, $9,490,258.00 is tied to actions/services in the LCAP and $2,616,391.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

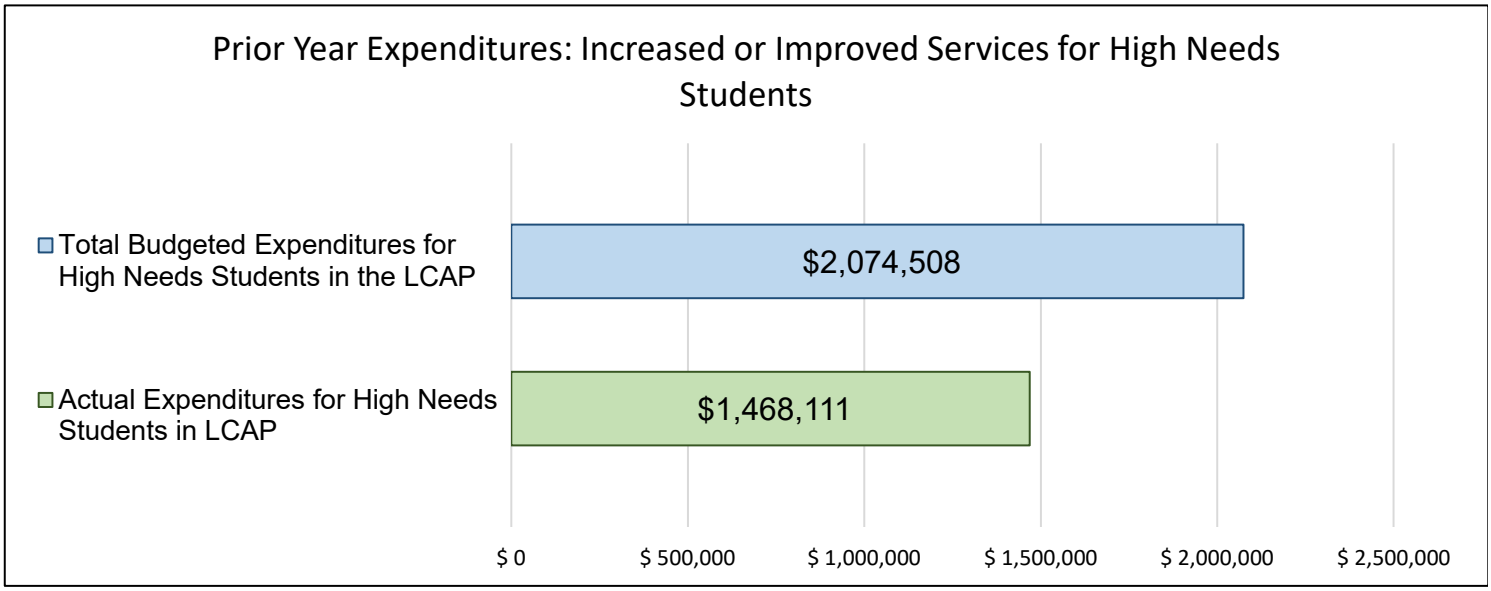
Utilities (electricity, water, gas)
Insurance
Postage
Fuel for transportation
Site and district support personnel
Certain federally funded programs
These costs, while not part of the LCAP, are crucial to maintaining a safe, efficient, and supportive learning environment for all students.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Academies of the Antelope Valley is projecting it will receive $893,773.00 based on the enrollment of foster youth, English learner, and low-income students. Academies of the Antelope Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Academies of the Antelope Valley plans to spend $1,589,842.00 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 2024-25



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 2024-25, Academies of the Antelope Valley's LCAP budgeted $2,074,508.00 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent $1,468,111.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $606,397.00 had the following impact on Academies of the Antelope Valley's ability to increase or improve services for high needs students:

As outlined in our 2024-25 Local Control and Accountability Plan (LCAP), the District implemented several important actions and services to support Foster Youth, Low-Income students, and English Learners. Although these services were originally planned to be funded through LCAP dollars, we were able to use available one-time COVID relief funds instead.
This shift in funding was due to specific timelines and the availability of these federal and state COVID funds. Importantly, there was no impact on the students. All planned services were still provided as intended. The change only affected how the services were funded, not whether they were delivered.
This approach allowed us to maximize resources while continuing to meet the needs of our most vulnerable student groups.

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 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 is comprised of three campuses: Knight Prep Academy, located next to Knight High School, serving 270 students in grades 6-8; SOAR Prep Academy, adjacent to Quartz Hill High School, home to 220 7th and 8th graders; and Virtual Academy, serving 220 full-time and 475 part-time 7th-12th graders with a rigorous curriculum featuring 13 Advanced Placement classes. This online campus also offers four Career Technical Education pathways: art and interior design; business, management, and marketing, culinary arts and hospitality management, the only one of its kind in AVUHSD; and computer science. Both Knight Prep and SOAR Prep offer daily engineering and AVID classes to every student.

The faculty at AAV are highly qualified. Teachers at Virtual Academy provide both in-person office hours and online support via 1:1 video conferencing with students. 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 Academies of the Antelope Valley as its dependent charter school. The district supports adult education through four campuses at Antelope Valley Adult Education.

Academies of the Antelope Valley was named a US News & World Report "Best High School," a California Gold Ribbon School, a CDE Purple Star School for its support of military-connected families, and it is fully accredited by 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 2024 California School Dashboard, as well as an analysis of local data from the 2024/2025 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 2024 CAASPP scores in English Language Arts (ELA), students overall scored in the “orange” range on the California School Dashboard. In ELA, the percentage of students who met or exceeded standard on the Smarter Balanced Assessment was 42.1%, compared to the AVUHSD average of 37.3% and a state average of 47.0%. This is higher than four comparison districts: Eastside Union School District (21.0%), Keppel Union School District (25.0%), Lancaster School District (22.8%), and Palmdale School District (27.6%), and lower than one: Westside Union School District (45.0%).

In mathematics, AAV students scored in the “orange” range on the California School Dashboard. In math, the percentage of students who met or exceeded standard on the Smarter Balanced Assessment was 20.9% compared to the AVUHSD average of 11.8% and a state average of 35.5%. This is higher than four comparison districts: Eastside Union School District (14.4%), Keppel Union School District (16.9%), Lancaster School District (13.7%), and Palmdale School District (16.6%), and lower than one: Westside Union School District (31.3%).

On the California Science Test (CAST), there is no color available in 2024 for the California School Dashboard, but the state average is 13.5 points below standard and the AAV average is 13.8 points below standard, meaning that AAV is very close to the state average in science achievement. This is higher than four comparison districts: Eastside Union School District (25.6 points below standard), Keppel Union School District (20.6 points below standard), Lancaster School District (25.2 points below standard), and Palmdale School District (23.2 points below standard), and exactly equal with one: Westside Union School District (13.8 points below standard).

Academies of the Antelope Valley uses the NWEA MAP assessments in order to determine the most appropriate placement for math classes, as we balance opportunity for accelerated math instruction and success of students in those courses, adjusting the cut scores every year, so that their math program is not excessively difficult. We do take multiple measures into account, including CAASPP scores when available, student desire, and teacher recommendation. Taking the NWEA can also be good practice for the state assessment.

AAV also implements the CAASPP’s “interim assessments” that are specifically designed to prepare students for success on state testing. Focused Interim Assessment Blocks (FIABs) are designed to ensure that students understand how to approach questions at the level of rigor demanded by the California Content Standards, to have practice with the various questions types (e.g. hot text, multiple correct answers, short constructed response, etc.), and use of the Desmos calculator, for example. Teachers can use item analysis to refine their instruction, to ensure students know how to approach complex problems.

In the 2024-2025 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 personnel at the site and district levels. This comprehensive strategy resulted in 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.

AAV staff additionally received feedback in mathematics instructional delivery from Mark White, who has provided consulting services across the district. Teachers have reported very positively about his visits, sharing that his encouragement and constructive feedback regarding their delivery of the core instructional model has supported student learning and engagement.

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 next 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 maintain their comprehensive support and professional development tailored to the unique needs of educators in English language arts 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 English learners (EL), low income (LI), and foster youth (FY) students to ensure their sustained academic, social-emotional, and behavioral success. The academic achievement 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.

Chronic Absenteeism:
The 2024 California School Dashboard provides very encouraging data regarding chronic absenteeism, as AAV has a lower percentage of chronically absent students compared to the state. In addition, there has been a sharp decrease in chronic absenteeism over the past three years at AAV. In 2022, that number sat at 22.9% and declined by 9.4% to 15.5% in 2023. In 2024, that number decreased by another 2.8%, to 12.8%. Both AAV and the state of California are in the “yellow” category.

This notable and consistent improvement reflects the concerted efforts and targeted strategies implemented by the school to address absenteeism among students. AAV provides a highly engaging curriculum and a safe school environment. Students feel well-connected to school. AAV encourages students to stay home when they are ill, to prevent the spread of sickness, and to come to school when they’re well. Through proactive measures such as personalized attendance interventions, personal phone calls home when students are absent, and communication with families, we have drastically reduced the rate of chronic absenteeism. Teachers, the Virtual Academy counselor, and the principal 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 2024 California School Dashboard, AAV outperformed the overall state average, with 50.0% of our students making progress, compared to 45.7% for the state of California. Both the AAV number and the state number showed a decline between 2023 and 2024 and both AAV and the state of California scored in the “orange” band.

This work is 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 2024 California School Dashboard reflected that AAV performed at the highest level possible, “blue,” and AAV outperformed the state of California on its graduation rate, with 97.4% for AAV compared to a state average of 86.7%. 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 2024 California School Dashboard shows that AAV’s suspension rate fell into the “green” category, with a suspension rate that exactly matched the state average of “3.2% suspended at least one day.” This represents a decrease of 0.7% over the previous year and a 2.9% reduction compared to the year before that. This positive and sustained 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.

In 2024, Knight Prep opened its Student Support Center, which provides just-in-time help for students by a caring, empathetic teacher who provides them with tools to handle the challenges of interpersonal conflict. Our SSC teacher also ensures student voice is heard. Furthermore, initiatives such as alternatives to suspension, along with targeted professional development programs focusing on trauma informed practices, have 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.

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, 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.

2024/25 Parent Participation:
Of the 435 student responses to the AAV Fall Climate Survey, 91% reported they agree or strongly agree that they are proud of their school. Another 91% reported that there is

a teacher or other employee at the school who cares about them. 88% said they feel safe at school, and 96% said the school provides them with the resources to be successful. 83% said their school is clean and well-maintained. 97% shared that technology is a regular part of their educational experience. 91% reported that open lines of communication exist at their school. 70% said they participate in a school-related activity, club, program, or sport. 90% said there is a teacher or some adult who has high expectations of me, 50% of all respondents saying they strongly agree.

Of the 99 parent responses to the AAV Fall Climate Survey, 95% said they are proud of their child's school. 97% said there is a teacher or other employee at this school who cares about their child. 91% said their child is safe at school, and 95% said the school provides their child with resources to be successful. 98% reported that their student's school is clean and well-maintained. 99% said that technology is a regular part of their child's educational experience. 92% said that open lines of communication exist at their student's school, and 77% reported that their student participates in a school related activity, club, program, or sport. 94% said that a teacher or some adult has high expectations of their student, and 91% shared that they feel their student is connected to the school.

To uphold and advance the achievements highlighted in the 2024 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 and/or professional development programs, and integrating evidence-based programs into our curriculum. We will increase student access to independent reading materials to support reading fluency, vocabulary, and comprehension. We will offer engaging math intervention that is highly tailored to specific student 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 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 collaboration and partnership with other school districts and across our AAV campuses, with educational organizations, and with 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 California School 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, giving access to retrieval credit, and implementing college readiness programs. Additionally, we 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 strong 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 2024 California School Dashboard, as well as an analysis of local data from the 2024/2025 school year and input from educational partners, the following areas for improvement have been identified.

Academic Areas of Need:
The 2023 CA School Dashboard showed a red indicator in Math performance for the Academies of the Antelope Valley for the following student groups - English Learners. In the area of mathematics, the 2024 California School Dashboard reflected that AAV outperformed most of its comparison districts and other local charter schools on the 23/24 math Smarter Balanced Assessment, with a performance of "orange," the same color as the state of California overall. Still, AAV is not satisfied with this outcome and especially the "student group details" in the Dashboard that show that AAV's African-American students and English Learners scored in the "red" category in mathematics. In "orange" were White, Students with Disabilities, Socioeconomically Disadvantaged, and Two or More Races. In "yellow," our highest scoring, there was only one subgroup: Hispanic.

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 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. In the area of English language arts, the 2024 California School Dashboard reflected that AAV outperformed most of its comparison districts and other local charter schools on the 23/24 English language arts Smarter Balanced Assessment, with a performance of “orange,” the same color as the state of California overall. Among subgroups, in the “red” category were Students with Disabilities. In “orange” were African-American, Hispanic, and Two or More Races students. In the “yellow” performance category were English Learners, Socioeconomically Disadvantaged, and White.

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Average achievement for unduplicated students is as follows:
- English Learners
ELA: “Yellow,” 63.1 points below the standard, increased 9.3 points
Math: “Red,” 120.6 points below standard, maintained 1.3 points
- Foster Youth: No Performance Color in Math or ELA
- Low Income/Socioeconomically Disadvantaged
ELA: “Yellow,” 30.5 points below standard, increased 6.6 points
Math: “Orange,” 97.7 points below standard, increased 6.1 points
- Students Experiencing Homelessness - No Performance Color in Math or ELA

As we make preparations for the 2025/26 academic year, our commitment to continuous improvement in English language arts (ELA) and math take center stage. Collaborative efforts among site administrators, teacher teams, and MTSS 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 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 2024 California School Dashboard provided crucial insights into our students' academic performance. Across California, 40.6% of students scored at the “Standard Not Met” level in math, and while our score of 54.0% is better than all of our comparison districts except for Westside Union School District, this is a concerning data point. More than half of our students have not met standard in math, so this is a priority across the board. At the same time, our English language learners and African-American students fell into the “red” performance category in math, highlighting a particular need to support these subgroups with targeted interventions and collaborative efforts to bridge these gaps.

English Learner Progress:
The 2024 California School Dashboard reveals that English language learners at AAV are making better progress than the state average. In 2022, 32.4% of ELLs made progress toward English language proficiency. That number grew significantly in 2023 to 67.6% of students. In 2024, 50.0% of ELLs made progress, compared to 45.7% across the state of California on average.

However, despite our 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.

In 2025, AAV implemented a Saturday school session for English learners designed to review English standards, to build student confidence in their skills, and to underscore the importance of the upcoming English Language Proficiency Assessments for California (ELPAC).

Chronic Absenteeism:
As mentioned above, the 2024 California School Dashboard provides very encouraging data regarding chronic absenteeism, as AAV has a lower percentage of chronically absent students compared to the state. In addition, there has been a sharp decrease in chronic absenteeism over the past three years at AAV. In 2022, that number sat at 22.9% and declined by 9.4% to 15.5% in 2023. In 2024, that number decreased by another 2.8%, to 12.8%. Both AAV and the state of California are in the “yellow” category.

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Suspension Indicator:
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In 2024, Knight Prep opened its Student Support Center, which provides just-in-time help for students by a caring, empathetic teacher who provides them with tools to handle the challenges of interpersonal conflict. Our SSC teacher also ensures student voice is heard. Furthermore, initiatives such as alternatives to suspension, along with targeted professional development programs focusing on trauma informed practices, have 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.

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, 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. 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:
- Maintaining our successful Student Support Center. As of spring 2025, walls, HVAC, and furniture will be placed in the room once we have approval from the Division of State Architects (DSA). This has full support of our district student services department as well as facilities.
- Full implementation of MTSS Tier 2 strategies to provide comprehensive support to students at different levels of need.
- Advocate for access to Community Attendance Workers to support AAV with chronically absent students.
- Expansion of counseling services to better address the 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:
The AAV “Graduation Rate by Year” on the California School Dashboard was 84.2% in 2019, 97.1% in 2022, 91.7% in 2023, and 97.4% in 2024. A small graduating class (38 in 2024) means that our graduation rate more likely to vary from year to year. While we celebrate being rated in the top tier, or “blue” category, we continuously reach out to individual students to support their graduation progress. AAV offers personalized academic counseling, career exploration programs, access to college readiness resources, access to credit retrieval, and support for students experiencing socio-emotional challenges. By providing comprehensive support and tailored interventions, AAV aims to 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 2025/26 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 effective teaching methods including the Core Instructional Model, differentiated instruction techniques and small group reteaching, 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.

A new goal has been created to specifically support students in learning recovery and well-being, ensuring resources are allocated to boost their academic performance.

By focusing on academic rigor, career readiness, and equitable access to educational resources, AAV remains dedicated to ensuring that all students graduate prepared for college, career, and lifelong success.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Educational Partner(s)	Process for Engagement Throughout the 2024-2025 school year, the Academies of the Antelope Valley has actively sought input from Educational Partners through in-person and virtual meetings, surveys, needs assessments, and progress monitoring of LCAP goals and objectives. Additionally, the district has worked to familiarize staff and the community with LCAP revisions and requirements, ensuring transparency and alignment with student, District, and community needs. A draft of the 2025/26 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 from May 27 and leading out to the Public Hearing on June 6, 2025. Educational Partner Engagement: August 2024 – May 2025 – The following groups were engaged in discussing and developing the 2025/2026 LCAP:
District English Learner Advisory Committee (DELAC)	October, 2024 - May, 2025 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 10/31/24, 2/27/25, and 5/29/25, the DELAC met both virtually through Zoom as well as in person (hybrid meetings) and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey. The Superintendent's designee presented the 2024/25 LCAP on 10/31/24, gathering feedback from a survey. The LCAP Mid-Year Update was shared with the DELAC on 2/27/25, along with required revisions to the 2025/26 LCAP template. The 2025/26 draft LCAP was presented to the DELAC on 5/29/25 for review and comment. The Superintendent responded in writing to the comments made by the DELAC.
Parent Advisory Committee (PAC)	August 2024 – March 2025 The PAC is composed of parents/guardians who represent the demographics of students of the AAV, including unduplicated students (English Learners, Foster Youth, and Low Income). The Superintendent's Designee presented the 2024/25 LCAP on 8/27/24 and 8/28/24, and elicited feedback. The 2025/26 draft LCAP was presented to the PAC on 5/20/2025 for review and comment. No questions or comments were raised that necessitated a written response from the Superintendent.
Parents/Guardians and Community	Community Engagement Meetings: August 2024 - March 2025 8/27/24 held in-person at Knight Prep, 8/28/24 held in-person at SOAR Prep, 8/28/24 held in-person at Virtual Academy, 12/11/24 held online for all three sites, 3/19/25 held online for all three sites. These meetings were attended by parents/guardians and community members and the online meetings were attended by students including our ASB president. During the meetings, the LCAP was presented and achievement data was shared. There was a discussion about the LCAP and feedback was solicited to inform the development of the 2025/26 LCAP.
Staff (Certificated, Classified, and Management)	Staff Engagement Meetings: February 2025 Meetings were held at SOAR Prep, Knight Prep, and Virtual Academy as part of the regular staff meetings and were attended by teachers, the counselor, and classified staff who wished to attend. LCAP data was presented and California Dashboard information was shared. Teachers discussed a need to implement English Learner PD, including support for LTELs. The professional development on Trauma-Informed Practices was well-received, and teachers expressed that a follow-up would be helpful. Teachers noted that CAASPP data is challenging to make actionable, given that it combines students from all three of our campuses. Teachers expressed interest in learning how to review student-by-student CAASPP data and to see how their classes performed. This is not something currently available to them within Data Central. Teachers at Knight Prep mentioned that efforts spent on PBIS have made a noticeable, positive

	difference in the feeling on campus and that the work of the Student Support Center has been critical in seeing improvement in student behavior. Teachers also said that the restroom pass system that has been implemented has helped students stay on-task and more engaged in the classroom. Teachers asked for the possibility of adding the role of an instructional partner for AAV.
Students	Student Engagement Meetings: March 2025 Students were randomly chosen to attend, to represent unduplicated student groups (English Learners, Foster Youth, and Low Income). The LCAP was presented and California Dashboard data was shared. Students expressed that safety is a priority, including in the restrooms and online. They expressed that the school offers a range of sports opportunities and that ASB activities are fun and create a good sense of belonging. Students reported that teachers are generally well-respected. Students reported wanting to have additional time for Virtual Academy clubs and for get-togethers by grade level so that students could have the opportunity to meet one another in-person. They recommended that teachers communicate with them quickly via Remind or email, to make sure that questions they have about their virtual classes are answered promptly. They hope that we can expand on intern options and real-world work experiences.
Labor Groups (Teachers - AVTA and Classified - CSEA)	May 14, 2025 The Superintendent’s designee met with representatives from the Antelope Valley Teachers Association (AVTA) and the California School Employees Association (CSEA) to review the 2025/26 LCAP and discuss efforts to engage educational partners in the 2024/25 school year. Additionally, the Superintendent’s designee provided information on the requirement to include expenditures for the Learning Recovery Emergency Block Grant, which will introduce a seventh goal in the 2025-2026 LCAP.
Special Education Local Planning Agency (SELPA)	April 28, 2025 On April 28, 2025, the AAV Principal and Superintendent's designee met with Antelope Valley SELPA representatives to review the requirements for the 2025/26 LCAP. During the meeting, the district’s representative provided an overview of the draft AAAV 2025/26 LCAP, highlighting the needs of Students with Disabilities.
Governing Board	The Board of Trustees received regular updates about the LCAP throughout the 2024/25 school year. The LCAP Mid-Year Update report was shared with the Board on February 18, 2025 in an open session. Review and Approval: The Board of Trustees reviewed the 2025/26 LCAP at a Public Hearing on June 6, 2025 and again on June 10, 2025 where they voted to approve the LCAP.
Los Angeles County Office of Education (LACOE)	Throughout the LCAP development process, from October through June, the AVUHSD Director of Categorical and Special Programs, as well as the AVUHSD Director of Fiscal Services met with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Services Department and Business Department attend the monthly State and Federal update meetings provided by LACOE.
District-Site Leadership Team (DSLT)	District-Site Leadership Team (DSLT)October, 2024 - May, 2025 The District and School Leadership Team (DSLT) includes key district leaders, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, alongside school site leaders, including Principals and Assistant Principals. On October 28, 2024, the DSLT convened to review progress on the 2024/25 LCAP, where both quantitative and qualitative data was shared. met and discussed progress on the 2024/25 LCAP on 10/28/24. Both quantitative and qualitative data was shared. Feedback was gathered through discussion and a survey, ensuring a collaborative approach to evaluating and refining district initiatives. On February 24, 2025, the LCAP Mid-Year Update was presented, outlining metrics, goal and action implementation, and expenditures to date. This review prompted a collaborative "Circle of Influence" activity focused on LCAP Goal/Action implementation. Additionally, discussions explored “the throughline” connecting the eight California LCFF priorities, the AVUHSD Strategic Plan, the LCAP, and School Plans for Student Achievement. The team also reviewed and discussed required revisions to the 2025/26 LCAP template. After evaluating progress, the team determined that student achievement is advancing under the current LCAP goals and actions and that the addition of a seventh goal to address the Learning Recovery Emergency Block Grant is appropriate for the 25/26 LCAP.

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

The AAV 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 such as the Black365 Knowledge Bowl and Hispanic Heritage Night, leading to an emphasis on providing diverse extracurricular options within the LCAP.
- Habitudes Programs: Positive feedback on programs like Habitudes to support social-emotional learning influenced the implementation of similar programs to enhance the learning environment.
- Inclusive Clubs: The presence of inclusive clubs like BSU (Black Student Union), 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 addressed 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	2024/25 Local Indicator District and Site Leadership Survey: 3.46 (Initial 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	Progress: Change from “Full Implementation” to “Initial Implementation”
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 - 21 points below standard EL - 63.1 points below standard LI - 30.5 points below standard FY - Unavailable California Dashboard 2024		All Students - 14.2 points below standard EL - 62.4 points below standard LI - 27.1 points below standard FY - Unavailable California Dashboard 2026	All Students Progress: +1.8 points (Increased) EL Progress: -9.3 points (Decreased) LI Progress: -6.6 points (Decreased) FY Progress: Unavailable
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 - 86.7 points below standard EL - 120.6 points below standard LI - 97.7 points below standard FY - Unavailable California Dashboard 2024		All Students - 78 points below standard EL - 111.9 points below standard LI - 93.8 points below standard FY - Unavailable California Dashboard 2026	All Students Progress: +3.4 points (Increased) EL Progress: -1.3 points (Decreased) LI Progress: -6.1 points (Decreased) FY Progress: Unavailable

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 - 24.4% Standard Met or Exceeded FY - Unavailable LI - 21.05% Standard Met or Exceeded EL - 0% CAASPP Science 2024		All Students - 28% Standard Met or Exceeded FY - Unavailable LI - 25% Standard Met or Exceeded EL - 25% CAASPP Science 2026	All Students Progress: +1.09% (Increased) FY Progress: Unavailable LI Progress: +3.62% (Increased) EL Progress: 0% (No Change)
5	A-G Completion (Priority 4)	All Students - 55.9% FY - Unavailable LI - 29.2% EL - Unavailable DataQuest 2022-2023	All Students - 54.5% FY - Unavailable LI - 64% EL - Unavailable DataQuest 2023-2024		All Students - 60% FY - Unavailable LI - 40% EL - Unavailable DataQuest 2025-2026	All Students Progress: -1.4% (Decreased) FY Progress: Unavailable LI - Progress: +34.8% (Increased) EL Progress: Unavailable
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 - 7.7% FY - To protect student privacy, data are suppressed LI - 0% EL - To protect student privacy, data are suppressed College/Career Levels and Measures Report & Data - 2024		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	All Students Progress: -19.6% (Decreased) FY Progress: Unavailable LI - Progress: Unavailable EL Progress: Unavailable
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	No Data Available		English Learner Progress All Students - 67.6% making progress towards English language proficiency LI - No data available California Dashboard 2026	English Learner Progress No Data Available
8	English Learner Reclassification Rate (Priority 4)	18.75% CALPADS 2.16 & 8.1 2022-2023	12.50% CALPADS 2.16 & 8.1 2023-2024		25% CALPADS 2.16 & 8.1 2025-2026	Progress: -6.25% (Decreased)

9	EAP % Students Prepared for College ELA (Priority 4)	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% https://caaspp-elpac.cde.ca.gov/ 2022-2023	11th Grade (All students) - 53.19% 11th Grade (LI) - 54.29% 8th Grade (All students) -40.43% 8th Grade (LI) - 39.57% 7th Grade (All students) - 47.52% 7th Grade (LI) - 37.96% 6th Grade (All students) - 20.69% 6th Grade (LI) -16.67% https://caasppelpac.cde.ca.gov/ 2023-2024		11th Grade (All students) - 45% 11th Grade (LI) - 45% 8th Grade (All students) -45% 8th Grade (LI) - 45% 7th Grade (All students) - 50% 7th Grade (LI) - 50% 6th Grade (All students) - 45% 6th Grade (LI) -48% https://caaspp-elpac.cde.ca.gov/ 2025-2026	11th Grade All Students Progress: +13.72% (Increased) 11th Grade (LI) Progress: +20.95% (Increased) 8th Grade All Students Progress: +1.19% (Increased) 8th Grade (LI) Progress: +10.07% (Increased) 7th Grade All Students Progress: +2.1% (Increased) 7th Grade (LI) Progress: +0.55% (Increased) 6th Grade All Students Progress: -16.59% (Decreased) 6th Grade (LI) Progress: -22.91% (Decreased)
10	EAP % Students Prepared for College Math (Priority 4)	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) - 25.23% 7th Grade (LI) - 20.86% 6th Grade (All students) - 15.00% 6th Grade (LI) -14.29% https://caaspp-elpac.cde.ca.gov/ 2022-2023	11th Grade (All students) - 6.52% 11th Grade (LI) - 5.88% 8th Grade (All students) -22.17% 8th Grade (LI) - 19.42% 7th Grade (All students) - 25.87% 7th Grade (LI) - 17.59% 6th Grade (All students) - 10.34% 6th Grade (LI) -8.33% https://caasppelpac.cde.ca.gov/ 2023-2024		11th Grade (All students) -20% 11th Grade (LI) - 20% 8th Grade (All students) -25% 8th Grade (LI) - 20% 7th Grade (All students) - 30% 7th Grade (LI) - 25% 6th Grade (All students) - 20% 6th Grade (LI) -20% https://caaspp-elpac.cde.ca.gov/ 2025-2026	11th Grade All Students Progress: -6.54% (Decreased) 11th Grade (LI) Progress: -5.23% (Decreased) 8th Grade All Students Progress: +3.03% (Increased) 8th Grade (LI) Progress: +8.63% (Increased) 7th Grade All Students Progress: +0.64% (Increased) 7th Grade (LI) Progress: -3.27% (Decreased) 6th Grade All Students Progress: -4.66% (Decreased) 6th Grade (LI) Progress: -5.96% (Decreased)

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 = 33% FY - High & High Average = 33% LI - High & High Average = 32% EL - High & High Average = 3% Fall NWEA Local Assessment 2024-2025		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	All Students Progress: -2% (Decreased) FY Progress: -7% (Decreased) LI Progress: -3% (Decreased) EL Progress: -2% (Decreased)
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 = 29% FY - High & High Average = 0% LI - High & High Average = 25% EL - High & High Average = 12% Fall NWEA Local Assessment 2024-2025		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	All Students Progress: -2% (Decreased) FY Progress: -20% (Decreased) LI Progress: -3% (Decreased) EL Progress: 0% (No Change)

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.

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

AAV effectively implemented 14 of the 18 enhanced actions and services tied to Goal 1. Our progress and areas for improvement can be measured using twelve state and local indicators, which encompass CAASPP scores in English Language Arts (ELA) and Math, California Science Test, A-G completion, CTE Pathway completion, English Language (EL) progress, Reclassification of Fluent English Proficient (RFEP) students, and NWEA formative assessments.

In the 2024/25 school year, AAV experienced several notable successes in implementing key actions that supported student achievement. Expanded Learning Opportunities (1.4) provided after-school and virtual tutoring that led to measurable gains in NWEA and CAASPP scores, particularly in ELA and Math. Additionally, Supplemental Interventions (1.18) for Students with Disabilities, Foster Youth, Homeless, and English Learner students, also Title I funded, were delivered through a multi-tiered approach that led to improvements in academic growth and engagement among these high-priority groups.

In contrast, AAV faced challenges in fully implementing some planned actions. English Language Arts and Math Supports (1.6) was not implemented as originally intended due to the presence of existing tutoring systems.. Focus on Writing (1.13) saw limited progress, with a need for more structured implementation. Similarly, Enhancing ELA and Math through Professional Development (1.14) and Professional Development for Long-Term English Learner Support (1.15) were impacted by scheduling conflicts and other PD priorities, resulting in limited delivery. While these actions remain critical to student success, they will require renewed focus and planning in 2025/26 to ensure full implementation and impact.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 1:

1.1 - Student Field Trips
Reason for Difference: Discounted vendor rates, local trip prioritization, and district transportation reduced costs while delivering high-impact experiences. Students enjoyed enriching trips, including:
- Warner Brothers Studios (media arts/career exploration)
- MOAH (visual arts production)
- Cal Portland Cement Plant (industrial processes/STEM, environmental engineering)
- Getty Museum (art/history)
- California Science Center (STEM)
- CSU Northridge (college readiness)
- Antelope Valley Poppy Reserve (environmental science)
- Antelope Valley College (college readiness)
- SOAR High School (early college model exposure)
- CSU Bakersfield (college readiness)
These trips enhanced learning, with 95% of students reporting increased engagement per surveys.

1.2 - College Readiness Exams
Reason for Difference: Every 8th grader took the PSAT on the day it was administered. Every high school student was asked to come in-person to participate in:
- PSAT/NMSQT (college readiness benchmark)
- SAT School Day (college admissions)

1.3 - Advanced Placement (AP) Training and Tutoring
Reason for Difference: Teachers attended
- AP By the Sea conference (curriculum enhancement)
- Dream Deferred conference (equity-focused AP instruction)
Funds were allocated for Saturday mock AP test administration, but no teachers were available to offer in-person mock AP tests on Saturdays. We plan to make this available to teachers in the 25/26 school year to help prepare students for their exams. Currently teachers conference with students during office hours during the week and via videoconference remotely.

1.4 - Expanded Learning Opportunities
Reason for Difference: Spending addressed equitable support, aligning with AAV LCAP Goal 1.4 for enhanced learning opportunities. Overspending resulted from expanded staffing and resources to accommodate higher participation. Funding included:
- EWA for SPA Homework Hub (23-0009004, staff support for tutoring)
- EWA for KPA Homework Hub (23-0009015, after-school academic support)
- VA Credit Retrieval (23-0009613, summer academic recovery)
- KPA CSUB 7th Grade Field Trip (23-0008896, college readiness exposure)
- KPA USC Field Trip (23-0009649, 46-48 students, college/career exploration)
- KPA AVC 6th Grade Field Trip (23-0009650, college readiness)
- KPA AVC Trip SBA

1.5 - Formative Assessment
Reason for Difference: Underspending resulted from leveraging existing district licenses, utilizing free assessment tools, and conducting in-house professional development. Funding included:
- $3,000 on NWEA MAP assessment licenses (partial renewal, district-negotiated rate)
- $2,000 on teacher training for interim assessment blocks (in-house workshops)

1.6 - English Language Arts and Math Supports
Reason for Difference: AAV strategically integrated Action 1.6 (ELA and Math Supports) into other high-impact LCAP actions (1.4, 1.5, 1.7–1.10, 1.12–1.15, 2.2, 2.3, 2.6–2.8, 2.10, 3.9, 3.11, 3.14) to optimize resources, resulting in 0% expenditure for Action 1.6. Investments in Catapult training, professional development for department representatives, and Accelerated Reader enhanced ELA and math instruction. AAV's MTSS framework and data-driven approach, supported by NWEA and CAASPP assessments, addressed student needs efficiently. This consolidation led to strong outcomes, with AAV outperforming most comparison districts in ELA (42.1%) and math (20.9%), per the 2024 California School Dashboard.

1.7 - English Learner (EL) Program Implementation
Reason for Difference: AAV integrated Action 1.7 into other high-impact LCAP actions (1.4, 1.5, 1.6, 1.8–1.10, 1.12–1.15, 2.2, 2.3, 2.6–2.8, 2.10, 3.9, 3.11, 3.14) to optimize resources, resulting in 0% expenditure for Action 1.7. Investments in professional development, such as Catapult training and EL coordinator support, along with targeted interventions like Saturday school sessions for EL students, enhanced language proficiency support.

1.8 - English Learner (EL) Reclassification Support and Monitoring
Reason for Difference: AAV integrated Action 1.8 into other high-impact LCAP actions (1.4–1.7, 1.9–1.10, 1.12–1.15, 2.2, 2.3, 2.6–2.8, 2.10, 3.9, 3.11, 3.14), resulting in an 85% underspend. Investments in professional development, such as EL coordinator support and targeted interventions like Saturday school sessions for EL students, effectively supported reclassification efforts. AAV's data-driven approach, leveraging ELPAC and NWEA assessments, ensured efficient monitoring within existing frameworks, minimizing the

need for additional Action 1.8 expenditures.

1.9 - Student-Free Professional Development Days
Reason for Difference: AAV utilized the three student-free professional development days, per district direction, for Envision Learning Partners (portfolio defenses) and Linked Learning PD (certification) to enhance instructional strategies.

1.10 - Variable Credit Recovery
Reason for Difference: AAV supported credit recovery for seniors, as has been past practice, with plans to expand this to second-semester freshman and up starting in the 25/26 school year. We have determined which teachers are willing to take on this extra work as part of our retreat planning.

1.11 - Enhanced Data Systems
Reason for Difference: AAV leveraged existing internal database systems, such as Data Central and NWEA MAP assessments, to track student progress and inform targeted interventions in ELA, math, and EL proficiency. This approach, combined with CAASPP interim assessments, supported data-driven decision-making, contributing to AAV's strong academic outcomes.

1.13 - Focus on Writing
Reason for Difference: With the focus on other PD areas, including district direction for Envision Learning Partners (portfolio defenses), Linked Learning (certification), and Catapult (Core Instructional Model), writing was not a primary focus, although it remains a strong focus for the 25/26 school year.

1.14 - Enhancing English Language Arts and Mathematics through Professional Development
Reason for Difference: Catapult professional development was a major focus and expense, supporting every AAV teacher through professional development, expert observation, and feedback on lesson delivery. Training focused on the district priority of the Core Instructional Model, which is directly tied to supporting ELA and math, but Catapult fell under another sub-goal.

1.15 - Professional Development for Long-Term English Learner Support
Reason for Difference: Professional development was delivered for English Learners and the CELDT, but not specifically for LTELs. That remains a focus for the 25/26 school year at AAV.

1.16 - Intervention Materials and Supplies
Reason for Difference: While extra services were given to students through before and after-school tutoring and Saturday School, the associated expenses were more aligned with teacher time than with materials and supplies. The school's software for intervention, Exact Path, did not result in a large expense.

1.17 - Saturday Tutoring
Reason for Difference: Tutoring was in high demand across AAV, and students actively participated. Selection was based on SST meetings, grade reviews, and requests from students, parents, and teachers. This proactive approach provided additional learning opportunities for at-risk students before they fell behind. Saturday Tutoring was funded through the Learning Recovery Emergency Block Grant (LREBG), supporting LCAP Goal 1.4. As a result, no funds were expended under Goal 1.17 this year.

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

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

1.1 - Student Field Trips

Field trips at AAV played a key role in expanding students' awareness of postsecondary opportunities. Through visits to colleges, industry sites, and career expos, students explored pathways aligned with their interests. These experiences not only enhanced student engagement, but also deepened their understanding of the skills required for success beyond high school. The continued investment in educational field trips has proven to be an effective strategy in promoting college and career readiness among AAV students.

1.2 - College Readiness Exams
All AAV students in grades 8, 10, and 11 had access to the PSAT, and 11th graders took the SAT during the school day, increasing access and equity. These testing opportunities allowed students to assess their readiness for college and receive targeted support based on results. Participation and performance in EAP and CAASPP exams improved, reflecting the positive impact of this initiative in familiarizing students with college-level expectations and increasing their preparedness for higher education.

1.3 - Advanced Placement (AP) Training and Tutoring
AP teacher training and increased tutoring access at AAV resulted in stronger instructional practices and greater student success. Students benefited from increased AP course offerings and exam preparation resources. This led to greater confidence and improved outcomes on AP exams, further preparing students for postsecondary coursework. The professional development for teachers also fostered collaboration and innovation in classroom practices.

1.4 - Expanded Learning Opportunities
AAV extended its academic support beyond the regular school day through before and after-school tutoring, Saturday sessions, and videoconference support for students. These services were critical in supporting students who needed additional time to master content, especially in ELA and Math. NWEA MAP data showed that 33% of AAV students performed in the "High & High Average" range in ELA, and 29% in Math, reflecting meaningful growth and increased proficiency. These learning opportunities were highly valued by students and staff alike and played an important role in improving access and achievement.

1.5 - Formative Assessment
NWEA MAP assessments were administered three times during the school year, providing actionable data on student progress. Teachers and instructional leaders at AAV used this data to drive personalized instruction and interventions. The results informed classroom practices and fostered a culture of data-driven decision-making that contributed to growth across all student groups.

1.6 - English Language Arts and Math Supports
At AAV, our focus for the 2024/25 school year has been to strengthen student achievement through small group instruction and reteaching integrated within core instruction. These targeted strategies, embedded in the school day, provide personalized academic support to address individual learning needs. Additionally, after-school tutoring and Saturday sessions offer further opportunities for students to reinforce their skills. By prioritizing these impactful interventions in alignment with the district's Core Instructional Model (CIM), we are closing achievement gaps and enhancing access to high-quality, tailored instruction. Starting in the 2025/26 school year, we will enhance our English Language Arts (ELA) and Math support by integrating resources from Khan Academy, including its AI-powered tool, Khanmigo. Khan Academy provides standards-aligned content, interactive exercises, and videos that support mastery learning, while Khanmigo offers personalized 1:1 tutoring, guiding students through problem-solving and writing processes with tailored feedback using a Socratic method, much like AVID tutors. This combination strengthens foundational skills and boosts student engagement, further closing achievement gaps.

1.7 - English Learner (EL) Program Implementation
At AAV, the English Learner program for the 2024/25 school year emphasized integrated and designated English Language Development (ELD) instruction, supported by professional development and data analysis to enhance staff effectiveness in meeting EL students' needs. The principal offered all teachers professional development on the California English Language Development Test (CELDT), equipping them to understand its reading, writing, listening, and speaking components and to plan instruction that builds the academic vocabulary necessary for achieving reclassification.

1.8 - English Learner (EL) Reclassification Support and Monitoring
Monitoring and supporting English Learners (ELs) and Long-Term English Learners (LTELs) remains a high priority at AAV. The EL Coordinator regularly meets with all ELs and LTELs at all three AAV campuses to review grades, assess progress, and determine necessary academic and linguistic supports. This individualized approach ensures interventions are implemented to address specific needs. Every EL received this support during the 2024/25 school year, and this practice will continue in the years ahead. Additionally, AAV held a reclassification celebration for students, with their peers and district staff present, to honor and recognize reclassified students for their achievement. This event sends a powerful message from the school that bilingualism is a strength, fostering pride and motivation. Combined with focused reclassification monitoring, these efforts have led to improved outcomes, ensuring every EL progresses toward English proficiency and academic success.

1.9 - Student-Free Professional Development Days
AAV staff participated in districtwide and site-specific professional development days focused on Multi-Tiered System of Supports (MTSS), Northwest Evaluation Association (NWEA) assessments, Social-Emotional Learning (SEL), standards-based instruction, and the Core Instructional Model (CIM). In August, two AAV teachers presented at the district-wide PD at Eastside High School, sharing expertise on effective pedagogy and an online tool to enhance instruction. The student-free PD days also emphasized preparing Preps for 8th-grade portfolio defenses, aligning with the district's direction, with support from Career Technical Education (CTE). Additionally, PD days focused on Linked Learning certification for the prep academies, marking a first for our school. PD days served as valuable opportunities for collaboration, for vertical alignment (from one grade to the next), and reflection aligned to AAV's instructional goals.

1.10 - Variable Credit Recovery
To support students in meeting graduation requirements, AAV expanded its credit recovery offerings, including Edmentum, Saturday classes, and alternative education options. These flexible pathways helped students regain credits in a timely manner. These efforts supported increases in graduation rate (97.4%), significantly higher than the state average of 86.7%, and bolstered A-G completion and CTE pathway enrollment.

1.11 - Enhanced Data Systems
Educators at AAV utilized Ed Central and Data Central to track student progress and analyze subgroup data. This system-wide access empowered staff to intervene early and tailor support based on trends in attendance, academic performance, and behavior. The effective use of data has contributed to stronger student outcomes across all measures.

1.12 - Ancillary Instructional Materials
AAV invested in supplementary materials tailored to the needs of individual students, including planners, calculators, and content-specific resources. These tools supported executive functioning and classroom engagement. Teachers noted improvements in student organization and readiness for learning, especially among those requiring additional academic support.

1.13 - Focus on Writing
During the 2024/25 school year, at the district's direction, AAV prioritized Linked Learning certification training and Envision Learning Partners focus on portfolio defenses, utilizing student-free days to support these efforts. As a result, while progress was made in establishing common rubrics and expectations for standards-aligned writing across content areas, the full implementation of strengthened writing instruction varied. Improving writing instruction remains a key goal for the 2025/26 school year, with plans to go deeper by incorporating targeted writing professional development into student-free days. Additionally, AAV will leverage Khan Academy and its artificial intelligence-powered tool, Khanmigo, specifically to support writing instruction. Khan Academy's interactive exercises and resources will help students practice structured writing, while Khanmigo's personalized, artificial intelligence-driven feedback will guide students through the writing process using a Socratic method, enhancing their ability to craft clear and effective written communication. Continued efforts will focus on strengthening writing across the curriculum, with formative assessments guiding instruction to support student growth.

1.14 - Enhancing English Language Arts and Mathematics through Professional Development

During the 2024/25 school year, AAV enhanced English Language Arts (ELA) and Mathematics instruction by integrating Linked Learning certification efforts, which emphasize career-themed pathways combining rigorous academics, real-world applications, and work-based learning. Teachers incorporated project-based learning and interdisciplinary units that embedded ELA skills—such as argumentative writing and critical reading—and math skills—like data analysis and problem-solving—into authentic, industry-relevant contexts. Collaboration across disciplines and grade levels was central to developing portfolio defenses, where students showcased their ELA and math proficiency through curated work, aligning with district goals for 8th-grade portfolio defenses. This cross-disciplinary approach fostered deeper engagement and practical application of core subject skills. To build on this progress, AAV is planning focused ELA and math professional development for the 2025/26 school year.

1.15 - Professional Development for Long-Term English Learner (LTEL) Support
According to DataQuest, for the most recent reporting year (2023/24), there are 20 LTELs at AAV, highlighting the need for targeted support. During the 2024/25 school year, professional development specifically focused on supporting Long-Term English Learners (LTELs) was not implemented at AAV. While staff participated in trainings on the California English Language Development Test (CELDT), covering the four domains of reading, writing, listening, and speaking, as well as academic vocabulary necessary for reclassification, these sessions addressed English Learners (ELs) broadly and were not tailored to the unique needs of LTELs. All LTELs received individual monitoring, ensuring personalized support, but the lack of LTEL-specific PD was due to competing priorities. Providing targeted PD for LTELs remains a goal for the 2025/26 school year, with plans to implement sessions that address their specific academic and linguistic challenges, aiming to increase academic success and reclassification rates.

1.16 - Intervention Materials and Supplies
AAV provided additional intervention materials for small-group instruction and academic supports. These resources helped bridge learning gaps for students requiring intensive intervention, particularly in ELA and Math. Staff feedback affirmed the value of having readily accessible tools to personalize instruction.

1.17 - Saturday Tutoring
Saturday School offered a structured academic environment for students needing extra help. These sessions were especially helpful in reinforcing key concepts, supporting credit recovery, and preparing students for assessments. Attendance was steady, and both student and teacher feedback pointed to their effectiveness.

1.18 - Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL)
Multi-tiered systems of support (MTSS) were strengthened across AAV to deliver targeted academic and behavioral interventions. These supports - particularly Tier 2 interventions - helped reduce suspension rates to 3.2% (identical to the state average), lower chronic absenteeism to 12.8% (less than the state average of 18.6%), and increase growth in both CAASPP and NWEA MAP scores across unduplicated groups. Continued collaboration between general education and support staff will be essential in sustaining progress.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting our English Learners, Foster Youth, and Low Income students, we have decided to maintain our current Goal 1 LCAP actions/services and metrics without changes.

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.	$16,996.00	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.	$6,653.00	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.	$6,653.00	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.	$6,653.00	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.	$6,653.00	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.	$6,653.00	Yes
7	English Learner (EL) Program	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 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.	$6,653.00	Yes
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.	$6,653.00	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.	$68,284.00	Yes
10	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.	$3,745.00	Yes

		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.		
11	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.	$6,653.00	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.	$15,369.00	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.	$2,753.00	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.	$2,753.00	Yes
15	Professional Development for Long-Term English Learner (LTEL) 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.	$3,745.00	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.	$19,237.00	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.	$9,153.00	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 local assessments.	$9,153.00	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 addressed 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 - 57.9% FY - Unavailable LI - 51.7% EL - Unavailable California Dashboard 2024		All Students - 60% FY - Unavailable LI - 60% EL - Unavailable California Dashboard 2026	All Students Progress: +7.9% (Increased) FY Progress: Unavailable LI Progress: +0.6% (Increased) EL Progress: Unavailable

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) - 2,916 FY - 14 LI - 1,829 EL - 61 PowerSchool/DataCentral 2024		All Students (LEA Wide) - 2500 FY - 25 LI - 1500 EL - 75 PowerSchool/DataCentral 2026	All Students Progress: -842 (Decreased) FY Progress: +8 (Increased) LI Progress: +903 (Increased) EL Progress: +13 (Increased)
3	Graduation Rate (Priority 5)	All Students - 91.7% FY - Unavailable LI - Unavailable EL- Unavailable California Dashboard 2023	All Students - 97.4% FY - Unavailable LI - 96.6% EL- Unavailable California Dashboard 2024		All Students - 95% FY - Unavailable LI - Unavailable EL- Unavailable California Dashboard 2026	All Students Progress: +5.7% (Increased)
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: 15% 2024/25		Number of Students Participating in AVID: Knight Prep: 100% Soar Prep: 100% Virtual Academy: 25% 2026/27	Progress: No Change
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 - 34.2% prepared LI -24.1% prepared FY - Unavailable EL - Unavailable 2024 - College/Career Levels and Measures Report & Data		All Students - 35% prepared LI -35% prepared FY - Unavailable EL - Unavailable 2026 - College/Career Levels and Measures Report & Data	All Students Progress: +3.6% (Increased) LI Progress: -4.5% (Decreased) FY Progress: Unavailable EL Progress: Unavailable
6	Local Indicator - AP Students in District	All Students - 21.45% PowerSchool 2023-2024	All Students - 18.02% EL - 8.33% of all English Learners PowerSchool 2024-2025		All Students - 30% PowerSchool 2026-2027	All Students Progress: -3.43% (Decreased)

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 - 7,366 FY - 71 LI - 4,914 EL - 182 College Board & PowerSchool 2023-2024		All Students (LEA Wide) - 6000 FY - 75 LI - 3500 EL - 200 College Board & PowerSchool 2025-2026	All Students Progress: +1,888 (Increased) FY Progress: +43 (Increased) LI Progress: +1,925 (Increased) EL Progress: +73 (Increased)
8	Local Indicator - Classroom Walkthroughs	71 (DigiCOACH 2023-2024)	7 Walkthrough (DigiCOACH 2024-25)		150 Walkthroughs (DigiCOACH 2026-2027)	Progress: -64 Walkthroughs

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.

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".

AAV successfully implemented 15 of the 16 improved actions and services related to Goal 2, with measurable outcomes reflected in state and local indicators. Our progress and areas for continued growth can be assessed through eight metrics, which include Graduation Rate, AP Exams taken, CTE Pathway and A-G Completion, College/Career Readiness, Golden State Seal Merit Diploma, and classroom walk-throughs.

In 2024/25, AAV made meaningful strides in providing a 21st-century learning environment through targeted professional development and instructional support. Professional Development (2.2) focused on differentiated instruction, standards alignment, and academic interventions, leading to improved instructional practices across classrooms. Investments in Technology (2.7) ensured continued 1:1 device access and integration of digital tools, enhancing student engagement and instructional flexibility. Additionally, AVID Professional Development (2.13) and AVID Tutors (2.14) - both Title I funded - strengthened AAV's college-readiness culture. Teachers received targeted AVID training, while tutors provided small-group academic support that improved student confidence and classroom participation.

During the 2024/25 school year, AAV created the Site Arts Lead Teacher (SALT) position to champion arts integration across the curriculum, providing leadership and support for teachers to embed creative practices in their instruction. The school also held planning meetings with educational partners, yielding valuable input on strategically utilizing Proposition 28, Arts and Music in Schools (AMIM) funds, and Title IV funding to enhance arts programs. These efforts supported notable successes, such as student art showcases at the Museum of Art and History (MOAH) and the Los Angeles County Museum of Art (LACMA), funded through Title IV, which celebrated student creativity and connected learning to real-world contexts. Despite these achievements, opportunities remain to fully implement STEAM Support (2.8) and the Arts Integration and Visual and Performing Arts Program (2.16), as comprehensive integration was not fully realized as planned. Moving forward, AAV is committed to prioritizing these initiatives in the 2025/26 school year by enhancing the CTE Visual Arts pathway through expanded course offerings and industry partnerships, and deepening STEAM-focused instruction with interdisciplinary projects. These steps will ensure all students benefit from enriched, creative learning experiences that prepare them for college and career success.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 2:

2.2 - Professional Development
Reason for Difference: AAV underspent on Action 2.2 as some planned professional development was covered by CTE funding, such as Envision Learning Partners and Linked Learning PD. Justifications highlight targeted PD investments, like Catapult training, ensuring effective teacher support while minimizing direct Action 2.2 costs.

2.03 - Classroom Walkthroughs
Reason for Difference: AAV administrators have access to DigiCOACH walkthrough software for collecting data as all AVUHSD administrators do, but at this time the same district license is used, so there was not a separate cost to AAV. We will leave this action in place, as in the future there may be a separate expense to AAV for the DigitCOACH walkthrough tool.

2.4 - AP Placement, Exams, and Tutoring
Reason for Difference: AAV allocated funding to support AP testing for full-time students enrolled in AP courses, helping expand access to college credit opportunities while still in high school - an ongoing statewide priority. This action came in under budget due to efficient use of resources and lower overall costs than initially projected.

2.5 - Career Technical Education (CTE) Opportunities
Reason for Difference: AAV underspent on Action 2.5 due to reliance on existing CTE grants, such as PLTW Summit and CTE tutor EWAs. These funds supported a 7.9% increase in CTE/A-G completion, aligning with career readiness goals, per the LCAP.

2.6 - AVID Elective
Reason for Difference: Every student at SOAR Prep and Knight Prep takes an AVID elective every day, and AVID 9, 10, 11, and 12 are available at Virtual Academy. AAV funds its AVID program with tutors, but these expenses did not match this sub-goal. Expenses for AVID field trips to colleges were also under a separate goal.

2.7 - Technology
Reason for Difference: Prior to the 24/25 school year, students had a Chromebook checked out to them that they were required to keep in their backpack, take home every night, charge, and return charged the next day. This practice resulted in a high cost due to breakage in the backpacks, where a screen could crack from a backpack being set down quickly. Students also often forgot to charge their Chromebook or forgot to bring it to school. Purchasing devices for in the classroom and at home gives a true 1:1 with technology that will result in better access to online school work (e.g. Google Classroom, Canvas, Exact Path, etc.). This up-front investment, which was highly endorsed by the district IT department, will support achievement for years to come.

2.8 - STEAM Support
Reason for Difference: STEAM initiatives were funded through one-time grants like AMIM for MOAH and LACMA displays, and CTEIG for engineering supplies. This supported student engagement and creative expression.

2.9 - Dual Enrollment and Internships
Reason for Difference: AAV spent over $90,000 from our CCAP grant on dual enrollment and on attending dual enrollment conferences.

2.10 - Student Achievement Support
Reason for Difference: Student achievement support was embedded in professional development such as Catapult, Envision Learning Partners, Linked Learning, AVID, in district

meetings that covered NWEA data reviews and planning.

2.11 - Next Generation Science Standards (NGSS) Support
Reason for Difference: Due to competing priorities and district direction for professional development, no funds were expended specifically to support NGSS. While AAV held teacher meetings to discuss success on the California Science Test (CAST), the assessment to measure our progress in science, the school will have NGSS supports as a focus for the 25/26 school year.

2.12 - Visual and Performing Arts (VAPA) Support
Reason for Difference: VAPA funds were spent from Prop 28 to hire a Site Arts Lead Teacher (SALT) in the 24/25 school year. She is our Virtual Academy visual arts pathway teacher, and several meetings were held to solicit input on the spending of Prop 28 (over $100,000/year, ongoing) and AMIM grant funds (Over $300,000, one-time funds). Since expenses for the arts have come from these very large funding streams, no funding from Targeted funds was used this year. This will also be the case for the 25/26 school year.

2.13 - AVID Professional Development
Reason for Difference: Every student at the prep academies takes AVID every day, and it is offered to students in every grade at Virtual Academy, so AVID is a huge focus at AAV. Summer Institute is a

2.14 - AVID Tutors
Reason for Difference: Every student at SOAR Prep and Knight Prep takes an AVID elective every day, and AVID 9, 10, 11, and 12 are available at Virtual Academy. The amount spent is in keeping with needs for required AVID tutor ratios.

2.15 - Intervention Technology
Reason for Difference: Expenses for technology were coded to subgoal 2.7, which was overspent, rather than 2.15, which was underspent. But the same technology that supports access to curriculum is also the technology that is necessary for intervention. The site spent all of it's Title I and Targeted funds for the school year, and while we were over in sub-goal 2.7 and under in 2.15, our spending on technology was aligned with school needs for intervention technology.

2.16 - Arts Integration and Visual and Performing Arts Program
Reason for Difference: VAPA funds were spent from Prop 28 to hire a Site Arts Lead Teacher (SALT) in the 24/25 school year. She is our Virtual Academy visual arts pathway teacher, and several meetings were held to solicit input on the spending of Prop 28 (over $100,000/year, ongoing) and AMIM grant funds (Over $300,000, one-time funds).

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

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

2.1 - Enhanced Counseling and Support
Throughout the 2024/25 school year, counseling services continued to play a vital role in supporting students' academic, social-emotional, and college/career planning needs. This contributed to increased engagement, improved outcomes, and more equitable access to college and career opportunities. Counselors played a critical role in reducing barriers, especially for LI, FY, and EL students. AAV's graduation rate remains high at 95%, reflecting the effective implementation of these services?.

2.2 - Professional Development
Certificated and administrative staff participated in ongoing professional learning and attended conferences throughout the year focused on differentiated instruction, standards alignment, and best practices for supporting diverse learners. Teachers reported increased confidence in implementing strategies aligned to CAASPP and NWEA assessments. PD

also supported improvements in A-G and CTE completion and overall instructional quality across content areas.

2.3 - Classroom Walkthroughs
Through the use of the DigiCOACH tool, AAV conducted classroom walkthroughs to collect evidence on instructional practices. This provided valuable feedback to teachers and reinforced best practices in SEL, engagement, and state standard implementation. Walkthrough data guided site-based coaching and supported continuous improvement in instructional practice.

2.4 - AP Placement, Exams, and Tutoring
Efforts to expand access to AP courses and tutoring continued at AAV. Students received exam preparation support, and teachers engaged in professional development to strengthen AP instruction. These efforts contributed to improved outcomes on AP exams and increased participation among underrepresented student groups, further supporting progress on the College and Career Indicator.

2.5 - Career Technical Education (CTE) Opportunities
CTE access and participation at AAV expanded this year. AAV saw a 7.9% increase in CTE/A-G completion from baseline, rising from 50% to 57.9%, demonstrating growth in college and career readiness through pathway programs aligned with student interests. These programs offered hands-on learning aligned with career goals and directly supported improvements in the CCI and pathway completion rates.

2.6 - AVID Elective
In 2024/25, AVID elective continued to play a key role in promoting college and career readiness. Knight Prep and SOAR Prep maintained 100% AVID participation, with Virtual Academy growing to 25%. These programs provided structure and mentorship, contributing to AAV's high graduation rate and strong college-going culture?. Students learned organizational skills, critical thinking, and college-prep strategies. The AVID program also emphasizes college culture and goal setting, particularly supporting students from historically underrepresented backgrounds in accessing A-G pathways and building confidence.

2.7 - Technology
Students at AAV benefited from increased access to instructional technology, including devices, digital tools, and platforms used in both core and elective classes. This support enhanced engagement, facilitated blended learning, and helped students develop digital literacy skills necessary for success in 21st-century academic and professional environments.

2.8 - STEAM Support
During the 2024/25 school year, STEAM support and the Visual and Performing Arts (VAPA) program were advanced through initiatives funded by one-time resources and grants. While implementation of some STEAM initiatives was more limited than originally planned, the infusion of funding allowed for meaningful enrichment opportunities that elevated student engagement. Notably, AAV student artwork was proudly displayed at both the Museum of Art and History (MOAH) and the Los Angeles County Museum of Art (LACMA), showcasing the creativity and talent nurtured through VAPA programs. As we look ahead to 2025/2026, AAV remains committed to expanding STEAM opportunities and continuing to integrate arts and academics across the curriculum.

2.9 - Dual Enrollment and Internships
AAV students engaged in dual enrollment courses and internship programs in partnership with Antelope Valley College and local businesses. These opportunities allowed students to earn college credits and gain real-world experience, significantly boosting their College and Career Indicator readiness and postsecondary planning confidence.

2.10 - Student Achievement Support
During the 2024/25 school year, AAV strengthened its commitment to student achievement through a collaborative and data-driven approach. Teachers received ongoing

professional development and actionable feedback from AVUHSD and AAV administrative staff. Classroom walkthroughs further reinforced effective instructional practices and encouraged reflective teaching. The focus remained on improving academic performance in core content areas, particularly for targeted student groups. Positive outcomes, including growth in NWEA scores, increased reclassification rates for English Learners, higher A-G completion, and gains in CAASPP performance, demonstrate the impact of this integrated system of support.

2.11 - Next Generation Science Standards (NGSS) Support
Though NGSS implementation support was somewhat limited, AAV staff collaborated with district instructional leaders to enhance alignment of science instruction and assessments to NGSS. Recognizing the critical importance of advancing science education, the district successfully hired a Science Curriculum Coordinator during the 2024/25 school year. With dedicated leadership now in place, science teachers began receiving targeted support in instructional planning, assessment alignment, and professional development. The groundwork laid this year will inform stronger implementation and teacher coaching in 2025/26.

2.12 - Visual and Performing Arts (VAPA) Support
Supported by the AVUHSD Coordinator of VAPA, students at AAV participated in a wide range of VAPA experiences, contributing to increased engagement and creative expression. VAPA supported student voice and confidence, and helped promote inclusive learning environments while contributing to broader academic achievement and school connectedness.

2.13 - AVID Professional Development
AAV teachers received AVID-specific professional development to strengthen instructional strategies focused on organization, inquiry, collaboration, and academic readiness. This PD built internal capacity to deliver AVID-aligned instruction across grade levels and supported AVID elective implementation.

2.14 - AVID Tutors
AVID tutors provided small-group and peer-based academic support throughout the school year. These sessions gave students opportunities to ask questions, deepen their understanding, and build academic confidence. Tutor support contributed to greater classroom participation and reinforced a college-going mindset.

2.15 - Intervention Technology
Targeted intervention programs at AAV were enhanced through the use of digital platforms and adaptive software aligned with student learning needs. These tools helped teachers differentiate instruction and allowed students to practice foundational skills and prepare for standardized assessments.

2.16 - Arts Integration and Visual and Performing Arts Program
During the 2024/25 school year, plans to expand arts integration and strengthen the Visual and Performing Arts (VAPA) program were not fully implemented as intended. However, students still engaged in a variety of creative projects, and interest in the arts remains strong across AAV sites. Moving forward, we are looking to enhance the CTE Visual Arts pathway to ensure long-term success and enrichment opportunities for all AAV students. By expanding access to arts-based learning and integrating it with career-connected pathways, AAV aims to foster creativity, engagement, and college and career readiness. AAV is committed to this effort in the 2025/26 school year.

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.

After gathering feedback from our educational partners and analyzing state and local metrics, we have decided to maintain Goal 2 and its associated actions with no changes.

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.	$748,325.00	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.	$37,628.00	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.	$5,335.00	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.	$174,686.00	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.	$290,383.00	Yes

7	Technology	AAV and AVUHSD support staff will ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity, and online access to lower student-to-device ratios from 4:1 to 1:1 districtwide, to engage students in all classrooms, in grades 6-12, with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, and academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increases in NWEA growth scores, A-G, Grad Rate, and CCI rates.	$12,474.00	Yes
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.	$3,100.00	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.	$3,403.00	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.	$3,198.00	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.	$4,653.00	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.	$3,653.00	Yes
13	AVID Professional Development - (Title I Funded)	AVID Professional Development and intervention planning.	$71,499.00	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.	$139,722.00	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 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.	$18,838.00	No
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.	$16,332.00	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 addressed 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 2024 Williams Visit		100% Fall 2026 Williams Visit	Progress: No Change
2	Facilities in "Good" Repair (Priority 1	100% Fall 2023 Williams Visit	100% Fall 2024 Williams Visit		100% Fall 2026 Williams Visit	Progress: No Change

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	2.7% Teacher Misassignments 0% Teacher Vacancies Fall 2024 Census Day CALPADS		1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3	Progress: Misassignments: -4.3% (Declined) Teacher Vacancies: No Change
4	Attendance Rate (Priority 5)	All Students - 93.9% CALPADS 14.2 2022-2023	All Students - 95.7% CALPADS 14.2 2023-2024		All Students - 95% CALPADS 14.2 2025-2026	All Students Progress: +.1.8% (Increased)
5	Chronic Absenteeism (Priority 5)	All Students - 15.5% LI - 18.9% FY - Not available EL - 11.1% 2022-2023 DataQuest	All Students - 12.8% LI - 14.9% FY - Not available EL - 8.1% 2023-2024 DataQuest		All Students - 10% LI - 15% FY - Not available EL - 8% 2025-2026 DataQuest	All Students Progress: -2.7% (Decreased) LI Progress: -4% (Decreased) FY Progress: Unavailable EL Progress: -3% (Decreased)
6	Middle School / High School Dropout Rate (Priority 5)	All Students - 8.3% 2022-2023 DataQuest	All Students - 0% 2023-2024 DataQuest		All Students - 5% 2025-2026 DataQuest	All Students Progress: -8.3% (Decreased)
7	Suspension Rate (Priority 6)	All - 5.3% FY - 15.4% EL - 8.3% LI - 6.5% 2022-2023 DataQuest	All - 3.2% FY - 0% EL - 6.4% LI - 3.7% 2023-2024 DataQuest		All - 3% FY - 5% EL - 5% LI - 5% 2025-2026 DataQuest	All Students Progress: -2.1% (Decreased) FY Progress: -15.4% (Decreased) EL Progress: -1.9% (Decreased) LI Progress: -2.8% (Decreased)
8	Expulsion Rate (Priority 6)	All - 0% FY - Unavailable EL - Unavailable LI - Unavailable 2022-2023 DataQuest	All - 0% FY - 0% EL - 0% LI - 0% 2023-2024 DataQuest		All - 0% FY - 0% EL - 0% LI - 0% 2025-2026 DataQuest	All Students Progress: 0% (No Change) FY Progress: 0% (No Change) EL Progress: 0% (No Change) LI Progress: 0% (No Change)

9	Student Perception of School Safety and Connectedness (Priority 6)	Fall Climate Survey Safety: 93% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 79% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2023-2024	Fall Climate Survey Safety: 90% Agreed or Strongly Agree - "I feel safe at school." Connectedness: 78% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2024-2025		Fall Climate Survey Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school." Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." Fall Climate Survey 2026-2027	Progress Safety: -3% (Decreased) Progress Connectedness: -1% (Decreased)
10	Teacher Perception of School Safety and Connectedness (Priority 6)	Fall Climate Survey Safety: 93% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 96% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2023-2024	Fall Climate Survey Safety: 100% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 88% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2024-2025		Fall Climate Survey Safety: 95% Agreed or Strongly Agree- Teachers - "I feel safe at work." Connectedness: 97% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." Fall Climate Survey 2026-2027	Progress Safety: +7% (Increased) Progress Connectedness: -8% (Decreased)
11	Local Indicator - Suspension Indicator	All Students - 3.9% FY- Unavailable EL - 5% LI - 4.5% 2023 California Dashboard	All Students - 3.2% FY- 0% EL - 6.4% LI - 3.7% 2024 California Dashboard		All Students - 3% FY- Unavailable EL - 4% LI - 3% 2026 California Dashboard	All Students Progress: -0.7% (Decreased) FY Progress: Unavailable EL Progress: +1.4% (Increased) LI Progress: -0.8% (Decreased)

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.

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

AAV successfully implemented 12 of the 14 improved actions and services related to Goal 3. Our progress and areas for improvement are measured through eleven state and local indicators, including Williams requirements, suspension and expulsion rates, attendance, chronic absenteeism, and dropout rates.

In alignment with the goal of cultivating a safe, secure, and positive school culture, AAV experienced several important successes during the 2024/25 school year. Student Support Services (3.7) were strengthened through expanded Multi-Tiered Systems of Support (MTSS) and the use of SWIS data. These tools enabled staff to analyze student behavior patterns and provide timely academic, social-emotional, and behavioral interventions. Positive Behavior Intervention and Support (PBIS) (3.8) was also implemented effectively, contributing to reduced suspension rates and a more positive school climate. This work was further supported by site teams and AVUHSD leadership, who provided consistent training and guidance.

However, AAV faced challenges in fully implementing some actions. Transportation (3.12) was provided through the use of site and district vans at no additional cost. Additionally, while Diversity Training (3.13) was introduced, but was not as comprehensive or ongoing as originally intended. Moving forward, AAV is exploring ways to expand diversity training and ensure classified staff have regular access to role-specific professional learning.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 3:

3.1 - Access to Standards-Aligned Instructional Materials
Reason for Difference: The budget allocated for acquiring standards-aligned instructional materials, including textbooks and digital resources for English Language Arts (ELA) and mathematics, was underspent due to past years' needs to spend additional amounts under this item, leaving us in good standing with aligned materials and supplies. The site also expended funds for these under the Unrestricted Lottery budget, which is specifically designated for instructional materials.

3.2 - Facilities in "Good" Repair
Reason for Difference: Funds designated for maintaining facilities in "good" repair, including repairs to HVAC systems, roofing, and classroom modernization, including the Student Support Center (room 501 at Knight Prep) were underspent due to slower-than-anticipated project timelines and the need for this project to be referred to the CA Division of State Architects. The district is actively working to streamline contractor agreements and accelerate project schedules to utilize the remaining funds.

3.4 - Career Technical Education (CTE) Programs
Reason for Difference: AAV has worked hand-in-hand with the CTE department for funding that supports our new CTE teacher of our brand new computer science pathway, as well as supports for culinary arts, visual arts, and business. For example, we continue to expend funds on transportation from the east side of town to allow students from all over the AVUHSD boundaries to participate in the culinary arts labs held in the culinary chemistry classroom at Quartz Hill High School, which has kitchen equipment. The CTE department uses funds outside the LCAP to support our program, which has been highly successful.

3.5 - Special Education Services
Reason for Difference: The amount spent reflects additional needs for Special Circumstances Paraeducators at both Knight Prep Academy and SOAR Prep Academy. These needs are driven by accommodations included within a student's Individualized Education Plan (IEP) and can change over time as students promote from 8th to 9th and as needs are reevaluated each year in the student's IEP.

3.6 - Improve Attendance and Chronic Absenteeism
Reason for Difference: Addressing attendance and chronic absenteeism remains a high priority, as shown by AAV remaining at a number less than the state average for chronic absenteeism. Our teachers conduct home visits, make personal calls home, and we work with comp site CAWs for support on an as-needed basis. These factors have worked to support learning, but they have not been addressed with factors that have cost the school monies from LCAP sources.

3.7 - Student Support Services
Reason for Difference: The district agreed to support the creation of a wellness center at SOAR Prep and a student support center at Knight Prep, but this also involves significant changes to the rooms from their prior use as locker rooms, so there have been delays in ordering materials for these. We have also utilized other funding, including a grant from LACOE for wellness rooms. AAV uses the SWIS system and at every staff meeting at the preps, data is shared and closely monitored. At the most recent Knight Prep staff meeting, the student support center teacher shared that we have improved year over year in every metric category, reflecting a safe campus with a positive climate.

3.11 - Supplemental Interventions and Supports
Reason for Difference: School site teams, in collaboration with district staff, implemented supplemental interventions targeted at English Learners, Foster Youth, and Low-Income students. These supports were aligned with multiple LCAP actions and contributed to improved grades, test scores, and student participation in academic support programs. The integration of services ensured that the most at-risk students received timely and effective support. The site has received input form educational partners that access to books is a high priority for improving reading scores. They have also shared the needs for a system better than Exact Path for personalized intervention.

3.12 - Transportation
Reason for Difference: Vans were used throughout the year to take students to field trips, to pick up Virtual Academy students to bring them to school, to bring them to the campus for required in-person assessments including the PSAT, SAT, and AP tests, and our van is regularly used to bring students to the culinary chemistry lab at Quartz Hill High School from Knight High School, a 30 minute drive away.

3.13 - Diversity Training
Reason for Difference: AAV sent one of our teachers to a national conference from College Board on diversity, A Dream Deferred, and that teacher came back to share what was learned, to put the PD into practice. District funds were used to support this, so this did not come from AAV's LCAP funds. Professional development, such as coaching from Catapult on the Core Instructional Model and feedback from Mark White on math instruction, incorporated strategies for addressing diverse learner needs.

3.14 - Multi-Tiered System of Supports (MTSS)
Reason for Difference: There were about five full days of MTSS training that our teachers attend annually, and School Business Agreements (SBAs) to cover the cost of their substitute teachers were included under other actions for professional development.

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

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

3.1/3.2/3.3 - Access to Standards-Aligned Instructional Materials/Facilities in "Good" Repair/Fully Credentialed and Appropriately Assigned Teachers
In 2024/25, AAV maintained 100% compliance with Williams requirements, ensuring all students had access to standards-aligned instructional materials, safe and well-maintained facilities, and fully credentialed, appropriately assigned teachers. This action provided the foundational conditions for learning and contributed to positive student outcomes across academic indicators.

3.4 - Career Technical Education (CTE) Programs

AAV continued to strengthen its CTE offerings, providing students with hands-on experience in pathways aligned to industry standards. These programs allowed students to explore career interests while building real-world skills. Although there is more work to be done to improve pathway completion, initial outcomes show increased student engagement and expanded enrollment across CTE courses, with 57.9% of students meeting CTE and A-G completion, a notable increase from the 2023/24 year.

3.5 - Special Education Services
Special education services at AAV were delivered through inclusive practices and individualized support. Staff worked collaboratively to meet the diverse academic, behavioral, and social-emotional needs of students with disabilities. Improvements were noted in reclassification rates and NWEA MAP scores, supporting the continued refinement of instructional strategies and student-centered interventions.

3.6 - Improve Attendance and Chronic Absenteeism
Efforts to improve attendance yielded positive results. AAV's overall attendance rate increased by 1.8% to 95%, and chronic absenteeism dropped significantly from 15.5% to 10%. Subgroups such as Low-Income and English Learners saw marked reductions in absenteeism. These outcomes reflect the effectiveness of tiered reengagement strategies and coordinated support systems aimed at promoting daily school attendance.

3.7 - Student Support Services
During the 2024/25 school year, AAV continued to strengthen its Student Support Services through a comprehensive and collaborative approach. To promote proactive behavior management, staff utilized School-wide Information System (SWIS) reports to analyze behavioral patterns and inform intervention strategies. These reports enabled counselors, behavioral staff, and administrators to identify behavioral antecedents and implement positive supports tailored to student needs. This data-informed approach helped reduce behavioral incidents and ensured students received timely and appropriate social-emotional and academic interventions.

3.8 - Positive Intervention Behavior and Support (PBIS)
PBIS continued to be implemented schoolwide with support from site-based teams and district personnel. The use of the Habitudes curriculum and tiered behavioral supports contributed to a decrease in suspension rates, particularly among unduplicated student groups. The all-student suspension rate decreased from 5.3% to 3.2%, demonstrating the effectiveness of proactive, restorative approaches to school discipline.

3.9 - Classified Professional Development
During the 2024/25 school year, classified staff engaged in professional learning opportunities and conferences focused on a number of topics. Their participation has enhanced the school's overall capacity to respond to students' academic and behavioral needs. However, it is important to note that this professional development was funded through one-time resources. Looking ahead, AAV will utilize ongoing funding sources to ensure that classified staff continue to receive meaningful, role-specific training aligned with schoolwide goals. These trainings continue to be a key component of building a supportive and inclusive school culture.

3.10 - Safe, Secure, and Positive Learning Environments
AAV prioritized school climate by expanding the availability of administrators, support personnel, and mentoring programs. Feedback from students and families on the Fall Climate Survey showed that 98% of parents and 78% of students feel connected to the schools, and 95% of parents felt communication lines were open. These metrics underscore a positive trend toward greater school connectedness and support.

3.11 - Supplemental Interventions and Supports
School site teams, in collaboration with district staff, implemented supplemental interventions targeted at English Learners, Foster Youth, and Low-Income students. These supports were aligned with multiple LCAP actions and contributed to improved grades, test scores, and student participation in academic support programs. The integration of services ensured that the most at-risk students received timely and effective support.

3.12 - Transportation
During the 2024/25 school year, transportation played a vital role in supporting student access to academic, extracurricular, and enrichment opportunities. AAV provided transportation using site and district vans - at no additional cost. This service helped remove barriers to participation, particularly for students facing transportation challenges, and contributed to improvements in attendance, engagement, and academic performance. Continued access to reliable transportation remains an essential part of ensuring equitable support for all students.

3.13 - Diversity Training
AAV staff participated in AVUHSD district-led diversity training designed to promote equity, cultural awareness, and inclusive practices across all campuses. These sessions supported a more welcoming school environment and encouraged meaningful conversations around identity and belonging. Feedback from staff highlighted the value of this training in fostering positive relationships and a deeper understanding of students' diverse backgrounds. Moving forward, AAV is exploring ongoing diversity training opportunities to enhance staff development in diversity and inclusivity and to further embed equity-focused practices into the Academies of the Antelope Valley culture.

3.14 - Multi-Tiered System of Supports (MTSS)
MTSS implementation advanced through coordinated efforts between district coordinators, support staff, and site teams. Data from Ed Central and Data Central was used to identify needs and guide interventions. Improvements in attendance, academic performance, and student behavior confirm the effectiveness of this proactive, systems-level approach to supporting the whole child.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to supporting student well-being and success, we have decided to maintain our current Goal 3 LCAP actions, services, and metrics without changes.

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.	$580,787.00	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.	$259,483.00	No
3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	$4,789,278.00	No
4	Career Technical Education (CTE) Programs	Provide Teachers and staff for Career Technical Education programs to prepare students for careers.	$174,554.00	No
5	Special Education Services	Provide teachers, staff, supplies, services, and other operating expenditures to fulfill the	$1,067,903.00	No

		requirements of our Special Education program.		
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.	$2,885.00	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.	$4,685.00	Yes
8	Positive Behavior Intervention 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.	$25,499.00	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.	$2,885.00	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.	$16,051.00	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: - 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	$100,250.00	Yes
12	Transportation	Transportation will be provided to students, above and beyond what is required, who need	$750.00	Yes

		assistance getting to school events.		
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.	$4,653.00	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.	$4,653.00	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 addressed 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.	82% 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. Self-Reporting 2024/25		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.	Progress: +72% (Increased)

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.	76% 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. Self-Reporting 2024/25		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.	Progress: +66% (Increased)
3	Local Indicator - Parent Perception of Communication and Connectedness	208 responses to Fall Climate survey 99% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 99% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics	31 responses to Fall Climate survey 98% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 95% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 98% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2024-2025 Qualtrics		208 responses to Fall Climate survey 99% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 99% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 99% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2026-2027 Qualtrics	Progress Responses: -177 (Decreased) Progress Intervention Support: -1% (Decreased) Progress Communication: -1% (Decreased) Progress Expectations: -1% (Decreased)

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.

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".

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

AAV continued to prioritize strong communication and relationship-building with families and the community throughout the 2024/25 school year. Parent and Family Collaboration (4.4) was a clear area of success, with families actively participating in site-based events, advisory meetings, and schoolwide activities. These efforts helped foster trust, strengthen home-school partnerships, and empower parents to support student success. Similarly, Increase Parent and Community Outreach (4.5) was effectively implemented through bilingual communications, community events, and targeted outreach strategies that helped engage historically underrepresented families. Feedback from families and staff reflected high satisfaction with the district's efforts to be accessible and responsive.

At the same time, AAV encountered challenges in fully implementing other key actions. English Learner (EL) Parent Workshops (4.3) was not implemented to the extent originally planned, with limited delivery of structured sessions. Likewise, while some family engagement activities occurred, a comprehensive and consistent Parent University (4.7), funded through Title I, was not launched as intended. Both actions remain important priorities moving forward. AAV plans to explore enhanced workshop models that empower families, particularly those of EL students, with resources and strategies to support their children's academic success and build stronger home-school connections.

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

There have been some material differences (25% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following actions in Goal 4:

4.01 - Powerschool
Reason for Difference: AAV uses PowerSchool every day to manage student information, track attendance, record grades, and facilitate communication between teachers, students, and parents. The cost for this Student Information System (SIS) is funded by the AVUHSD.

4.02 - Parent Link
Reason for Difference: AAV uses Blackboard's ParentLink software program to send automated phone calls, emails, and text messages to parents for emergency notifications, attendance updates, homework reminders, and personalized teacher communications. The cost for this autodialer system is funded by the AVUHSD.

4.3 - English Learner (EL) Parent Workshops
Reason for Difference: While AAV had discussions with the Parent Institute for Quality Education (PIQE), the training itself was not set up due to competing priorities. AAV plans on offering EL parent workshops for the 25/26 school year.

4.4 - Parent and Family Collaboration
Reason for Difference: While a wide range of collaborative activities, such as advisory meetings, parent conferences, and family forums, strengthened relationships between AAV and families, there were not expenses involved in these. Parents requested options for virtual meetings, but attendance at these was less than in-person meetings. Next school year AAV will look at providing some food at these meetings, as a way to bring people together and encourage attendance.

4.5 - Increase Parent and Community Outreach
Reason for Difference: SOAR Prep and Knight Prep have a waiting list for every grade, so parents are very aware of our presence at those campuses. However, the same is not the case for Virtual Academy, which does not have the same reach. Additional funds will be spent in future years on mailers and other advertisements about our 7th-12th grade program at Virtual Academy.

4.6 - Increase Communication
Reason for Difference: The school chose to mail home a number of updates throughout the year, as we found that parents had "email fatigue," reflecting a low response rate from digital communication. While that method will certainly continue, a letter home will be used for the highest priority items, such as NWEA results and progress reports.

4.7 - Expand Parent University
Reason for Difference: AAV has held a number of events for parents, but these did not incur any expenses. AAV will continue to pursue the best resources for parents and will invite students and families to events. If there is a cost associated, these LCAP funds support that, but we found that the training we offered parents on open enrollment, specifics about each of the career prep academies, about A-G, PowerSchool access, and more, did not have associated costs. The school will continue to provide parent workshops.

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

LCAP Goal 4 - "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities".

4.1 - PowerSchool
PowerSchool continued to be a reliable student information system providing timely access to grades, attendance, behavior, and achievement data. Its integration supported transparency and fostered strong home-school communication. Parent and student usage remained steady, ensuring consistent engagement with academic progress and interventions.

4.2 - Parent Link
The Parent Link system was effectively used across AAV to send timely messages via phone, text, and email. These efforts ensured families received updates on academics, interventions, and extracurricular opportunities in multiple languages. Survey data indicated high satisfaction with communication practices, especially among EL, FY, and LI families. This tool continues to be essential in improving family-school connections.

4.3 - English Learner (EL) Parent Workshops
English Learner Advisory Council (ELAC) meetings were held and information on the progress of English Learners was shared with families including NWEA results, and a review of the entire California School Dashboard with them. Parents were in favor of making the reclassification of our ELs a special celebration, so an event was held on December 3, 2024 to celebrate all of our students who were reclassified. Students publicly received certificates of promotion in front of their peers and district staff were in attendance as well. ELPAC workshops were held in January-February 2025 to support parents' understanding of the components of the assessment, and for students to grow in their capacity in reading, writing, listening, and speaking. The principal led professional development for teachers on the components of the ELPAC during a student-free day so that teachers would understand the importance of the test and the kind of material that is covered. Supporting families of English Learners remains a key priority. Moving forward, we plan to explore and enhance parent workshops to better engage and educate families in supporting their children's academic success. These sessions will provide valuable resources and strategies that strengthen the partnership between home and school and foster greater family involvement in student learning.

4.4 - Parent and Family Collaboration
A wide range of collaborative activities, such as advisory meetings, parent conferences, and family forums, strengthened relationships between schools and families. These events empowered parents with tools and information to support student success. Families of EL, FY, and LI students especially benefited from targeted outreach and community-building efforts, increasing their participation in programs like AP, CTE, and enrichment.

4.5 - Increase Parent and Community Outreach
AAV expanded its outreach through community events, advertising, and information sessions. These strategies raised awareness of educational programs and boosted parent participation. Increased visibility and engagement at open houses and college fairs reflected AAV's dedication to building partnerships that uplift all students.

4.6 - Increase Communication
AAV prioritized increasing communication across platforms - social media, newsletters, website updates - to ensure educational partners received timely, clear, and relevant information. Regular communication reinforced transparency and promoted broader awareness of student supports, events, and achievements. These efforts reflect AAV's ongoing commitment to keeping families informed and engaged.

4.7 - Expand Parent University
Parents were invited to attend an in-person College Expo in the evening that started with information on tuition for low and middle income families, including schools that waive or significantly reduce tuition for families making under a certain threshold. Bank representatives were invited to come to the event to talk about college savings options to help families plan for future education costs. They highlighted 529 plans, tax-advantaged accounts designed specifically for education expenses, explaining how contributions grow tax-free and can be used for tuition, books, and other qualified costs. They discussed Coverdell Education Savings Accounts (ESAs), which offer similar tax benefits but with more flexibility for K-12 expenses. Additionally, they shared about custodial accounts (UGMA/UTMA), which allow parents to save for a child's future with fewer restrictions, and savings bonds or high-yield savings accounts as low-risk options. The bankers emphasized starting early to maximize compound interest and tailoring plans to family budgets and goals. In addition, parent events took place which allowed parents to come into the school to activate their accounts in the PowerSchool Parent Portal, and school staff shared with parents how within the parent portal they have access to teacher email addresses and to all of the assignments that make up each grade. Expanding Parent University remains an important goal. Moving forward, we plan to enhance workshop offerings that engage families and provide practical tools to support student learning. These sessions will be designed to strengthen the partnership between home and school and ensure families are equipped to help their students succeed academically, socially, and emotionally.

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.

Based on feedback from our educational partners, analysis of state and local metrics, and our ongoing commitment to fostering parent engagement and student success, we have decided to maintain our current Goal 4 LCAP actions, services, and metrics without changes.

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.	$0.00	No
2	Parent Link	AAV and AVUHSD staff will utilize a mass communication platform for messaging families in multiple languages (phone, text, email, and social media) to provide information, in multiple formats, to increase access to academic, intervention, enrichment, and extracurricular activities, for English Learner (EL), Foster Youth (FY), and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by 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.	$3,903.00	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.	$12,760.00	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.	$6,073.00	Yes
6	Increase Communication	AVUHSD communications staff 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.	$13,608.00	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	$6,073.00	No

		success, College/Career readiness, and social-emotional well-being.		

Goal

Goal #	Description	Type of Goal
5	Accelerate learning recovery by ensuring equitable access to instruction, targeted interventions, and support services to close achievement gaps and promote academic success, engagement, and well-being.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 6, 8

An explanation of why the LEA has developed this goal.

This goal was created based on the need to remove barriers to learning and provide equitable academic opportunities for all students. The objective is to accelerate academic progress, close learning gaps, and ensure that all students have access to high-quality instruction, targeted interventions, and essential support services. A comprehensive needs assessment helped identify the students most in need of additional academic and social-emotional support, guiding the development of focused strategies. These LREBG strategies include expanding instructional time, providing evidence-based learning supports, integrating mental health and social-emotional services, and increasing access to credit recovery and college preparatory programs. Progress will be measured through performance on state assessments including English Language Arts, mathematics, and suspension indicators, ensuring that all students are on a path to success in school and beyond. These metrics are designed to support learning recovery and academic growth for all students, ensuring they receive the necessary resources and interventions to achieve grade-level proficiency and postsecondary readiness by the end of the 2027/28 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CAASPP ELA (Priority 4)	All Students 21 points below standard Progress: -1.8 points (Maintained) African American 25.5 points below standard Progress: -3.5 points (Declined) Hispanic/Latino 30.4 points below standard Progress: -0.1 (Maintained) Two or More Races 7.3 points below standard Progress: -13.5 (Declined) Students with Disabilities 94.2 points below standard Progress: -4.7 (Declined) 2024 California Dashboard	N/A		All Students - 14.2 points below standard African American - 15.5 points below standard Hispanic/Latino - 20.4 points below standard Two or More Races - 0 points below standard Students with Disabilities - 84.2 points below standard 2026 California Dashboard	N/A
2	CAASPP Math (Priority 4)	All Students 86.7 points below standard Progress: -3.5 points (Declined) African American 120.8 points below standard Progress: 16.9 points (Declined Significantly)	N/A		All Students - 78 points below standard African American - 100 points below standard English Learners - 111.9 points below standard Two or More Races - 65 points below standard Low Income - 93.8 points below standard	N/A

		English Learners 120.6 points below standard Progress: +1.3 points (Maintained) Two or More Races 79.9 points below standard Progress: -17.7 points (Declined Significantly) Low Income 97.7 points below standard Progress: +6.1 points (Increased) Students with Disabilities 145.9 points below standard Progress: +9.9 points (Increased) White 53.6 points below standard Progress: -25.3 points (Declined Significantly) 2024 California Dashboard			Students with Disabilities - 130 points below standard White - 40 points below standard 2026 California Dashboard	
3	Suspension Rate (Priority 6)	English Learners - 6.4% Long-Term English Learners - 7.7% 2024 California Dashboard	N/A		English Learners - 0% Long Term English Learners - 0% 2026 California Dashboard	N/A

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.

New Goal for 2025/26

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.

New Goal for 2025/26

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

New Goal for 2025/26

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.

New Goal for 2025/26

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	Additional Instructional Learning Time	Instructional learning time will be increased by extending the number of instructional days or minutes, providing summer school and intersessional instructional programs, or implementing evidence-based strategies that enhance instructional services and reduce staff-to-pupil ratios based on student learning needs. These efforts will focus on improving academic achievement, closing opportunity gaps, and ensuring equitable access to high-quality instruction. Progress will be measured through student attendance and academic performance indicators.	$50,691.00	No
2	Close Learning Gaps	Progress in closing learning gaps will be accelerated through the implementation, expansion, and enhancement of evidence-based learning supports that improve student achievement and language proficiency. Strategies may include tutoring and small group instruction provided by certificated and classified staff, as well as learning recovery programs and materials designed to	$473,119.00	No

		accelerate academic progress and English language development. Additional supports will focus on expanding learning opportunity programs, strengthening instructional services, and providing targeted professional development and coaching in Mathematics and English Language Arts/English Language Development. These efforts aim to address learning disparities and ensure equitable access to high-quality instruction. Progress will be measured through student academic performance and English language proficiency growth.		
3	Health, Counseling, and Mental Health Services and Supports	Evidence-based student supports will be integrated to remove barriers to learning and provide staff with the necessary training and supports to address students' academic, social-emotional, and well-being needs. Strategies may include expanding access to health, counseling, and mental health services, providing before and after-school programs that offer academic and enrichment opportunities. Additional supports may include implementing trauma-informed programs and social-emotional learning initiatives, as well as establishing referral systems for students and families to connect with essential support services. These efforts will focus on fostering a safe, supportive, and inclusive learning environment that promotes student success. Progress will be measured through student attendance, suspension indicators, and academic performance.	$50,691.00	No
4	Instruction for Credit-Deficient Students	Access to instruction for credit-deficient students will be expanded to support graduation, grade promotion, and college eligibility. Strategies may include credit recovery programs, extended learning opportunities, and targeted academic interventions to help students meet graduation requirements. Additional supports will focus on personalized academic counseling, tutoring, and access to college preparatory courses to improve college readiness. These efforts will ensure that all students have the necessary resources to stay on track for graduation and postsecondary success. Progress will be measured through graduation rates and college and career readiness indicators.		No
5	Additional Academic Services	Additional academic services will be expanded to support student learning through diagnostic assessments, progress monitoring, and benchmark assessments. Strategies may include implementing evidence-based diagnostic tools to identify student strengths and areas for growth, conducting regular progress monitoring to inform instruction, and utilizing benchmark assessments to measure student learning and readiness for grade-level standards. Additional supports will focus on providing targeted interventions, personalized instruction, and data-driven decision-making to improve academic outcomes. These efforts will ensure that all students receive the necessary support to meet academic expectations and succeed. Progress will be measured through assessment performance and academic growth indicators.	$50,691.00	No
6	Needs Assessment	A comprehensive needs assessment will be conducted to identify and address barriers to student success, ensuring equitable access to resources and support services. Strategies may include gathering and analyzing data on student performance, engagement, and well-being; soliciting input from educational partners through surveys, focus groups, and meetings; and evaluating the effectiveness of existing programs and interventions. Additional efforts will focus on using the findings to inform decision-making, prioritize resources, and develop targeted strategies to improve student outcomes. These efforts will ensure that students receive the necessary support to thrive. Progress will be measured through data analysis, feedback, and the implementation of evidence-based improvements aligned with assessment findings.	$50,692.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$893,773.00	$24,327.00

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
11.51%	6.38%	$513,658.46	17.89%

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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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 Behavior Intervention 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.	- 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.	- 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.	- 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 programsThe 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.	- 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.	- 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.	- 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.	- 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.	AAV and AVUHSD staff will utilize a mass communications platform which includes messaging families via phone, text, and email, 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.	- 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.	- 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.	- 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.	AVUHSD communications staff 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	- 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	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.	- 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.	- 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 (LTEL) 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.	- 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.	- Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

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 1.7 - English Learner (EL) Program
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.

AAV will utilize additional concentration grant funds to increase or retain staffing for the following positions:
- Bilingual Instructional Aides EWA Hours
Summary of Staffing plans:
Classified Personnel: $24,327

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

2025-2026 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 %)
2025-2026	$7,765,778.00	$893,773.00	11.51%	6.38%	17.89%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$8,461,847.00	$738,404.00	$0.00	$290,007.00	$9,490,258.00	$7,936,059.00	$1,554,199.00

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	$4,520	$12,476	$16,996	$0	$0	$0	$16,996	0.00%
1	2	College Readiness Exams	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 8th, 10th, and 11th Graders Only	Ongoing	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$6,153	$500	$6,653	$0	$0	$0	$6,653	0.00%
1	7	English Learner (EL) Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$6,153	$500	$6,653	$0	$0	$0	$6,653	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$68,284	$0	$68,284	$0	$0	$0	$68,284	0.00%
1	10	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,245	$500	$3,745	$0	$0	$0	$3,745	0.00%
1	11	Variable Credit Recovery	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools, Virtual Academy, All Schools	Ongoing	$6,153	$500	$6,653	$0	$0	$0	$6,653	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	$15,369	$15,369	$0	$0	$0	$15,369	0.00%
1	13	Focus On Writing	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,253	$500	$2,753	$0	$0	$0	$2,753	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$2,253	$500	$2,753	$0	$0	$0	$2,753	0.00%
1	15	Professional Development for Long-Term English Learner (LTEL) Support	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$3,245	$500	$3,745	$0	$0	$0	$3,745	0.00%
1	16	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	All	No				Ongoing	$0	$19,237	$0	$0	$0	$19,237	$19,237	0.00%
1	17	Saturday Tutoring - (Title I Funded Academic Interventions)	All	No				Ongoing	$6,153	$3,000	$0	$0	$0	$9,153	$9,153	0.00%
1	18	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL) - (Title I Funded)	English learner (EL), Homeless, Low Income, Long-term English learner, Student with Disabilities (SWD)	No				Ongoing	$6,153	$3,000	$0	$0	$0	$9,153	$9,153	0.00%

2	1	Enhanced Counseling Services	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$748,325	$0	$748,325	$0	$0	$0	$748,325	0.00%
2	2	Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,526	$35,102	$37,628	$0	$0	$0	$37,628	0.00%
2	3	Classroom Walkthroughs	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	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	$4,585	$750	$5,335	$0	$0	$0	$5,335	0.00%
2	5	Career Technical Education (CTE) Opportunities	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	Ongoing	$169,583	$5,103	$112,166	$62,520	$0	$0	$174,686	0.00%
2	6	AVID Elective	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$290,383	$0	$290,383	$0	$0	$0	$290,383	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	$11,583	$891	$12,474	$0	$0	$0	$12,474	0.00%

2	8	STEAM Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,250	$850	$3,100	$0	$0	$0	$3,100	0.00%
2	9	Dual Enrollment and Internships	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	Ongoing	$3,153	$250	$3,403	$0	$0	$0	$3,403	0.00%
2	10	Student Achievement Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,948	$250	$3,198	$0	$0	$0	$3,198	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$4,153	$500	$4,653	$0	$0	$0	$4,653	0.00%
2	12	Visual and Performing Arts (VAPA) Supports	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$3,153	$500	$3,653	$0	$0	$0	$3,653	0.00%
2	13	AVID Professional Development - (Title I Funded)	All	No				Ongoing	$24,188	$47,311	$0	$0	$0	$71,499	$71,499	0.00%
2	14	AVID Tutors - (Title I Funded)	All	No				Ongoing	$139,722	$0	$0	$0	$0	$139,722	$139,722	0.00%
2	15	Intervention Technology - (Title I Funded)	All	No				Ongoing	$2,525	$16,313	$0	$0	$0	$18,838	$18,838	0.00%
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	All	No				Ongoing	$1,992	$14,340	$0	$0	$0	$16,332	$16,332	0.00%
3	1	Access to Standards-Aligned Instructional Materials	All	No				Ongoing	$0	$580,787	$580,787	$0	$0	$0	$580,787	0.00%
3	2	Facilities in "Good" Repair	All	No				Ongoing	$259,483	$0	$259,483	$0	$0	$0	$259,483	0.00%
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	$4,789,278	$0	$4,789,278	$0	$0	$0	$4,789,278	0.00%

3	4	Career Technical Education (CTE) Programs	All	No				Ongoing	$174,554	$0	$174,554	$0	$0	$0	$174,554	0.00%
3	5	Special Education Services	Student with Disabilities (SWD)	No				Ongoing	$932,890	$135,013	$1,067,903	$0	$0	$0	$1,067,903	0.00%
3	6	Improve Attendance and Chronic Absenteeism	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,385	$500	$2,885	$0	$0	$0	$2,885	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	$3,885	$800	$4,685	$0	$0	$0	$4,685	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$14,143	$11,356	$25,499	$0	$0	$0	$25,499	0.00%
3	9	Classified Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$2,385	$500	$2,885	$0	$0	$0	$2,885	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$4,355	$11,696	$16,051	$0	$0	$0	$16,051	0.00%
3	11	Supplemental Interventions and Supports	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$40,899	$59,351	$100,250	$0	$0	$0	$100,250	0.00%
3	12	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0	$750	$750	$0	$0	$0	$750	0.00%

3	13	Diversity Training	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	All Schools	Ongoing	$4,153	$500	$4,653	$0	$0	$0	$4,653	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	$4,153	$500	$4,653	$0	$0	$0	$4,653	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	$3,153	$750	$3,903	$0	$0	$0	$3,903	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	$12,010	$750	$12,760	$0	$0	$0	$12,760	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	$5,259	$814	$6,073	$0	$0	$0	$6,073	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	$2,375	$11,233	$13,608	$0	$0	$0	$13,608	0.00%
4	7	Expand Parent University - (Title I Funded)	All	No				Ongoing	$5,259	$814	$0	$0	$0	$6,073	$6,073	0.00%
5	1	Additional Instructional Learning Time	All	No				Ongoing	$7,604	$43,087	$0	$50,691	$0	$0	$50,691	0.00%
5	2	Close Learning Gaps	All	No				Ongoing	$88,624	$384,495	$0	$473,119	$0	$0	$473,119	0.00%
5	3	Health, Counseling, and Mental Health Services and Supports	All	No				Ongoing	$7,604	$43,087	$0	$50,691	$0	$0	$50,691	0.00%

5	4	Instruction for Credit-Deficient Students	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
5	5	Additional Academic Services	All	No				Ongoing	$7,604	$43,087	$0	$50,691	$0	$0	$50,691	0.00%
5	6	Needs Assessment	All	No				Ongoing	$7,605	$43,087	$0	$50,692	$0	$0	$50,692	0.00%

2025-2026 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
$7,765,778.00	$893,773.00	11.51%	6.38%	17.89%	$1,589,842.00	0.00%	20.47%	**Total:**	$1,589,842.00
								LEA-wide Total:	$1,434,678.00
								Limited Total:	$20,954.00
								Schoolwide Total:	$134,210.00

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	$16,996.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, 8th, 10th, and 11th Graders Only	$6,653.00	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	$6,653.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$6,653.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$6,653.00	0.00%

1	6	English Language Arts and Math Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,653.00	0.00%
1	7	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	$6,653.00	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	$6,653.00	0.00%
1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$68,284.00	0.00%
1	10	Enhanced Data Systems	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,745.00	0.00%
1	11	Variable Credit Recovery	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools, Virtual Academy, All Schools	$6,653.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$15,369.00	0.00%
1	13	Focus On Writing	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,753.00	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	LEA-wide	English learner (EL)	All Schools	$2,753.00	0.00%
1	15	Professional Development for Long-Term English Learner (LTEL) Support	Yes	Limited	English learner (EL)	All Schools	$3,745.00	0.00%
2	1	Enhanced Counseling Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$748,325.00	0.00%
2	2	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$37,628.00	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	$5,335.00	0.00%
2	5	Career Technical Education (CTE) Opportunities	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	$112,166.00	0.00%
2	6	AVID Elective	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$290,383.00	0.00%
2	7	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$12,474.00	0.00%

2	8	STEAM Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,100.00	0.00%
2	9	Dual Enrollment and Internships	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Virtual Academy	$3,403.00	0.00%
2	10	Student Achievement Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,198.00	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$4,653.00	0.00%
2	12	Visual and Performing Arts (VAPA) Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,653.00	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,885.00	0.00%
3	7	Student Support Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$4,685.00	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$25,499.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,885.00	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$16,051.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$100,250.00	0.00%
3	12	Transportation	Yes	LEA-wide	Low Income	All Schools	$750.00	0.00%
3	13	Diversity Training	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$4,653.00	0.00%
3	14	Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$4,653.00	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	$3,903.00	0.00%
4	4	Parent and Family Collaboration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$12,760.00	0.00%
4	5	Increase Parent and Community Outreach	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$6,073.00	0.00%
4	6	Increase Communication	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$13,608.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$9,286,012.00	$7,358,781.00

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	$32,356.00	$16,997.00
1	2	College Readiness Exams	Yes	$22,356.00	$4,521.00
1	3	Advanced Placement (AP) Training and Tutoring	Yes	$22,356.00	$4,550.00
1	4	Expanded Learning Opportunities	Yes	$12,606.00	$36,118.00
1	5	Formative Assessment	Yes	$13,106.00	$0.00
1	6	English Language Arts and Math Supports	Yes	$22,356.00	$0.00
1	7	English Learner (EL) Program Implementation	Yes	$23,156.00	$0.00
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	$22,356.00	$5,598.00
1	9	Student-Free Professional Development Days	Yes	$35,564.00	$66,945.00
1	10	Variable Credit Recovery	Yes	$12,356.00	$4,565.00
1	11	Enhanced Data Systems	Yes	$14,856.00	$0.00
1	12	Ancillary Instructional Materials	Yes	$20,000.00	$19,892.00
1	13	Focus On Writing	Yes	$14,856.00	$0.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	$22,356.00	$0.00
1	15	Professional Development for Long-Term English Learner Support	Yes	$22,356.00	$0.00

1	16	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	No	$18,860.00	$7,983.00
1	17	Saturday Tutoring - (Title I Funded Academic Interventions)	No	$10,000.00	$0.00
1	18	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL) - (Title I Funded)	No	$5,525.00	$6,686.00
2	1	Enhanced Counseling Services	Yes	$712,980.00	$737,266.00
2	2	Professional Development	Yes	$22,356.00	$43,878.00
2	3	Classroom Walkthroughs	Yes	$0.00	$7,130.00
2	4	AP Placement, Exams, and Tutoring	Yes	$12,967.00	$0.00
2	5	Career Technical Education (CTE) Opportunities	Yes	$543,651.00	$127,666.00
2	6	AVID Elective	Yes	$35,564.00	$286,092.00
2	7	Technology	Yes	$10,000.00	$116,737.00
2	8	STEAM Support	Yes	$22,356.00	$1,244.00
2	9	Dual Enrollment and Internships	Yes	$22,356.00	$0.00
2	10	Student Achievement Support	Yes	$22,356.00	$0.00
2	11	Next Generation Science Standards (NGSS) Supports	Yes	$12,356.00	$0.00
2	12	Visual and Performing Arts (VAPA) Supports	Yes	$44,712.00	$0.00
2	13	AVID Professional Development - (Title I Funded)	No	$11,124.00	$71,824.00
2	14	AVID Tutors - (Title I Funded)	No	$64,363.00	$121,497.00
2	15	Intervention Technology - (Title I Funded)	No	$31,970.00	$16,314.00
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	No	$7,022.00	$19,722.00

3	1	Access to Standards-Aligned Instructional Materials	No	$911,209.00	$79,593.00
3	2	Facilities in "Good" Repair	No	$968,502.00	$255,649.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	$4,223,163.00	$4,268,733.00
3	4	Career Technical Education (CTE) Programs	No	$266,032.00	$0.00
3	5	Special Education Services	No	$679,044.00	$919,103.00
3	6	Improve Attendance and Chronic Absenteeism	Yes	$5,000.00	$0.00
3	7	Student Support Services	Yes	$17,356.00	$4,562.00
3	8	Positive Intervention Behavior and Support (PBIS)	Yes	$28,156.00	$25,287.00
3	9	Classified Professional Development	Yes	$5,000.00	$3,885.00
3	10	Safe, Secure, and Positive Learning Environments	Yes	$17,156.00	$17,301.00
3	11	Supplemental Interventions and Supports	Yes	$107,128.00	$22,844.00
3	12	Transportation	Yes	$7,500.00	$0.00
3	13	Diversity Training	Yes	$17,356.00	$0.00
3	14	Multi-Tiered System of Supports (MTSS)	Yes	$18,695.00	$0.00
4	1	PowerSchool	No	$0.00	$0.00
4	2	Parent Link	Yes	$0.00	$0.00
4	3	English Learner (EL) Parent Workshops	Yes	$17,356.00	$4,420.00
4	4	Parent and Family Collaboration	Yes	$34,159.00	$13,810.00
4	5	Increase Parent and Community Outreach	Yes	$20,000.00	$6,759.00
4	6	Increase Communication	Yes	$5,000.00	$13,610.00
4	7	Expand Parent University - (Title I Funded)	No	$14,690.00	$0.00

2024-2025 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)
$1,136,215.00	$2,074,508.00	$1,468,111.00	$606,397.00	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	$32,356.00	$16,997.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	$22,356.00	$4,521.00	0.00%	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	$22,356.00	$4,550.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	$12,606.00	$36,118.00	0.00%	0.00%
1	5	Formative Assessment	Yes	$13,106.00	$0.00	0.00%	0.00%
1	6	English Language Arts and Math Supports	Yes	$22,356.00	$0.00	0.00%	0.00%
1	7	English Learner (EL) Program Implementation	Yes	$23,156.00	$0.00	0.00%	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	$22,356.00	$5,598.00	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	$35,564.00	$66,945.00	0.00%	0.00%
1	10	Variable Credit Recovery	Yes	$12,356.00	$4,565.00	0.00%	0.00%
1	11	Enhanced Data Systems	Yes	$14,856.00	$0.00	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	$20,000.00	$19,892.00	0.00%	0.00%
1	13	Focus On Writing	Yes	$14,856.00	$0.00	0.00%	0.00%

1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	$22,356.00	$0.00	0.00%	0.00%
1	15	Professional Development for Long-Term English Learner Support	Yes	$22,356.00	$0.00	0.00%	0.00%
2	1	Enhanced Counseling Services	Yes	$712,980.00	$737,266.00	0.00%	0.00%
2	2	Professional Development	Yes	$22,356.00	$43,878.00	0.00%	0.00%
2	3	Classroom Walkthroughs	Yes	$0.00	$7,130.00	0.00%	0.00%
2	4	AP Placement, Exams, and Tutoring	Yes	$12,967.00	$0.00	0.00%	0.00%
2	5	Career Technical Education (CTE) Opportunities	Yes	$543,651.00	$4,100.00	0.00%	0.00%
2	6	AVID Elective	Yes	$35,564.00	$286,092.00	0.00%	0.00%
2	7	Technology	Yes	$10,000.00	$116,737.00	0.00%	0.00%
2	8	STEAM Support	Yes	$22,356.00	$1,244.00	0.00%	0.00%
2	9	Dual Enrollment and Internships	Yes	$22,356.00	$0.00	0.00%	0.00%
2	10	Student Achievement Support	Yes	$22,356.00	$0.00	0.00%	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	Yes	$12,356.00	$0.00	0.00%	0.00%
2	12	Visual and Performing Arts (VAPA) Supports	Yes	$44,712.00	$0.00	0.00%	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	$5,000.00	$0.00	0.00%	0.00%
3	7	Student Support Services	Yes	$17,356.00	$4,562.00	0.00%	0.00%
3	8	Positive Intervention Behavior and Support (PBIS)	Yes	$28,156.00	$25,287.00	0.00%	0.00%
3	9	Classified Professional Development	Yes	$5,000.00	$3,885.00	0.00%	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	$17,156.00	$17,301.00	0.00%	0.00%
3	11	Supplemental Interventions and Supports	Yes	$107,128.00	$22,844.00	0.00%	0.00%
3	12	Transportation	Yes	$7,500.00	$0.00	0.00%	0.00%
3	13	Diversity Training	Yes	$17,356.00	$0.00	0.00%	0.00%
3	14	Multi-Tiered System of Supports (MTSS)	Yes	$18,695.00	$0.00	0.00%	0.00%

4	2	Parent Link	Yes	$0.00	$0.00	0.00%	0.00%
4	3	English Learner (EL) Parent Workshops	Yes	$17,356.00	$4,420.00	0.00%	0.00%
4	4	Parent and Family Collaboration	Yes	$34,159.00	$13,810.00	0.00%	0.00%
4	5	Increase Parent and Community Outreach	Yes	$20,000.00	$6,759.00	0.00%	0.00%
4	6	Increase Communication	Yes	$5,000.00	$13,610.00	0.00%	0.00%

2024-2025 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)
$8,051,073.00	$1,136,215.00	10.50%	24.61%	$1,468,111.00	0.00%	18.23%	$513,658.46	6.38%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$290,007.00	$0.00	$0.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Student Field Trips	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,996.00
1	2	College Readiness Exams	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	3	Advanced Placement (AP) Training and Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	4	Expanded Learning Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	5	Formative Assessment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	6	English Language Arts and Math Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	7	English Learner (EL) Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	8	English Learner	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00

		(EL) Reclassification Support and Monitoring							
1	9	Student-Free Professional Development Days	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$68,284.00
1	10	Enhanced Data Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,745.00
1	11	Variable Credit Recovery	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,653.00
1	12	Ancillary Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,369.00
1	13	Focus On Writing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,753.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,753.00
1	15	Professional Development for Long-Term English Learner (LTEL) Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,745.00
1	16	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	$19,237.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,237.00
1	17	Saturday Tutoring - (Title I Funded Academic Interventions)	$9,153.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,153.00
1	18	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL) - (Title I Funded)	$9,153.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,153.00

2	1	Enhanced Counseling Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$748,325.00
2	2	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,628.00
2	3	Classroom Walkthroughs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	4	AP Placement, Exams, and Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,335.00
2	5	Career Technical Education (CTE) Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$174,686.00
2	6	AVID Elective	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$290,383.00
2	7	Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,474.00
2	8	STEAM Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,100.00
2	9	Dual Enrollment and Internships	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,403.00
2	10	Student Achievement Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,198.00
2	11	Next Generation Science Standards (NGSS) Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,653.00
2	12	Visual and Performing Arts (VAPA) Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,653.00
2	13	AVID Professional Development - (Title I Funded)	$71,499.00	$0.00	$0.00	$0.00	$0.00	$0.00	$71,499.00
2	14	AVID Tutors - (Title I Funded)	$139,722.00	$0.00	$0.00	$0.00	$0.00	$0.00	$139,722.00
2	15	Intervention Technology - (Title I Funded)	$18,838.00	$0.00	$0.00	$0.00	$0.00	$0.00	$18,838.00
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	$16,332.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,332.00
3	1	Access to Standards-Aligned Instructional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$580,787.00

		Materials							
3	2	Facilities in "Good" Repair	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$259,483.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,789,278.00
3	4	Career Technical Education (CTE) Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$174,554.00
3	5	Special Education Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,067,903.00
3	6	Improve Attendance and Chronic Absenteeism	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,885.00
3	7	Student Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,685.00
3	8	Positive Behavior Intervention and Support (PBIS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,499.00
3	9	Classified Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,885.00
3	10	Safe, Secure, and Positive Learning Environments	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$16,051.00
3	11	Supplemental Interventions and Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,250.00
3	12	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$750.00
3	13	Diversity Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,653.00
3	14	Multi-Tiered System of Supports (MTSS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,653.00
4	1	PowerSchool	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Parent Link	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	English Learner (EL) Parent Workshops	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,903.00
4	4	Parent and Family Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,760.00
4	5	Increase Parent	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,073.00

		and Community Outreach							
4	6	Increase Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$13,608.00
4	7	Expand Parent University - (Title I Funded)	$6,073.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,073.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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).