

LCFF Budget Overview for Parents

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

CDS Code: 19642460000000

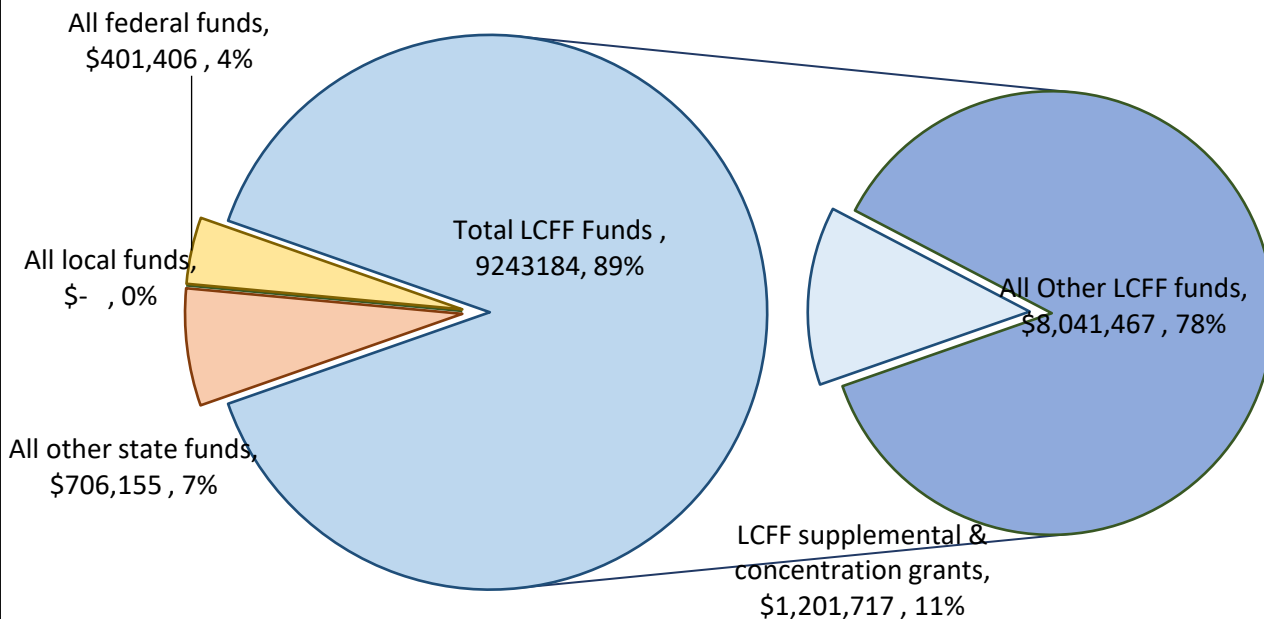
School Year: 2026-27

LEA contact information: Andy 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 2026-27 School Year

Projected Revenue by Fund Source

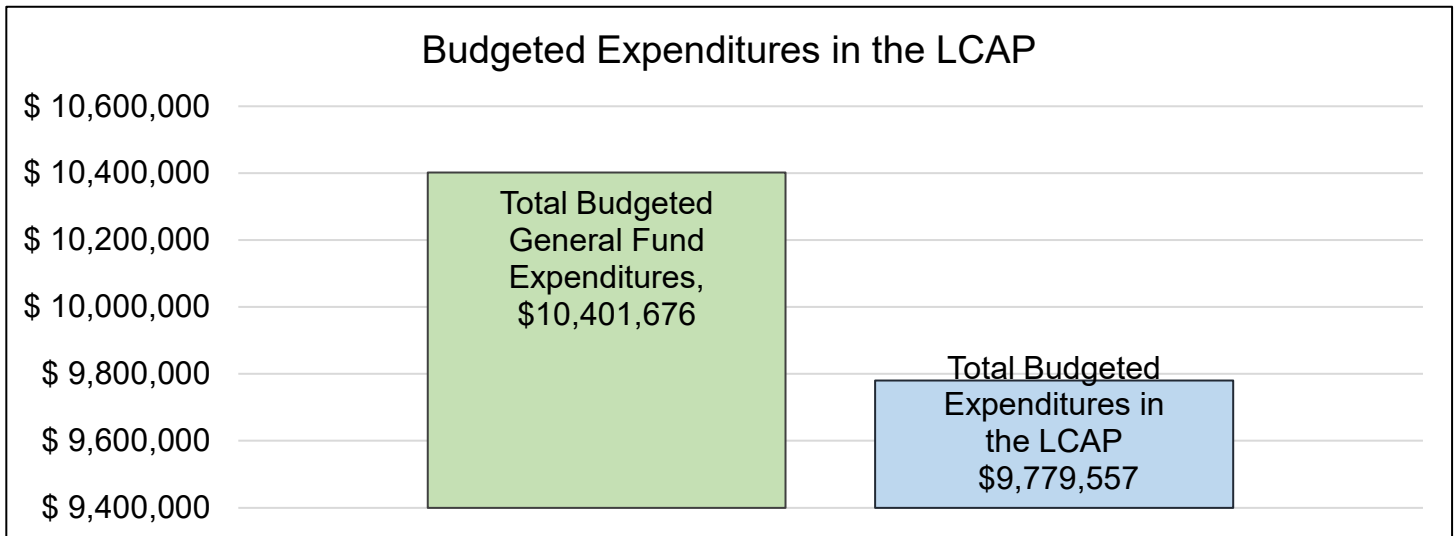


This chart shows the total general purpose revenue Academies of the Antelope Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academies of the Antelope Valley is \$10,350,744.91, of which \$9,243,184.00 is Local Control Funding Formula (LCFF), \$706,154.91 is other state funds, \$0.00 is local funds, and \$401,406.00 is federal funds. Of the \$9,243,184.00 in LCFF Funds, \$1,201,717.00 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 2026-27. 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 \$10,401,676.00 for the 2026-27 school year. Of that amount, \$9,779,557.00 is tied to actions/services in the LCAP and \$622,119.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

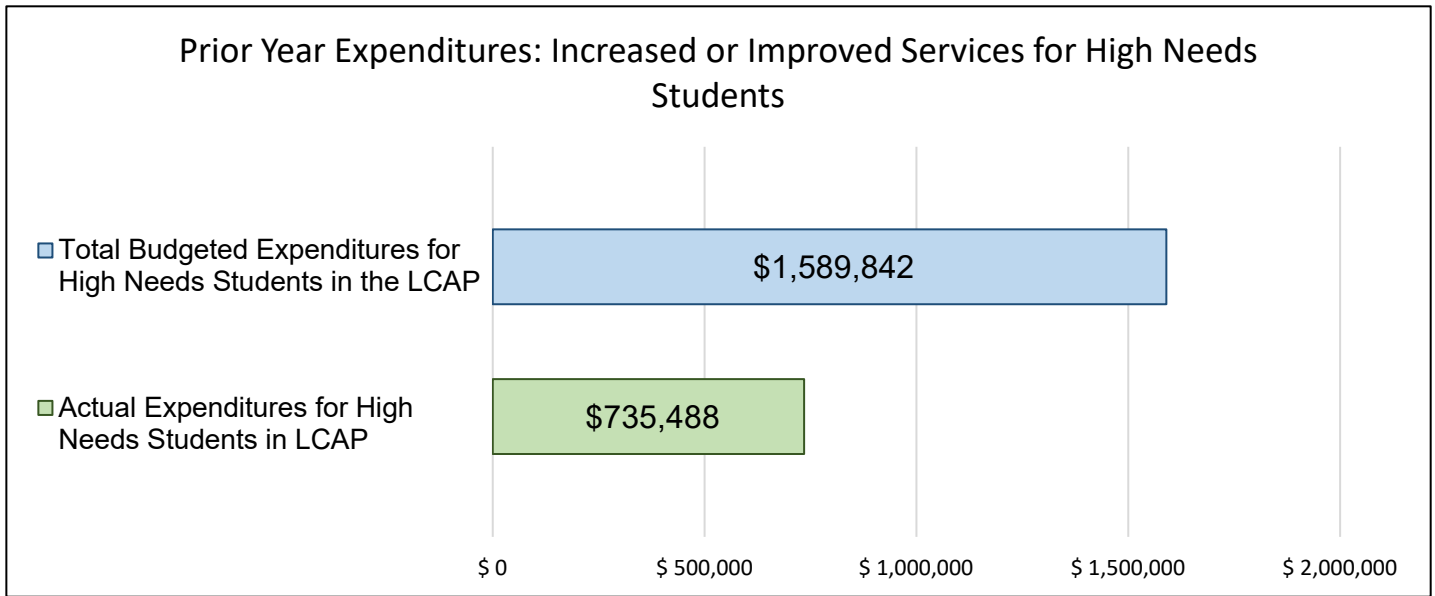
- Utilities (electricity, water, gas)
- Insurance
- Postage

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Academies of the Antelope Valley is projecting it will receive \$1,201,717.00 based on the enrollment of foster youth, English learner, and low-income students. Academies of the Antelope Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Academies of the Antelope Valley plans to spend \$2,084,682.00 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 2025-26



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 2025-26, Academies of the Antelope Valley's LCAP budgeted \$1,589,842.00 for planned actions to increase or improve services for high needs students. Academies of the Antelope Valley actually spent \$735,487.52 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$854,354.48 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 2025-26 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 restricted funds instead such as LREBG.

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 2026-2027

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 of 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 260 full-time and 600 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; 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, 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 2025 California School Dashboard, as well as an analysis of local data from the 2025/2026 school year and input from educational partners, Academies of the Antelope Valley (AAV) has identified the following areas of success and progress.

Academic Success/Progress

As evidenced by our 2025 CAASPP scores in English Language Arts (ELA), students overall showed significant growth, improving by 5.4 points to reach 15.6 points below standard. This performance remains higher than several comparison districts, including Eastside Union, Keppel Union, Lancaster, and Palmdale school districts. AAV outperformed the state average in ELA growth, as the state increased by 5.1 points while AAV increased by 5.4 points. Local Winter 2026 NWEA MAP data further highlights this strength, with 11th-grade students achieving a mean percentile of 76.0 in reading. In mathematics, AAV saw a substantial increase of 11.3 points, moving to 75.4 points below standard. This growth of 11.3 points in math is more than double the state's growth of 5.2 points. On the California Science Test (CAST), AAV performed exceptionally well at 54.4 points above standard, an increase of 3.2 points. AAV's science performance of 54.4 points above standard beats the state average of 52.6 points above standard. Local NWEA assessments for Winter 2026 confirm high science achievement, particularly at Virtual Academy where 9th graders reached the 81.7 mean percentile.

In addition to academic testing, AAV has seen marked progress in college and career readiness. The percentage of high school graduates placed in the "Prepared" level on the College/Career Indicator rose significantly from 34.2% in 2024 to 48.6% in 2025. Furthermore, while the graduation rate saw a decline to 89.2% in 2025 due to a small cohort size, it remains higher than the state average of 87.8%. 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.

Our school climate also remains a point of pride; according to the Fall climate survey, 90% of students and 100% of teachers agree they feel safe at school, while 98% of parents agree that the school provides their students with the resources to be successful. AAV also outperformed the state in English Learner Progress, with 47.4% of students making progress compared to the state average of 46.4%. These results reflect the continued implementation of our Core Instructional Model and robust Multi-Tiered Systems of Support (MTSS).

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.

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.

In the 2025-2026 academic year, AVUHSD's commitment to Multi-Tiered Systems of Support (MTSS) evolved to focus strategically on Tier 2 and Tier 3 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.

In 2025 and 2026, SOAR Prep and Knight Prep achieved the highest recognition possible, Platinum Award, from PBIS.

English Learner Progress Indicator (ELPI):

On the 2025 California School Dashboard, AAV continues to outperform the state average, with 47.4% of English Learners making progress. While AAV is not content with this result, it 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. 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.

Academic Areas of Need

AAV has also identified critical areas for improvement through the 2025 Dashboard and local data. While overall math scores increased, more than half of our students have not yet met the standard, and achievement gaps persist. African-American students, one of our subgroups in the “Red” level in 2024, moved up to the “Orange” level in 2025. However, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities fell into the “Red” performance category for mathematics in 2025. In ELA, the Students with Disabilities group remains a high priority, as they scored in the “Red” category.

The school’s attendance rate of over 95%, exceeding our goal, 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.

At the same time, chronic absenteeism also requires continued focus. Although AAV has the highest attendance rate in the district and a chronic absenteeism rate better than the state average, AAV’s rate of 13.1% represents a slight uptick of 0.3% from the previous year. There were no subgroups in the “Red” category and every group in “Orange” either maintained (Hispanic) or increased (African-American, English Learners, and Socioeconomically Disadvantaged), these subgroups show higher rates of chronic absenteeism than the general student population. Additionally, the suspension rate increased by from 3.2% to 4.4%.

2025/26 Parent Participation:

Of the 412 student responses to the AAV Fall Climate Survey, 93% reported they agree or strongly agree that they are proud of their school. Another 92% reported that there is a teacher or other employee at the school who cares about them. 90% said they feel safe at school, and 96% said the school provides them with the resources to be successful. 87% said their school is clean and well-maintained. 99% shared that technology is a regular part of their educational experience. 90% reported that open lines of communication exist at their school. 68% said they participate in a school-related activity, club, program, or sport. 91% said there is a teacher or some adult who has high expectations of them.

Of the 138 parent responses to the AAV Fall Climate Survey, 97% said they are proud of their child’s school. 96% said there is a teacher or other employee at this school who cares about their child. 94% said their child is safe at school, and 95% said the school provides their child with resources to be successful. 96% 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. 93% said that open lines of communication exist at their student’s school, and 74% reported that their student participates in a school related activity, club, program, or sport. 96% said that a teacher or some adult has high expectations of their student, and 90% shared that they feel their student is connected to the school.

Proactive Steps for Improvement

In response to these findings, AAV is committed to a comprehensive array of evidence-based strategies for the 2026/2027 academic year. We will maintain our successful Student Support Center to provide just-in-time behavioral and social-emotional support, while also advocating for access to Community Attendance Workers to support chronically absent students. We will continue to offer a variety of means for students to feel a sense of school-connectedness: with teachers and with peers. We will continue to offer social-emotional support and monitor behavior using our PBIS team meeting times and social-emotional learning (SEL) lessons. Furthermore, we will continue to leverage “DigiCoach” classroom walkthroughs to provide teachers with actionable feedback on instructional delivery, the use of the Core Instructional Model, classroom management, and the implementation of state standards. Special emphasis will remain on supporting English learners, low-income, and foster youth students through targeted professional development and direct support including homework hub (tutoring), small group reteaching, multi-modal lesson delivery in the virtual environment, and home visits.

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.

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

Average achievement for unduplicated students based on the most recent data is as follows:

English Learners

ELA: "Red," 71.1 points below the standard, declined 8.0 points.

Math: "Red," 130.2 points below standard, declined 9.5 points.

Foster Youth: No Performance Color in Math or ELA; data not displayed for privacy.

Low Income/Socioeconomically Disadvantaged

ELA: "Orange," 36.5 points below standard, declined 6.0 points.

Math: "Red," 97.1 points below standard, increased 0.7 points.

Students Experiencing Homelessness: No Performance Color in Math or ELA; data not displayed for privacy

To drive student performance improvement and narrow achievement gaps in the upcoming 2026/27 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 and Tier 3 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.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partner(s)	<p>Throughout the 2025-2026 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.</p> <p>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.</p> <p>A draft of the 2026/27 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 26 and leading out to the Public Hearing on June 5, 2026.</p> <p>Educational Partner Engagement: August 2025 – May 2026 – The Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC) engaged in discussing and developing the 2026/2027 LCAP.</p>
District English Learner Advisory Committee (DELAC)	<p>October, 2025 - May, 2026</p> <p>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 10/15/25, 3/5/26, and 5/27/26, the DELAC met both virtually through Zoom as well as in person (hybrid meetings) and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited via discussion and a survey.</p> <p>The LCAP Mid-Year Update was shared with the DELAC on 2/27/26, along with required revisions to the 2025/26 LCAP template. The 2026/27 draft LCAP was presented to the DELAC on 5/27/26 for review and comment. The Superintendent responded in writing to the comments made by the DELAC.</p>
Parent Advisory Committee (PAC)	<p>September 2025 – May 2026</p> <p>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 2025/26 LCAP on September 17, 2025, November 19, 2025, January 21, 2026, and March 18, 2026 and elicited feedback. No questions or comments were raised that necessitated a written response from the Superintendent.</p>
Parents/Guardians and Community	<p>Community Engagement Meetings: September 2025 - May 2026</p> <p>9/17/25, 11/19/25, 1/21/26, and 3/18/26. Online options to attend were offered for each meeting, but few parents took advantage of this being available to them. Parents seemed to prefer in-person attendance at either Knight Prep or SOAR Prep, with Virtual Academy parents also attending in-person. Input was solicited on the school safety plan and on the LCAP. 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 new LCAP.</p>
Staff (Certificated, Classified, and Management)	<p>Staff Engagement Meetings: February 2025</p> <p>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</p>

	engaged in the classroom. Teachers were appreciative that their voice contributed to the implementation of teacher coaching through Instructional Partners for the first time this year.
Students	<p>Student Engagement Meeting: March 2026</p> <p>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 gratitude that their voice was heard when it came to their desire for cool, filtered drinking water, leading to the installation of new drinking fountains toward the end of last school year. They expressed the desire to see improvement to facilities inside the student restrooms. They expressed that the school offers a range of sports opportunities and that ASB activities are fun and create a good sense of belonging, including lunchtime activities as well as dances. Students shared that having a guitar class will be a popular option and many look forward to that being offered next school year. 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.</p>
Labor Groups (Teachers - AVTA and Classified - CSEA)	<p>May 5, 2026</p> <p>The Superintendent's designee met with representatives from the Antelope Valley Teachers Association (AVTA) and the California School Employees Association (CSEA) to review the LCAP and discuss efforts to engage educational partners.</p>
Special Education Local Planning Agency (SELPA)	<p>May 4, 2026</p> <p>On May 4, 2026, the AAV Principal and Superintendent's designee met with Antelope Valley SELPA representatives to review the requirements for the LCAP. During the meeting, the district's representative provided an overview of the draft AAV LCAP, highlighting the needs of Students with Disabilities.</p>
Governing Board	<p>The Board of Trustees received regular updates about the LCAP throughout the 2025/26 school year. The LCAP Mid-Year Update report was shared with the Board on February 19, 2026 in an open session.</p> <p>Review and Approval: The Governing Board reviewed the 2026/27 LCAP at a Public Hearing on June 5, 2026 and again on June 9, 2026 where they voted to approve the LCAP.</p>
Los Angeles County Office of Education (LACOE)	Throughout the LCAP development process, 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 (DSLTL)	<p>District-Site Leadership Team (DSLTL) October, 2025 - May, 2026</p> <p>The District and School Leadership Team (DSLTL) includes key district leaders, such as the Superintendent, Assistant Superintendents, Directors, and Coordinators, alongside school site leaders, including Principals and Assistant Principals. On October 27, 2025, the DSLTL convened to review progress on the LCAP, where 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 March 9, 2026, the LCAP Mid-Year Update was presented, outlining metrics, goal and action implementation, and expenditures to date. This review prompted a collaborative activity focused on LCAP Goal/Action implementation. Additionally, discussions explored 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 LCAP template. After evaluating progress, the team determined that student achievement is advancing under the current LCAP goals and actions.</p>

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:

- 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	2025/26 Local Indicator and Site Leadership Survey: 3.77 (Full Implementation) - Based on a Likert Scale	2026/27 Local Indicator District and Site Leadership Survey: 5.0 (Full Implementation & Sustainability) - Based on a Likert Scale	Progress: No Change
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 – 15.6 points below standard Progress: +5.4 points (Increased) EL – 71.1 points below standard Progress: -8 points (Declined) LI – 36.5 points below standard Progress: -6 points (Declined) FY – Unavailable California Dashboard 2025	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: +3.6 points EL Progress: -1.3 points LI Progress: -0.6 points 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 – 75.4 points below standard Progress: +11.3 points (Increased) EL – 130.2 points below standard Progress: -9.5 points (Declined) LI - 97.1 points below standard Progress: +0.7 points (Maintained) FY - Unavailable California Dashboard 2025	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: +7.9 points EL Progress: -8.3 points LI Progress: +6.7 points 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 – 32.04% Met or Exceeded (54.4 science points) FY - Unavailable LI –21.59% Met or Exceeded (48.1 science points) EL – Unavailable (39.4 science points) California Dashboard 2025	All Students - 28% Standard Met or Exceeded FY - Unavailable LI - 25% Standard Met or Exceeded EL - 25% CAASPP Science 2026	All Students Progress: +8.73% FY Progress: Unavailable LI Progress: +4.16% EL Progress: Unavailable
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 - 57.6% FY - Unavailable LI - 58.1% EL - Unavailable DataQuest 2024-2025	All Students - 60% FY - Unavailable LI - 40% EL - Unavailable DataQuest 2025-2026	All Students Progress: +1.7% FY Progress: Unavailable LI Progress: +28.9% 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 - 0% 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 - 2025	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: -27.3% FY Progress: Unavailable LI Progress: -37.5% 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	All Students – 50% making progress towards English language proficiency LI - No data available California Dashboard 2024	All Students – 47.4% making progress towards English language proficiency Progress: -2.6% (Declined) LI - No data available California Dashboard 2025	English Learner Progress All Students - 67.6% making progress towards English language proficiency LI - No data available California Dashboard 2026	English Learner Progress: -20.2%
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	16.36% CALPADS 2.16 & 8.1 2024-205	25% CALPADS 2.16 & 8.1 2025-2026	Progress: -2.39%

9	EAP % Students Prepared for College ELA (Priority 4)	<p>11th Grade (All students) - 39.47% 11th Grade (LI) - 33.34%</p> <p>8th Grade (All students) -39.24% 8th Grade (LI) - 29.50%</p> <p>7th Grade (All students) - 45.42% 7th Grade (LI) - 37.41%</p> <p>6th Grade (All students) - 37.28% 6th Grade (LI) -39.58%</p> <p>https://caaspp-elpac.cde.ca.gov/2022-2023</p>	<p>11th Grade (All students) - 53.19% 11th Grade (LI) - 54.29%</p> <p>8th Grade (All students) -40.43% 8th Grade (LI) - 39.57%</p> <p>7th Grade (All students) - 47.52% 7th Grade (LI) - 37.96%</p> <p>6th Grade (All students) - 20.69% 6th Grade (LI) -16.67%</p> <p>https://caasppelpac.cde.ca.gov/2023-2024</p>	<p>11th Grade (All students) - 44.00% 11th Grade (LI) - 38.93%</p> <p>8th Grade (All students) -46.48% 8th Grade (LI) - 37.50%</p> <p>7th Grade (All students) - 42.45% 7th Grade (LI) - 38.32%</p> <p>6th Grade (All students) - 29.54% 6th Grade (LI) -26.99%</p> <p>https://caasppelpac.cde.ca.gov/2024-2025</p>	<p>11th Grade (All students) - 45% 11th Grade (LI) - 45%</p> <p>8th Grade (All students) -45% 8th Grade (LI) - 45%</p> <p>7th Grade (All students) - 50% 7th Grade (LI) - 50%</p> <p>6th Grade (All students) - 45% 6th Grade (LI) -48%</p> <p>https://caaspp-elpac.cde.ca.gov/2025-2026</p>	<p>11th Grade All Students Progress: +4.53 11th Grade (LI) Progress: +4.53%</p> <p>8th Grade All Students Progress: +17.89 8th Grade (LI) Progress: -13.63%</p> <p>7th Grade All Students Progress: +16.03% 7th Grade (LI) Progress: -6.79%</p> <p>6th Grade All Students Progress: +35.78% 6th Grade (LI) Progress: -11.41%</p>
10	EAP % Students Prepared for College Math (Priority 4)	<p>11th Grade (All students) - 13.16% 11th Grade (LI) - 11.11%</p> <p>8th Grade (All students) -19.14% 8th Grade (LI) - 10.79%</p> <p>7th Grade (All students) - 25.23% 7th Grade (LI) - 20.86%</p> <p>6th Grade (All students) - 15.00% 6th Grade (LI) -14.29%</p> <p>https://caaspp-elpac.cde.ca.gov/2022-2023</p>	<p>11th Grade (All students) - 6.52% 11th Grade (LI) - 5.88%</p> <p>8th Grade (All students) -22.17% 8th Grade (LI) - 19.42%</p> <p>7th Grade (All students) - 25.87% 7th Grade (LI) - 17.59%</p> <p>6th Grade (All students) - 10.34% 6th Grade (LI) -8.33%</p> <p>https://caasppelpac.cde.ca.gov/2023-2024</p>	<p>11th Grade (All students) - 7.47% 11th Grade (LI) - 4.58%</p> <p>8th Grade (All students) -25.94% 8th Grade (LI) - 16.21%</p> <p>7th Grade (All students) - 20.28% 7th Grade (LI) - 18.69%</p> <p>6th Grade (All students) - 14.77% 6th Grade (LI) -12.70%</p> <p>https://caasppelpac.cde.ca.gov/2024-2025</p>	<p>11th Grade (All students) -20% 11th Grade (LI) - 20%</p> <p>8th Grade (All students) -25% 8th Grade (LI) - 20%</p> <p>7th Grade (All students) - 30% 7th Grade (LI) - 25%</p> <p>6th Grade (All students) - 20% 6th Grade (LI) -20%</p> <p>https://caaspp-elpac.cde.ca.gov/2025-2026</p>	<p>11th Grade All Students Progress: -5.69% 11th Grade (LI) Progress: +16.03%</p> <p>8th Grade All Students Progress: +3.54% 8th Grade (LI) Progress: +1.26%</p> <p>7th Grade All Students Progress: +4.06% 7th Grade (LI) Progress: -12.87%</p> <p>6th Grade All Students Progress: +23.47% 6th Grade (LI) Progress: -41.93%</p>

11	Local Indicator - ELA Assessment: NWEA Map (11th grade)	All Students - High & High Average = 35% FY - High & High Average = 40% LI - High & High Average = 35% EL - High & High Average = 5% Fall NWEA Local Assessment 2023-2024	All Students - High & High Average = 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 = 64% FY - High & High Average = 33% LI - High & High Average = 37% EL - High & High Average = 16% Fall NWEA Local Assessment 2025-2026	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: +29% FY Progress: -7% LI Progress: +2% EL Progress: +11%
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 = 51% FY - High & High Average = 33% LI - High & High Average = 33% EL - High & High Average = 21% Fall NWEA Local Assessment 2025-2026	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: +20% FY Progress: +13% LI Progress: +5% EL Progress: +9%

Goal Analysis for 2025-2026

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.

Overall Implementation: Academies of the Antelope Valley demonstrated a strong commitment to academic rigor during the 2025-26 school year, continuing the implementation of 17 key actions. A major success was the refinement of Action 1.13, which successfully integrated writing instruction into broader ELA and Math professional development to ensure literacy remains a cross-disciplinary priority. The school maintained its robust use of NWEA MAP assessments and CAASPP interim assessment blocks to drive "best first instruction" and targeted Tier 2 interventions. Collaborative efforts between administrators and teacher teams were instrumental in refining lesson plans and analyzing data to remove barriers for unduplicated student groups.

Effectiveness: The multi-tiered approach proved effective, particularly in ELA, where "All Students" showed progress by reaching 14.2 points below standard, a +3.6 point improvement from the previous year. While math remains a priority, the school continues to outperform the district average and several comparison districts. NWEA data for 11th grade showed significant growth, with "All Students" reaching 64% in the "High & High Average" range for ELA, a +29% increase from baseline. Additionally, the reclassification rate for English Learners reached 16.36%, demonstrating the impact of focused monitoring and Saturday school interventions.

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:

1.2 - College Readiness Exams

Reason for Difference: All AAV high school students successfully accessed the PSAT and SAT during the school day to increase equity, remove barriers, and familiarize students with college-level expectations. By strategically administering these testing opportunities on-site and continuing to utilize existing assessment registration frameworks, AAV maximized student participation and performance on the EAP and CAASPP without incurring separate, additional LCAP expenditures for this action item. The school fully funded these exams with students not incurring any fees.

1.3 - Advanced Placement (AP) Training and Tutoring

Reason for Difference: AAV did not add any new AP courses for the 2025/2026 school year, as it has in the past, but in the 2026/2027 school year AP Pre-Calculus will be added. A new teacher will benefit from AP Training via AP by the Sea in 2026/2027 as well. AAV conducted student conferencing during standard weekday office hours and remote videoconferencing. While AP teacher training remained a priority to foster collaborative and innovative classroom practices, the school maximized existing professional development channels rather than drawing down standalone funds, resulting in a \$0 explicit expenditure for this action line. For the first time in school history, Saturday School sessions focused specifically on AP test preparation, starting in January 2026. These funds were spent using monies already allocated to tutoring but were not tied to 1.3.

1.5 - Formative Assessment

Reason for Difference: NWEA MAP assessments were smoothly administered three times during the school year to provide actionable data for personalized instruction and interventions. AAV achieved this comprehensive, data-driven framework with zero added expenditure by continuing to leverage its district-negotiated assessment licenses and sustaining in-house data workshops, ensuring a culture of growth across all student groups without requiring new external funding.

1.7 - English Learner (EL) Program Implementation

Reason for Difference: The 2025/26 English Learner program successfully emphasized integrated and designated English Language Development (ELD) instruction. Expenditures were lower than budgeted because site leadership minimized external costs by delivering professional development internally; the principal led professional development for all AAV teachers to analyze ELPAC components and build academic vocabulary within existing meeting structures. School staff worked collaboratively to administer the ELPAC testing. An ELPAC Bootcamp for all AAV students was held in February 2026. Targeted support was provided for newcomer students by our paraeducator and our EL chairperson, providing direct support and resources.

1.8 - English Learner (EL) Reclassification Support and Monitoring

Reason for Difference: Monitoring and supporting EL and Long-Term English Learner (LTEL) populations remain a high priority. The EL Coordinator, bilingual paraeducator, and teachers oversee ongoing monitoring, reclassification process, progress toward mastery, and review progress for EL, LTEL, and recently reclassified students. A bilingual paraeducator's responsibilities include daily, direct supports for EL students. The EL Coordinator conducted dedicated meetings with EL students in December 2025 for check-ins, congratulations on successes, and to offer support. Individualized monitoring was implemented, with the coordinator monitoring all EL students, and meeting with Reclassified Fluent English Proficient (RFEP) students. The bilingual para provided focused guidance and goal setting for LTEL students. Teachers completed required monitoring of their EL students. Our annual reclassification celebration took place with students, parents, and district staff present, to celebrate our students who were reclassified this year. Certificates were given to the students and light refreshments were enjoyed by families.

1.11 - Enhanced Data Systems

Reason for Difference: Educators at AAV actively utilized Data Central, SWIS, and PowerSchool to track student subgroups, identify trends, and implement academic, behavioral, and attendance interventions. Because these tracking mechanisms rely entirely on established, district-supported software infrastructures, there was no separate LCAP expense.

The school utilized existing internal technology, such as PowerSchool, for research and data queries to efficiently access student information. Site leaders simultaneously engaged in targeted professional development around data use, participating in leadership series such as Navigating Data: Empowering Principals and The Educator's Data Journey, which focused on equity-centered data practices using CAASPP, ELPAC, and Dashboard data.

1.13 - Focus on Writing

Reason for Difference: During the school year, AAV aligned with district directives by dedicating its student-free professional development days to Linked Learning certification training and Envision Learning Partners portfolio defenses. Consequently, while common writing rubrics and standards-aligned expectations were successfully established across content areas, standalone writing expenses were not incurred. Moving into the upcoming cycle, writing instruction will be deepened economically by leveraging integrated Khan Academy and Khanmigo AI Socratic feedback tools specific to Writing Coach. This action was implemented with training held for all AAV staff in Fall 2025 during dedicated professional development time. Instructional staff also participated in SAVAAS Training for ELA, which included core writing components. Writing instruction was integrated across the curriculum, with every class, including physical education, successfully incorporating written responses and academic papers.

1.15 - Professional Development for Long-Term English Learner (LTEL) Support

Reason for Difference: While individual monitoring was consistently provided to all of AAV's identified LTEL students, professional development specifically aimed at LTEL instructional strategies was incorporated into a broader discussion of EL preparation, monitoring, and ELPAC readiness. Broader English Learner training was delivered via campus ELPAC sessions, which absorbed general EL needs, keeping standalone LTEL professional development expenditures at zero. Instead of utilizing a standalone professional development budget, support for LTEL students was delivered directly through individual monitoring; for example, the bilingual para provided individual guidance for maintaining a good work ethic and goal setting for LTELs.

1.16 - Intervention Materials and Supplies

Reason for Difference: AAV successfully provided individualized intervention materials and tools to personalize reteaching in ELA and Math. Programs that supported this include Varsity Tutors, which met with less use than Tutor.com, which had been used in the past. The school also implemented UC Scout, a complete high school curriculum resource created by the University of California and used by teachers as a supplement to the core curriculum. In addition, StudyForge was purchased to support students' understanding of complex concepts in math, especially in the virtual environment. While teachers currently have access to Edmentum's Exact Path as an intervention, the dashboard data it provides is poor. The school has moved forward to use KhanAcademy's math pathway as a replacement for that intervention curriculum, and significant expense was incurred in this area. This is appropriate, as math intervention remains one of AAV's top priorities.

1.17 - Saturday Tutoring

Reason for Difference: Saturday School successfully offered a structured, high-demand academic environment that reinforced key concepts and supported credit recovery. The material underspend in this specific LCAP action occurred because AAV strategically optimized its funding streams, routing a significant portion of the operational and staffing costs through alternative grant structures, such as the LREBG, leaving this budget underspent. Saturday School sessions were actively implemented as part of the school's Expanded Learning Opportunities, serving as a vital venue for ongoing academic reinforcement. Specific test preparation was conducted through these Saturday sessions to support Advanced Placement exams and ELPAC Bootcamp, though its primary focus throughout the year remains on tutoring in the area of the student's highest need. Once LREBG funding is fully expended, more funds will come from this budget.

1.18 - Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL)

Reason for Difference: To improve equity and outcomes, AAV heavily accelerated the expansion of its Multi-Tiered System of Supports (MTSS), with a particular emphasis on Tier 2 academic and behavioral interventions for high-need subgroups, including Students with Disabilities (SWD), Foster Youth (FY), Homeless, English Learners (EL), and Long-Term English Learners (LTEL). This overspending represents a deliberate, aggressive resource reallocation to scale up targeted student support staff, resulting in positive outcomes including a suspension rate of 3.2% that matches the state average and a reduction in chronic absenteeism to 12.8%, well below the state average. MTSS served as an active framework for addressing site-wide instructional goals, which included a clear focus on improving the clarity and visibility of student learning objectives.

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 high school students had access to the PSAT and 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 decided not to continue the ELO-P program, aimed at students in grades TK-6th, due to funding constraints, given that we have only three classes of 6th grade across our school and across the district.

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, a focus for this 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 2025/26 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 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 districtwide 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 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 2025/26 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 2025/26 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 2025/26 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.

After gathering feedback from our educational partners and analyzing local data, we have decided to maintain Goal 1 and its associated actions with minor revisions to ensure clarity, coherence, and alignment.

The former Action 1.13, which focused on writing, has been embedded into the existing professional development action centered on English Language Arts and Mathematics. Because writing is inherently integrated within high-quality ELA and Math instruction, consolidating this focus strengthens coherence and avoids duplication while maintaining a clear emphasis on literacy across disciplines.

As a result of this refinement, the total number of actions under Goal 1 has been reduced from 18 to 17, and the revised professional development action now reflects the updated numbering as Action 1.13 within a more streamlined and cohesive plan.

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.	\$49,846.00	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.	\$30,500.00	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.	\$9,653.00	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.	\$25,607.00	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.	\$16,653.00	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.	\$16,653.00	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 to ensure proper initial placement, testing and monitoring of English Learners (ELs) and Long-Term English Learners	\$16,653.00	Yes

		(LTELs) to improve their equitable		
8	English Learner (EL) Reclassification Support and Monitoring	Designated EL support staff will use database system to systematically monitor, for at least four years, the academic progress of students who have exited an EL program to ensure that the students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the District's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.	\$16,653.00	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.	\$52,594.00	Yes
10	Variable Credit Recovery	Teachers will provide credit retrieval options for identified students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames to master core content and pass their core classes in order to increase A-G and Graduation rates.	\$16,653.00	Yes
11	Enhanced Data Systems	The AVUHSD Coordinator of Data-Informed Instruction and Accountability will partner with district and site leadership to strengthen data systems, enhance effective use of the district's student information system, and provide training that builds staff capacity to access, analyze, and apply student performance data. Through these efforts, the Coordinator will support data-driven monitoring, targeted interventions, and goal-setting practices designed to improve outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students and reduce achievement gaps.	\$8,245.00	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	Enhancing English Language Arts and Mathematics through Professional Development	Teachers will participate in professional development workshops focusing on effective literacy, writing, 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, and increase overall college and career readiness.	\$4,753.00	Yes
14	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.	\$4,753.00	Yes
15	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.	\$8,500.00	No
16	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.	\$8,653.00	No
17	Supplemental Interventions	Teachers and various classified support personnel will provide additional interventions,	\$9,153.00	No

- Students with Disabilities (SWD), Foster Youth (FY), Homeless Youth, English Learners (EL), and Long-Term English Learners (LTEL) - (Title I Funded)

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.

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 – 51.4% FY - Unavailable LI – 52.9% EL - Unavailable California Dashboard 2025	All Students - 60% FY - Unavailable LI - 60% EL - Unavailable California Dashboard 2026	All Students Progress: +1.4% FY Progress: Unavailable LI Progress: -4.2% EL Progress: Unavailable

2	AP Exams with Qualifying Score - LEA Wide (Priority 4)	All Students (LEA Wide) -2,074 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 -2,846 FY - 15 LI - 1,300 EL - 44 PowerSchool/DataCentral 2025	All Students (LEA Wide) - 2,500 FY - 25 LI - 1500 EL - 75 PowerSchool/DataCentral 2026	All Students Progress: +722 FY Progress: +9 LI Progress: +374 EL Progress: -4
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 – 89.2% Progress: -8.2% (Declined) FY - Unavailable LI – 91.2% Progress: -5.4% (Declined) EL- Unavailable California Dashboard 2025	All Students - 95% FY - Unavailable LI - Unavailable EL- Unavailable California Dashboard 2026	All Students Progress: -2.5%
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: 17% 2025/26	Number of Students Participating in AVID: Knight Prep: 100% Soar Prep: 100% Virtual Academy: 25% 2026/27	Progress: Knight Prep: No Change Soar Prep: No Change Virtual Academy: +2%
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 – 48.6% prepared LI -50% prepared FY - Unavailable EL - Unavailable 2025 - 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: +18.0% LI Progress: +21.4% 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 - 22.95% EL - 10.21% of all English Learners PowerSchool 2025-2026	All Students - 30% PowerSchool 2026-2027	All Students Progress: +1.5% EL Progress: +10.21%

7	Local Indicator - AP Exams taken LEA Wide	All Students (LEA Wide) - 5,478 FY - 28 LI - 2,989 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 - 7,398 All Students - 6,933 FY - 68 LI - 3,668 EL - 135 College Board & PowerSchool 2024-2025	All Students (LEA Wide) - 6,000 FY - 75 LI - 3500 EL - 200 College Board & PowerSchool 2025-2026	All Students Progress: +1,455 FY Progress +40 LI Progress: +679 EL Progress: +26
8	Local Indicator - Classroom Walkthroughs	71 (DigiCOACH 2023-2024)	7 Walkthrough (DigiCOACH 2024-25)	251 Walkthrough (DigiCOACH 2025-26)	150 Walkthroughs (DigiCOACH 2026-2027)	Progress: +244 walkthroughs

Goal Analysis for 2025-2026

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.

Overall Implementation: AAV focused on providing a technologically rich and rigorous curriculum, highlighted by the continued push toward a 1:1 student-to-device ratio and the renovation of classrooms with enhanced wireless capacity. Counseling services remained a cornerstone of implementation, providing proactive academic and social-emotional tiered supports. The school also maintained 100% AVID participation at Knight Prep and SOAR Prep, while successfully increasing Virtual Academy's participation to 17%. Collaborative partnerships with industry and higher education furthered dual enrollment and internship opportunities for students.

Effectiveness: These actions supported a high graduation rate of 95%, maintaining AAV's position in the "blue" category on the California Dashboard. The "College & Career Indicator" (CCI) saw a significant jump to 48.6% of students prepared, an 18% increase over the baseline. Classroom walkthroughs using "DigiCoach" were highly effective for providing feedback on 21st-century teaching practices, with the number of walkthroughs increasing to 251 during the 2025-26 cycle. Although AP pass rates for English Learners saw a slight decrease, the overall number of AP exams taken LEA-wide remained strong, reflecting a healthy college-going culture.

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 experienced a material underspend on 2.2 because several major professional development initiatives were strategically funded through alternative funding sources. Key learning platforms like Envision Learning Partners and Linked Learning professional development were absorbed by these resources. By optimizing these alternative funding structures, the school successfully provided targeted instructional support, such as expert Catapult Learning training sessions, which ensured robust teacher professional learning while minimizing direct expenditures from the core LCAP Action 2.2 budget line. The Catapult professional development was, in fact, a major focus and expense that supported every AAV teacher through professional development, expert observation, and feedback on lesson delivery, with the training focused on the district priority of the Core Instructional Model, which is directly tied to supporting ELA and math. Since the expense was successfully coded under another sub-goal (Action 1.14), it minimized direct expenditures from this core budget line. A further example of this strategic funding was the commitment to the arts, which included a team of staff attending

the Courageous Creativity Conference, which was funded by dedicated Arts and Music in Schools (AMIM) funds. AAV sent a teacher to the Dream Deferred Conference put on by College Board, a team of teachers to the national math conference, and the principal attended the state charter schools conference. Two staff members attended the Linked Learning conference, which is required of schools going through the certification. SOAR Prep became the fourth middle school in California to receive Linked Learning Gold Certification. Other PD, such as that for UC Scout, came with no cost. The overall goal for these professional development investments, as confirmed by educational partners, was to drive equitable outcomes and contribute to academic proficiency for all students, particularly English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.

2.3 - Classroom Walkthroughs

Reason for Difference: AAV administrative staff actively conducted classroom walkthroughs to accumulate evidence on 21st-century instructional practices, focusing on social-emotional learning, student engagement, and state standard implementation. The 0% localized spending on this action occurred because AAV administrators utilized the districtwide DigiCOACH walkthrough software license. Because the software license is covered at the district level for all Antelope Valley Union High School District (AVUHSD) administrators, AAV incurred no individual site fees. Catapult walkthroughs, with feedback sessions for teachers, took place throughout the year and feedback from teachers about the effectiveness of this PD was very positive. It supports our implementation of the Core Instructional Model, as well as giving teachers feedback about lesson design and classroom management. PBIS walkthroughs allowed teachers to discuss data on SEL in the classroom, but this incurred no cost.

2.4 - AP Placement, Exams, and Tutoring

Reason for Difference: AAV maintained a strong college-going culture by offering extensive Advanced Placement exam preparation resources, student tutoring access, and targeted instructional support to build exam confidence. This action item recorded zero direct LCAP expenditure because the school maximized the efficiency of existing campus tutoring models and standard operational resources.

2.6 - AVID Elective

Reason for Difference: AVID operates as a foundational pillar of AAV's college-readiness culture, featuring mandatory daily enrollment for 100% of students at SOAR Prep and Knight Prep, alongside active AVID 9 through 12 elective courses at the Virtual Academy. This action item experienced an expenditure increase due to a focus on starting tutorials early in the year. The expense involves the hiring of the AVID tutors. When Knight Prep added a new class to 6th grade two years ago, the funding need for tutors increased as well. In the future the school should start with a higher figure in this area.

2.7 - Technology

Reason for Difference: AAV made a deliberate, front-end structural investment heavily endorsed by the district IT department to revamp the school's technology model. Students in Virtual Academy typically do all of their work on small 11" Chromebook screens. The online software that is required for the art class runs very poorly on these machines, causing our visual arts students to often see blank screen outputs when the processors are unable to keep up. The school, therefore, made an investment to replace Chromebooks already at end-of-life for their 6 year cycle with 14" Chromebook Plus devices that serve a dual purpose: the larger screen is far superior for all of their coursework. In addition, these devices exceed the minimum requirements for the digital arts curriculum, finally allowing students proper access to these courses. AAV will continue to spend funds on this technology replacement until all students have a normal-sized screen that can run the arts programs.

2.10 - Student Achievement Support

Reason for Difference: AAV sustained high student achievement, a high graduation rate, and major gains on the California Dashboard's College & Career Indicator by embedding its student achievement supports directly into other comprehensive programs. Because multi-tiered system of support (MTSS) interventions, academic data tracking, and targeted subgroup performance monitoring were integrated into the professional development frameworks of Catapult, Envision Learning Partners, Linked Learning, AP, CTE, and AVID, no isolated funding was expended here. The school successfully guided reflective teaching and boosted core academic performance entirely through district-level collaborative meetings and NWEA data planning sessions without separate LCAP line-item costs.

2.11 - Next Generation Science Standards (NGSS) Support

Reason for Difference: To address Next Generation Science Standards, science teachers participated in instructional planning, vertical curriculum alignment, and data conversations regarding the California Science Test (CAST). This action line recorded zero expenditures because AAV strategically capitalized on districtwide leadership resources rather than utilizing localized site funds. By fully leveraging the specialized coaching, science staff received comprehensive support in assessment alignment and instructional mapping without drawing down independent LCAP funds. The implementation of this action also included leveraging existing district STEM support staff to increase STEM Expo and competition opportunities to students in grades 6-12. The goal was to give students engaging hands-on, project-based experiences and provide relevance to coursework to increase conceptual understanding and participation in CTE pathways, which is evidenced by increased A-G, AP, CCI, and CTE participation and completion rates.

2.12 - Visual and Performing Arts (VAPA) Support

Reason for Difference: While students at AAV participated in a robust array of arts experiences that heightened creative expression and school connectedness, this specific action line recorded zero expenditure. This is because arts-focused expenditures were completely funded through major, dedicated state and grant resource streams. Ongoing Proposition 28 funds provide over \$100,000 annually, alongside Arts and Music in Schools (AMIM) grant, an additional funding of over \$350,000. Because these significant, specialized funding allocations fully absorbed the cost of hiring and maintaining the school's Site Arts Lead Teacher (SALT) and the new guitar teacher who will serve at SOAR Prep, Knight Prep, and Virtual Academy (along with AMIM for up-front costs of the guitars themselves), zero baseline funds from 2.12 were required.

2.13 - AVID Professional Development

Reason for Difference: AVID instruction remains an essential focus at AAV, with schoolwide implementation across the Prep academies and all grade levels at the Virtual Academy. AAV fully met all AVID professional compliance mandates. Certificated staff and administrators attended the AVID Summer Institute in San Diego in June 2025, supporting the school-wide AVID model. The number of staff required to attend varies year-to-year, and AAV sends staff to Summer Institute in accordance with AVID guidelines.

2.15 - Intervention Technology

Reason for Difference: AAV purchased software including Exact Path (district license), Varsity Tutors (district license), Khan Academy and the Khanmigo tools for writing and math (site license), StudyForge (site license; online math intervention), Genially (site license), EdPuzzle (district license), and the free UC Scout. Every year, the staff discusses site purchases and the use and effectiveness of programs. The needs of Virtual Academy are particularly unique, so administration and staff work together to ensure that teachers have tools to engage students in the online environment. Some of the funds to support these programs fall under other streams.

2.16 - Arts Integration and Visual and Performing Arts Program

Reason for Difference: AAV aggressively pursued its long-term commitment to integrating creative practices across the curriculum and strengthening its CTE Visual Arts pathway. Similar to Action 2.12, this specific LCAP line-item recorded a 0% expenditure because the financial layout for these arts integration programs was entirely shifted to massive, alternative external block grants. By utilizing ongoing Proposition 28 funds and one-time AMIM grant resources to fund the Site Arts Lead Teacher (SALT), the new guitar teacher, and the up-front costs of the guitars, AAV successfully drove arts-based career readiness without utilizing its general LCAP budget allocation. AAV has also sent teachers to the Creative Creativity Conference put on by The California Arts Project, as it serves as an excellent source of professional development for curriculum-embedded arts instruction across the entire school.

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 2025/26 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 2025/26, 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 2025/26 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. 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 2025/26 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 2025/26 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 2025/26 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.

Based on feedback from our educational partners, analysis of state and local data, and our continued commitment to supporting English Learners, Foster Youth, and Low-Income students, we have decided to maintain the current Goal 2 LCAP actions and services with minimal 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.	\$698,548.00	Yes
2	Professional Development	AVUHSD Curriculum and Professional Development Coordinators will collaborate to plan and provide teachers and administrators with increased opportunities to access internal and external expertise to further their skills, 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.	\$59,628.00	Yes
3	Classroom Walkthroughs	AAV and AVUHSD instructional teams will utilize 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.	\$9,585.00	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.	\$244,502.00	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.	\$461,998.00	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.	\$122,057.00	Yes
8	STEAM Integration	STEM and arts teachers, supported by District staff, will collaborate to expand STEAM integration and increase student exposure to interdisciplinary learning opportunities, including the districtwide STEM Expo, related showcases, and competitions for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 6–12. Through cross-disciplinary planning, students will participate in engaging, hands-on, or project-based learning. These efforts will deepen conceptual understanding of rigorous academic standards, increase real-world relevance, and expand participation in STEAM-related electives. As a result, A-G, AP, CCI, and CTE participation and completion rates will improve, aligned with district goals to strengthen math and language arts achievement.	\$24,300.00	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 walk-through data from Fall to Spring of each school year, increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates, and CAASPP scores.	\$8,198.00	Yes
11	Next Generation Science Standards (NGSS) Support	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) Support	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.	\$22,600.00	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	\$94,962.00	No

		in core content classes.		
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 2025 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 2025 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	0% Teacher Misassignments 0% Teacher Vacancies Fall 2025 Census Day CALPADS	1% Teacher Misassignments 0.5% Teacher Vacancies Fall 2026 Census Day CALPADS 4.1 and 4.3	Progress: Misassignments: -7% (Declined) Teacher Vacancies: 0% (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 - 95.12% CALPADS 14.2 2024-2025	All Students - 95% CALPADS 14.2 2025-2026	All Students Progress: +1.22%
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 - 11.9% LI - 13.6% FY - 25.0% EL - 9.8% 2024-2025 DataQuest	All Students - 10% LI - 15% FY - Not available EL - 8% 2025-2026 DataQuest	All Students Progress: -3.6% LI Progress: -5.3% FY Progress: +25% EL Progress: -1.3%
6	Middle School / High School Dropout Rate (Priority 5)	All Students - 8.3% 2022-2023 DataQuest	All Students - 0% 2023-2024 DataQuest	All Students - 10.8% 2024-2025 DataQuest	All Students - 5% 2025-2026 DataQuest	All Students Progress: +2.5%
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 - 2.5% FY - 3.3% EL - 1.6% LI - 2.2% 204-2025 DataQuest	All - 3% FY - 5% EL - 5% LI - 5% 2025-2026 DataQuest	All Students Progress: -2.8% FY Progress: -12.1% EL Progress: -6.7% LI Progress: -4.3%
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 - 0.1% FY - 0% EL - 0% LI - 0% 2024-2025 DataQuest	All - 0% FY - 0% EL - 0% LI - 0% 2025-2026 DataQuest	All Students Progress: +0.1% FY Progress: 0% EL Progress: 0% LI Progress: 0%

9	Student Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey</p> <p>Safety: 93% Agreed or Strongly Agree - "I feel safe at school."</p> <p>Connectedness: 79% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>	<p>Fall Climate Survey</p> <p>Safety: 90% Agreed or Strongly Agree - "I feel safe at school."</p> <p>Connectedness: 78% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2024-2025</p>	<p>Fall Climate Survey</p> <p>Safety: 94% Agreed or Strongly Agree - "I feel safe at school."</p> <p>Connectedness: 83% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey</p>	<p>Fall Climate Survey</p> <p>Safety: 80% Agreed or Strongly Agree - Students - "I feel safe at school."</p> <p>Connectedness: 65% Agreed or Strongly Agree - Students - "I feel like I am connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	<p>Progress Safety: +1%</p> <p>Progress Connectedness: +4%</p>
10	Teacher Perception of School Safety and Connectedness (Priority 6)	<p>Fall Climate Survey</p> <p>Safety: 93% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 96% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2023-2024</p>	<p>Fall Climate Survey</p> <p>Safety: 100% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 88% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2024-2025</p>	<p>Fall Climate Survey</p> <p>Safety: 93% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 90% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2025-2026</p>	<p>Fall Climate Survey</p> <p>Safety: 95% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 97% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school."</p> <p>Fall Climate Survey 2026-2027</p>	<p>Progress Safety: No Change</p> <p>Progress Connectedness: -6%</p>

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 – 4.4% Progress: +1.2% (Increased) FY- Unavailable EL – 3.8% Progress: -2.6% (Declined) LI – 4.2% Progress: +0.5% (Increased) 2025 California Dashboard	All Students - 3% FY- Unavailable EL - 4% LI - 3% 2026 California Dashboard	All Students Progress: +0.5% FY Progress: Unavailable EL Progress: -1.2% LI Progress: -0.3%
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Goal Analysis for 2025-2026

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.

Overall Implementation: The 2025-26 year focused on sustaining the Positive Behavioral Interventions and Supports (PBIS) framework and the Multi-Tiered System of Supports (MTSS). A major implementation milestone was the finalization of the Student Support Center (SSC) at Knight Prep, providing "just-in-time" conflict resolution and emotional support. The school prioritized basic services, ensuring 100% compliance with instructional materials sufficiency and maintaining facilities in "good" repair. Professional development focused on trauma-informed practices and diversity training to foster an inclusive environment for all student groups.

Effectiveness: The efficacy of these strategies is most evident in the continued reduction of chronic absenteeism, which fell to 11.9% for "All Students" in 2024-25, and reached a target of 10% for the 2025-26 cycle. Suspension rates remained low and stable at 3%, outperforming the state average and reflecting the success of restorative alternatives to discipline. Climate survey data highlighted strong school connectedness, with 94% of students agreeing they feel safe at school and 97% of teachers agreeing that students are well-connected to the campus.

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:

3.2 - Facilities in "Good" Repair

Reason for Difference: AAV has invested in the condition of the school, including carpet repair, the renovation of the former SOAR Prep locker rooms to create space instead for a wellness center and makerspace, the replacement of broken blinds, and the painting of worn interior and exterior spaces. This investment causes the school to reflect what we intend by the word "Pride" in our core PREP values (Prepared, Respectful, Engaged, and Proud). It is not that we think too highly of ourselves; rather, we are proud of the environment in which we learn, work, collaborate, create, and serve. Funding for the wellness room was supported by a \$25,000 grant from LACOE and the Student Support Center space (room 501 at Knight Prep) is in its second year of ongoing discussions. These facility investments succeeded in ensuring 100% compliance with Williams requirements, establishing safe, secure, and well-maintained physical campus conditions that served as a foundational basis for overall student growth.

3.5 - Special Education Services

Reason for Difference: Special education services at AAV were delivered with a high degree of efficacy through inclusive classroom practices and individualized support frameworks that targeted the diverse academic, behavioral, and social-emotional needs of students with disabilities. Services are provided via a “push-in” rather than a “pull-out” model, in alignment with recommendations from the SELPA and best practices. Some necessary services, such as a Special Circumstances Paraeducator (SCP, pronounced “skip”), currently in place for a student per his IEP, are costly, but were not associated with 3.5.

3.6 - Improve Attendance and Chronic Absenteeism

Reason for Difference: AAV's efforts to improve student attendance and aggressively combat chronic absenteeism yielded exceptional outcomes, highlighted by an overall attendance rate increase of 1.8% to 95% and a sharp decline in chronic absenteeism from 15.5% down to 10%. This action item recorded zero localized LCAP expenditure because the school's highly effective tiered reengagement strategies were executed entirely through non-monetary human capital and existing site routines. The principal conducted a high number of home visits, placed personalized phone calls, and coordinated support systems with Community Attendance Workers (CAWs) on an as-needed basis. By leveraging these collaborative, internal practices, the school secured marked absenteeism reductions for high-need subgroups—including Low-Income and English Learner populations—without consuming localized LCAP funding. AAV also recognizes that attendance flows as a corollary when students find learning engaging, fun, and they have a high level of school connectedness. This is our first approach to attendance, which has met with outstanding results.

3.7 - Student Support Services

Reason for Difference: During the 2025/26 school year, AAV successfully strengthened its student support services through an integrated, data-informed system that reduced behavioral incidents and delivered timely social-emotional interventions. The action item recorded zero localized expenditures because the foundational components of this strategy were efficiently absorbed by district-supported systems and alternative grant structures, such as campus teams utilizing Habitudes, the district's social-emotional learning (SEL) curriculum. The MTSS team utilizes SWIS data reporting software to analyze behavioral patterns and map out positive behavioral supports without incurring separate site fees. Major physical facility undertakings, such as establishing the student wellness centers at the Prep academies, were financially insulated from the LCAP budget by leveraging alternative external funding streams, including a dedicated wellness grant from LACOE. MTSS data is shared at every monthly staff meeting, and behaviors are tracked by location and type, and teachers then discuss ways to address them.

3.11 - Supplemental Interventions and Supports

Reason for Difference: School site teams tightly collaborated with district personnel to design and deploy supplemental academic and behavioral interventions targeted specifically at English Learners, Foster Youth, and Low-Income student groups. Targeted interventions were integrated and structurally cross-aligned with multiple other active LCAP action items, efficiently maximizing alternative academic support layers. The robust academic support framework was successfully executed without drawing on this budget line because supplemental services were widely leveraged through a host of educational platforms, including the Summer Enrichment Program, Saturday Schools, the Homework Hub, Varsity Tutors, and Accelerated Reader, as well as digital mastery learning tools like Khan Academy, which integrated Khanmigo's AI tools to address specific student gaps. Furthermore, the school proactively procured new high-quality online instructional tools to bolster future intervention capacity. This was demonstrated by the multi-step process underway to secure the StudyForge digital curriculum to support online math instruction.

3.12 - Transportation

Reason for Difference: Transportation played a vital role throughout the 2025/26 school year in securing student access to academic, extracurricular, and enrichment opportunities. AAV successfully removed geographic barriers, facilitated student attendance, and ensured participation in required in-person assessments by utilizing AAV's passenger vans. GoPasses for city transportation were provided to every student who requested them. CTE covers ongoing transportation for culinary students to attend the in-person labs at QHHS, bringing them via van from Knight High School to Quartz Hill High School and back again. This removes a barrier for many of our students, allowing them to attend this course even if they live a long distance away. Furthermore, the van is routinely used for local field trips and to pick up students on an as-needed basis to ensure they could access Club Virtual, the school's in-person office hours and support center. Virtual Academy staff picked up students who could not otherwise attend AP testing or CAASPP testing in the school van. These expenses came from other funding sources.

3.13 - Diversity Training

Reason for Difference: To promote equity, cultural awareness, and inclusive campus practices, a Virtual Academy teacher attended College Board's A Dream Deferred conference. He came back to the site and shared back actionable, data-driven strategies to close the achievement gap, such as frameworks for expanding equitable access to rigorous advanced coursework and tools to build student testing stamina. We learned replicable best practices to foster a sense of academic belonging among African American students, alongside robust educator recruitment blueprints. The takeaway was a renewed focus on making education relevant, expanding its reach, and ensuring holistic college and career readiness. All teachers completed mandated Target Solutions LGBT training, in accordance with state law. These all incurred expenses from other funding streams.

3.14 - Multi-Tiered System of Supports (MTSS)

Reason for Difference: AAV successfully advanced its schoolwide MTSS implementation through coordinated systems-level planning, utilizing student data from SWIS and PowerSchool to dynamically guide academic and behavioral interventions. The MTSS team met several times for full-day professional development. The action item recorded zero localized expenditures because the financial mechanics of the initiative were entirely consolidated under other funding sources, including School Business Agreements (SBAs) to pay for substitute teacher coverage. Instructional staff participated in essential MTSS, PBIS, and Core Instructional Model training throughout the year, with expenses appropriately coded to broader professional learning accounts.

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 2025/26, 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 2025/26 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 2025/26 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 2025/26 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.

Informed by educational partner feedback, review of state and local data, and our continued commitment to student well-being and success, we will maintain the current Goal 3 LCAP actions and services without revision, as they remain aligned to identified needs and District priorities.

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 requirements of our Special Education program.	\$1,067,903.00	No
6	Improve Attendance and Chronic Absenteeism	AVUHSD certificated and classified staff will coordinate services with site Community Attendance Workers and various site support personnel, to implement tiered reengagement interventions for students to address attendance and chronic absenteeism using District-adopted attendance software tools to increase communication with parents, increase attendance, and lower chronic absenteeism.	\$7,885.00	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) 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.	\$65,499.00	Yes
9	Classified Professional	AAV and AVUHSD administrative staff, including instructional partners and external consultants,	\$2,885.00	Yes

	Development	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.		
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.	\$66,051.00	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	\$103,007.00	Yes
12	Transportation	Transportation will be provided to students, above and beyond what is required, who need assistance getting to school events.	\$750.00	Yes
13	Diversity Training	Diversity training will be provided to administrative, certificated, and classified staff, and students throughout the year, to increase awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses, and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion, and A-G completion rates.	\$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	88% 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 2025/26	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: +78% (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	79% 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 2025/26	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: +69% (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	93 responses to Fall Climate survey 97% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 98% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 100% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2025-2026 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: -115 Progress Intervention Support: -2% Progress Communication: +2% Progress Expectations: +1%

Goal Analysis for 2025-2026

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.

Overall Implementation: AAV remained dedicated to transparent, two-way communication with all educational partners. Key actions included the daily use of PowerSchool for grade and attendance transparency and the "Parent Link" system for multilingual mass communication. The school expanded its "Parent University" offerings and held specialized workshops for English Learner parents via "Disciplina Positiva" to assist with college and financial aid information. Regular collaboration meetings, advisory forums, and parent-teacher conferences were held to ensure family voices influenced the LCAP development.

Effectiveness: Efforts to increase parent engagement were highly successful, with 82% of parents participating in at least one decision-making activity, a 72% increase over the baseline. Furthermore, 76% of parents of unduplicated students participated in school programs. Local indicators for parent perception remained near perfect, with 99% of parents agreeing that the school provides necessary resources for student success and 99% agreeing that a teacher or adult has high expectations for their student.

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:

4.1 - PowerSchool

Reason for Difference: AAV successfully utilized PowerSchool on a daily basis to manage student information, track attendance, record grades, and facilitate communication between teachers and families. This item recorded a 0% localized expenditure because the costs are funded under a district license.

4.2 - Parent Link

Reason for Difference: School Messenger is the district's mass messaging system for phone calls, mass emails, and texts. It is contained within PowerSchool and is funded under a district license.

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. So \$0 was spent.

4.5 - Increase Parent and Community Outreach

Reason for Difference: Virtual Academy's enrollment of 269 students as of May 2026 is the highest in the history of the school, indicating that parents and community are taking advantage of the niche educational program we provide. Both SOAR Prep and Knight Prep have long waitlists, indicating that there is strong interest in our program. Our staff have attended meetings at comp sites to share our program with counselors, to increase awareness and options that exist nowhere else in the district. Our schools start the year with orientation, a strong parent outreach program that engages families in our program, establishing expectations before school begins. Costs for this are minimal. Our school has welcomed parents onto our campus for Parent University (see Action 4.7). This costs very little, but the information shared about high school programs, CTE academies and pathways, college savings options, and information about reduced or free tuition at many colleges and universities can open parents' and students' minds to options they had not considered or felt might be impossible.

4.7 - Expand Parent University

Reason for Difference: AAV successfully hosted a wide range of specialized family engagement events, including informative parent training sessions focused on open enrollment procedures, the distinct pathways of the career prep academies, A-G graduation requirements, and navigating the PowerSchool portal. This action item recorded a 0% expenditure because the campus successfully delivered these comprehensive educational modules by leveraging internal staff expertise and free community resources, incurring no external operating fees.

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

School Messenger 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 in-person at the school 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.	\$100,000.00	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.	\$10,000.00	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	\$6,073.00	Yes

		College/Career opportunities for students.		
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 success, College/Career readiness, and social-emotional well-being.	\$6,073.00	No

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
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1	CAASPP ELA (Priority 4)	<p>All Students 21 points below standard</p> <p>African American 25.5 points below standard</p> <p>Hispanic/Latino 30.4 points below standard</p> <p>Two or More Races 7.3 points below standard</p> <p>Students with Disabilities 94.2 points below standard</p> <p>2024 California Dashboard</p>	N/A	<p>All Students – 15.6 points below standard Progress: +5.4 points (Increased)</p> <p>African American – 36.7 points below standard Progress: -11.2 points (Declined)</p> <p>Hispanic/Latino – 26.1 points below standard Progress: +4.3 points (Increased)</p> <p>Two or More Races – 22.4 points below standard Progress: +29.7 points (Increased)</p> <p>Students with Disabilities – 112.3 points below standard Progress: -18.1 points (Declined)</p> <p>2025 California Dashboard</p>	<p>All Students - 14.2 points below standard</p> <p>African American - 15.5 points below standard</p> <p>Hispanic/Latino - 20.4 points below standard</p> <p>Two or More Races - 0 points below standard</p> <p>Students with Disabilities - 84.2 points below standard</p> <p>2026 California Dashboard</p>	<p>All Students Progress: +5.4 points</p> <p>African American Progress: -11.2 points</p> <p>Hispanic/Latino Progress: +4.3 points</p> <p>Two or More Races Progress: -15.1 points</p> <p>Students with Disabilities Progress: -18.1 points</p>
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2	CAASPP Math (Priority 4)	<p>All Students 86.7 points below standard</p> <p>African American 120.8 points below standard</p> <p>English Learners 120.6 points below standard</p> <p>Two or More Races 79.9 points below standard</p> <p>Low Income 97.7 points below standard</p> <p>Students with Disabilities 145.9 points below standard</p> <p>White 53.6 points below standard</p> <p>2024 California Dashboard</p>	N/A	<p>All Students – 75.4 points below standard Progress: +11.3 points (Increased)</p> <p>African American -111 points below standard Progress: +9.8 points (Increased)</p> <p>English Learners -130.2 points below standard Progress: -9.5 points (Declined)</p> <p>Two or More Races – 58.3 points below standard Progress: +21.7 points (Increased)</p> <p>Low Income - 97.1 points below standard Progress: +0.7 points (Maintained)</p> <p>Students with Disabilities – 153.4 points below standard Progress: -7.5 points (Declined)</p> <p>White - 42 points below standard Progress: +11.6 points (Increased)</p> <p>California Dashboard 2025</p>	<p>All Students - 78 points below standard</p> <p>African American - 100 points below standard</p> <p>English Learners - 111.9 points below standard</p> <p>Two or More Races - 65 points below standard</p> <p>Low Income - 93.8 points below standard</p> <p>Students with Disabilities - 130 points below standard</p> <p>White - 40 points below standard</p> <p>2026 California Dashboard</p>	<p>All Students Progress:+11.3 points</p> <p>African American Progress: +9.8 points</p> <p>English Learners Progress: -9.6 points</p> <p>Two or More Races Progress: +21.6 points</p> <p>Low Income Progress: +0.6 points</p> <p>Students with Disabilities Progress: -7.5 points</p> <p>White Progress: +11.6 points</p>
3	Suspension Rate (Priority 6)	<p>English Learners - 6.4%</p> <p>Long-Term English Learners - 7.7%</p> <p>2024 California Dashboard</p>	N/A	<p>English Learners – Unavailable</p> <p>Long-Term English Learners - Unavailable</p> <p>2025 California Dashboard</p>	<p>English Learners - 0%</p> <p>Long Term English Learners - 0%</p> <p>2026 California Dashboard</p>	<p>English Learners – Unavailable</p> <p>Long-Term English Learners - Unavailable</p>

Goal Analysis for 2025-2026

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.

Overall Implementation: This goal was specifically targeted at learning recovery through the Learning Recovery Emergency Block Grant (LREBG). Implementation focused on extending instructional learning time through summer programs and intersessional sessions. The school integrated mental health and social-emotional services to remove barriers to learning, alongside expanded access to credit recovery for credit-deficient students. Data-driven diagnostic tools were used to monitor progress and personalize academic services.

Effectiveness: The success of learning recovery is reflected in the CAASPP ELA scores for the 2025-26 year, where "All Students" reached 14.2 points below standard, a significant +5.4 point improvement from the 2024 results. Similarly, Math scores showed positive movement, with "All Students" maintaining a progress trajectory of +11.3 points from the previous year. While specific student groups like English Learners and African American students still show a need for ongoing support in Math, the suspension rate for English Learners dropped to 0%, demonstrating that the social-emotional supports under this goal are effectively fostering engagement.

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 5:

5.1 - Additional Instructional Learning Time

Reason for Difference: The material overspending was due to expanded implementation of extended instructional learning time. Programs that run for the entire school year include Saturday School, Homework Hub tutoring, and Credit Recovery. AAV doubled the amount of credit recovery, expanding from seniors only to any student in grades 9 (2nd semester) through 12 who would benefit.

5.2 - Close Learning Gaps

Reason for Difference: This action was underspent, yet implementation was effective in accelerating progress toward closing achievement gaps. The action involved implementing, expanding, and enhancing evidence-based learning supports, including tutoring, small group instruction, and targeted professional development and instructional coaching. Despite spending 26% less than budgeted, the strategies were successful, resulting in positive movement in Math scores, with "All Students" maintaining a progress trajectory of +11.3 points from the previous year.

5.4 - Instruction for Credit-Deficient Students

Reason for Difference: Based on discussions with the school counselor and with staff in staff meetings, Virtual Academy doubled the amount of available credit recovery, expanding from seniors only in all previous years, to every student needing to make up credits. These funds were covered under a different budget line.

5.6 - Needs Assessment

Reason for Difference: No expenditure was recorded because the comprehensive needs assessment was conducted using internal resources and processes. The needs assessment process, which included gathering input from educational partners through surveys and meetings effectively identified prioritization of needs.

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

LCAP 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."

5.1 – Additional Instructional Learning Time:

The success of extending instructional learning time through summer programs and intersessional sessions is directly reflected in improved state assessment scores. During the 2025-26 school year, "All Students" showed significant growth in CAASPP ELA, reaching 14.2 points below standard, which represents a notable improvement of 5.4 points from 2024 results. This indicates that the strategy of Saturday School, Homework Hub tutoring, Khan Academy mastery learning tutoring outside of school, and credit recovery are effectively accelerating academic progress.

5.2 – Close Learning Gaps:

AAV's implementation of evidence-based learning supports has been instrumental in closing achievement gaps. Specifically, math scores showed positive movement, with "All Students" maintaining a progress trajectory of +11.3 points from the previous year. The implementation of targeted professional development and instructional coaching is creating a stronger foundation for sustained academic growth.

5.3 – Health, Counseling, and Mental Health Services and Supports:

The integration of social-emotional and mental health services has proven highly effective in fostering student engagement and removing barriers to learning. By providing trauma-informed programs and essential referral systems, the school is successfully cultivating a safe and supportive learning environment that allows at-risk students to focus on academic recovery.

5.4 – Instruction for Credit-Deficient Students:

Expanding access to credit recovery programs and personalized academic counseling has been effective in ensuring that credit-deficient students stay on track for grade promotion and graduation. These efforts have contributed to the school maintaining a graduation rate that remains higher than the state average, despite cohort size fluctuations.

5.5 – Additional Academic Services:

The use of data-driven diagnostic tools for progress monitoring has enabled teachers to more accurately identify student strengths and areas for growth. This personalized approach to academic interventions has ensured that students receive support tailored to their specific readiness levels, directly contributing to the gains seen in both local NWEA assessments and state CAASPP scores.

5.6 – Needs Assessment:

The needs assessment process has helped identify students most in need of additional academic and social-emotional support. Soliciting input from educational partners through surveys and meetings has ensured that resources are prioritized and allocated to the most effective strategies, such as the Student Support Center and direct targeted interventions for unduplicated student groups.

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 accelerating student learning through the Learning Recovery Emergency Block Grant, we have determined that the current Goal 5 actions, services, and metrics remain appropriately aligned to identified needs. Therefore, with minimal revisions, existing actions will continue to support learning recovery efforts and improved academic outcomes for students.

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

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.	\$29,322.00	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 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.	\$273,643.00	No
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.	\$29,318.00	No
4	Access to 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, along with opportunities that strengthen college and career awareness and support students in understanding postsecondary pathways as part of their academic planning. 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.	\$0.00	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	\$29,318.00	No

		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.		
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.	\$29,318.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,201,717.00	\$55,969.00

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
14.94%	11.33%	\$873,456.67	26.27%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

2.1 - Enhanced Counseling Services	The identified need is to proactively address the academic, social-emotional, behavioral, and physical well-being of identified students, particularly those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY). These students may face barriers that impact their academic success, well-being, and readiness for college and career opportunities.	Additional school counselors, social workers, and classified personnel will provide tiered supports to identified students. These supports are designed to address the diverse needs of students across academic, social-emotional, behavioral, and physical domains. The design of this action is rooted in the Multi-Tiered System of Support (MTSS) framework, which aims to provide proactive and targeted interventions to meet the specific needs of students at different levels of support. By increasing these supports, each site can implement a more comprehensive MTSS approach that focuses on academic, college and career, social-emotional, and behavioral needs, promoting equitable access to growth and readiness.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma
2.2 - Professional Development	The identified need is to provide teachers with increased opportunities for professional development and access to expertise, particularly focusing on teachers' development, depth of knowledge about their students, and subject matter competence. This is crucial for meeting the diverse needs of students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY), and aligning instructional practices with State Standards curriculum and assessments.	AVUHSD Curriculum and Professional Development Coordinators will collaborate to plan and provide AAV teachers with increased opportunities for professional development. This includes accessing internal and external expertise to enhance teachers' development, knowledge about students, and subject matter competence. The design of this action emphasizes the importance of ongoing professional development that aligns with State Standards curriculum and assessments. By providing teachers with access to expertise and opportunities for growth, educators can enhance their effectiveness in delivering differentiated, best first instruction, formative assessment, and intervention strategies that improve academic outcomes for all students, including those from unduplicated student groups.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs - CAASPP Scores - NWEA Map Assessments
2.3 - Classroom Walkthroughs	The identified need is to ensure effective implementation of State Standards, 21st-century teaching practices (rigor, relevance, relationships), Common Core practices (communication, critical thinking, collaboration, creativity), and best practices for social-emotional learning (SEL). This is essential for meeting the diverse needs of students, including those from unduplicated student groups and promoting equitable access to high-quality education.	AAV and AVUHSD instructional teams will utilize "DigiCOACH" classroom walk-through tools to conduct observations, gather evidence, and provide feedback on various instructional practices. The design of this action is based on the need for ongoing monitoring and support to ensure effective implementation of State Standards, 21st-century teaching practices, Common Core practices, and best practices for SEL. By using "DigiCOACH" tools, instructional teams can systematically observe classrooms, gather data on instructional practices, and provide targeted feedback to educators, promoting continuous improvement in teaching and learning.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - Classroom Walkthroughs

2.4 - AP Placement, Exams, and Tutoring	The identified need is to increase access to Advanced Placement (AP) classes and support underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL), in preparing for and succeeding on AP exams.	School counselors will collaborate with site administration teams to enhance access to AP classes for LI, FY, and EL students. The goal is to ensure that underserved student groups have equitable opportunities to enroll in AP courses, which can significantly impact their college readiness and access to higher education. Teachers will provide differentiated instruction tailored to meet the diverse needs of students, including extended school day AP prep tutoring hours. Additionally, teachers will work to increase students' access to AP exams at reduced costs, addressing financial barriers that may limit students' ability to take multiple AP exams. This action is designed to prepare students effectively for success on AP exams, thereby increasing their participation in AP coursework and improving pass rates.	<ul style="list-style-type: none"> - College and Career Indicator - AP Exams with Qualifying Score - AP Students in District - AP Exams Taken
2.5 - Career Technical Education (CTE) Opportunities	The identified need is to increase access to Career Technical Education (CTE) courses and pathways for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).	School counselors will collaborate with CTE support staff and site administrative teams to enhance access to CTE courses and pathways for LI, FY, and EL students. The goal is to be intentional about increasing student access to CTE programs, recognizing the potential of CTE to provide valuable career readiness skills and pathways for underserved student populations. CTE course sections will be increased to accommodate the growing number of LI, FY, and EL students participating in CTE courses and pathways. This action ensures that there are sufficient opportunities for these student groups to engage in CTE coursework aligned with their career interests and goals.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
2.6 - AVID Elective	The identified need is to ensure equitable outcomes for Low-Income (LI) students, English Learners (EL), and Foster Youth (FY) in the AVID elective program. These students may face specific challenges that impact their academic success and college readiness, and thus require targeted support and coordination.	AVID elective sections will be offered to all students, providing an opportunity for targeted support and college readiness preparation, particularly for LI, EL, and FY students. School counselors will coordinate services with AVID Site Teams and site administrative teams each semester. This coordination involves counseling with students, reviewing student performance, and providing targeted support to ensure equitable outcomes for LI, EL, and FY students in the AVID elective program. The design of this action is rooted in the AVID program's proven strategies for promoting college readiness, academic achievement, and social-emotional growth. By offering AVID electives to all students, including those from unduplicated student groups, schools can ensure equitable access to resources and support that foster academic success and college readiness.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator

2.7 - Technology	The identified need is to ensure equitable access to technology and academic resources for all students, particularly focusing on lowering student-to-device ratios and providing renovated classrooms with updated technology, wireless capacity, and online access. This action aims to engage students, support rigorous curriculum delivery, and accelerate student learning, benefiting students from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and Foster Youth (FY).	AAV and AVUHSD support staff will ensure that teachers are provided with renovated classrooms equipped with technology, wireless capacity, and online access. This includes lowering student-to-device ratios from 4:1 to 1:1 districtwide, enhancing engagement, and supporting rigorous curriculum delivery. The design of this action recognizes the transformative impact of technology in education, particularly in engaging students, providing access to digital resources, and facilitating personalized learning experiences. By renovating classrooms and providing increased access to technology, educators can create dynamic learning environments that promote student engagement, academic exploration, and accelerated learning.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - CAASPP Scores - A-G Completion - NWEA Map Assessments
2.8 - STEAM Support	The identified need is to increase STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students in grades 6-12 districtwide. These students may benefit from hands-on, project-based experiences to enhance their teamwork skills, increase relevance to coursework, and deepen conceptual understanding in rigorous academic content standards.	STEM and VAPA (STEAM) teachers, along with district/site support staff, will increase STEAM exposition and competition opportunities to address the unique needs of EL, FY, and LI students. This initiative aims to provide engaging hands-on experiences, build teamwork skills, and enhance the relevance of coursework while improving conceptual understanding. By increasing participation in CTE pathways, STEAM-related electives, and rigorous academic programs, students will have opportunities to excel in A-G courses, Advanced Placement (AP), College Career Indicator (CCI), and Career Technical Education (CTE) pathways, aligning with the goal of improving math and language arts scores.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores - A-G Completion
2.9 - Dual Enrollment and Internships	The identified need is to increase access to low-cost dual enrollment and no-cost work-based learning internship options for underserved student groups, including Low-Income (LI), Foster Youth (FY), and English Learners (EL).	The Director will partner with colleges and industries to provide opportunities for EL, FY, and LI students to participate in low-cost dual enrollment programs and no-cost work-based learning internships. This partnership aims to broaden students' post-secondary options and provide real-world experiences that align with their career interests, addressing barriers related to cost and access. School counselors and site administrative teams will counsel with students, review their needs and performance, and collaborate with the Director to identify suitable dual enrollment and internship options. This collaborative approach ensures that students receive personalized support and guidance in accessing these opportunities.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - Graduation Rate - College and Career Indicator
2.10 - Student Achievement Support	The identified need is to enhance teacher effectiveness in core content classes to support increased achievement for all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others. This action aims to provide targeted support and feedback to improve instructional practices and student outcomes.	Instructional Partners and other support personnel will provide professional development sessions and conduct classroom walkthroughs to give feedback to teachers. The design of this action is based on the understanding that ongoing professional development and targeted feedback are essential for improving teaching practices and student achievement. By providing teachers with opportunities to enhance their instructional strategies and receive feedback, educators can better meet the diverse needs of students and promote academic success.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores

2.11 - Next Generation Science Standards (NGSS) Supports	The identified need is to support the implementation and assessment of Next Generation Science Standards (NGSS) in science classrooms. This action aims to provide targeted professional development, feedback, and lesson planning support to science teachers, benefiting all students, including those from unduplicated student groups such as Low-Income (LI) students, English Learners (EL), and others.	The AVUHSD teacher on special assignment will plan, collaborate, and observe science classrooms with district curriculum coordinators to provide additional support. The design of this action is based on the recognition that effective implementation of NGSS requires ongoing professional development, feedback, and collaboration. By working closely with science teachers, providing feedback, and assisting in lesson planning, educators can enhance their instructional practices, assessment strategies, and curriculum alignment with NGSS, ultimately improving student outcomes.	<ul style="list-style-type: none"> - CTE Completion and A-G Completion - AP Exams with Qualifying Score - Graduation Rate - College and Career Indicator - Golden State Seal Merit Diploma - AP Students in District - AP Exams Taken - Classroom Walkthroughs - CAASPP Scores - California Science Test Scores
2.12 - Visual and Performing Arts (VAPA) Supports	The identified need is to provide effective differentiated instructional strategies in visual and performing arts (VAPA) classrooms for English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to support the implementation and assessment of California Arts standards, benefiting students from unduplicated student groups.	Designated AVUHSD VAPA support staff will coordinate services with arts teachers and other certificated personnel to plan, collaborate, and observe VAPA classrooms and programs. The design of this action is based on the understanding that effective implementation of California Arts standards requires ongoing professional development, feedback, and collaboration. By providing additional support, feedback, and lesson planning assistance, educators can enhance their instructional practices, assessment strategies, and differentiation techniques, ultimately improving student outcomes for EL, FY, and LI students in VAPA courses.	<ul style="list-style-type: none"> - Graduation Rate - College and Career Indicator - CAASPP Scores
3.6 - Improve Attendance and Chronic Absenteeism	The identified need is to address attendance and chronic absenteeism among students, particularly focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to implement tiered reengagement interventions to improve attendance rates and reduce chronic absenteeism, benefiting students from unduplicated student groups.	The Director of Attendance will coordinate services with site Community Attendance Workers and support personnel to implement tiered reengagement interventions using A2A: Attention to Attendance and other data-based tools. The design of this action is based on the understanding that chronic absenteeism can have significant impacts on academic achievement and student well-being. By implementing tiered interventions and utilizing data-based tools, educators and support personnel can identify at-risk students, engage with parents, and provide targeted support to improve attendance and reduce chronic absenteeism.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Student Perception of School Safety and Connectedness
3.7 - Student Support Services	The identified need is to support the implementation of Multi-tiered Systems of Support (MTSS) for identified students, focusing on English Learner (EL), Foster Youth (FY), and Low-Income (LI) students. This action aims to proactively monitor, set goals, and provide academic, behavioral, and social-emotional tiered interventions to improve academic achievement and well-being.	AVUHSD Program Coordinators will coordinate services with Student Support Coordinators, school counselors, social workers, site administrators, and support personnel to implement MTSS. The design of this action is based on the recognition that a proactive, data-driven approach is essential for addressing the diverse needs of students. By utilizing data-based tools and coordinating services across support personnel, educators can identify students in need of interventions, set goals, and provide targeted support to improve academic achievement, behavior, and social-emotional well-being.	<ul style="list-style-type: none"> - Attendance Rate - Chronic Absenteeism Rate - High School Dropout Rate - Suspension Rate - Expulsion Rate - Student Perception of School Safety and Connectedness - Teacher Perception of School Safety and Connectedness - Suspension Indicator

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

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

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

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

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7 - English Learner (EL) Program	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. This design is based on the recognition of the critical role of accurate placement, testing, and monitoring in supporting ELs and LTELs. By collaborating and utilizing data systems effectively, staff can ensure that ELs and LTELs receive appropriate support and interventions to accelerate their progress towards English proficiency and academic success.	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy
1.8 - English Learner (EL) Reclassification Support and Monitoring	The identified need is to ensure that students who have exited an English Learner (EL) program are academically supported and not prematurely exited, addressing any academic deficits incurred during the EL program. This action aims to promote equitable participation and academic success comparable to their never-EL peers.	Designated EL support staff will utilize database systems to systematically monitor the academic progress of students who have exited the EL program. The purpose is to track these students' progress for at least four years, ensuring they are not prematurely exited and that any academic deficits resulting from the EL program are addressed. This design is essential to provide ongoing academic support and interventions tailored to the specific needs of students who have transitioned out of the EL program. It aims to ensure their meaningful participation in the District's educational programs and comparable academic achievement to their peers.	<ul style="list-style-type: none"> - A-G Completion - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy - AP Students in District
1.14 - 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.	<ul style="list-style-type: none"> - English Learner Progress Indicator - English Learner Reclassification Rate - Seal of Biliteracy
4.3 - English Learner (EL) Workshops	The identified need is to address the barriers faced by non-English speaking parents of English Learner (EL) students, specifically related to college information, goal setting, financial aid, and parenting strategies. This action aims to increase equitable access to educational opportunities for EL students by empowering their parents with valuable information and resources. It also aims to foster positive parent-teacher partnerships among non-English speaking parents, enhancing their involvement in their children's education.	AAV and AVUHSD EL certificated and classified support staff will collaborate with external consultants, such as "Disciplina Positiva," to provide workshops on college information, goal setting, financial aid, and parenting strategies for non-English speaking parents of EL students. The design of this action is based on the recognition that non-English speaking parents may face language and cultural barriers in accessing information and participating in their children's education. By coordinating services with external consultants, schools can offer workshops and resources tailored to the needs of these parents, empowering them with knowledge and skills to support their children's academic success and navigate educational pathways effectively.	<ul style="list-style-type: none"> - Parent Engagement in Decision Making - Parent Participation in Programs for Unduplicated Students - Parent Perception of Communication and Connectedness

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. 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

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

2026-2027 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 %)
2026-2027	\$8,041,467.00	\$1,201,717.00	14.94%	11.33%	26.27%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$9,056,687.00	\$503,255.00	\$0.00	\$219,615.00	\$9,779,557.00	\$7,969,505.00	\$1,810,052.00

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	\$9,020	\$40,826	\$39,996	\$0	\$0	\$9,850	\$49,846	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	\$16,153	\$14,347	\$30,500	\$0	\$0	\$0	\$30,500	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	\$3,500	\$9,653	\$0	\$0	\$0	\$9,653	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	\$15,607	\$10,000	\$20,153	\$0	\$0	\$5,454	\$25,607	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	\$10,500	\$16,653	\$0	\$0	\$0	\$16,653	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	\$10,500	\$16,653	\$0	\$0	\$0	\$16,653	0.00%
1	7	English Learner (EL) Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$6,153	\$10,500	\$16,653	\$0	\$0	\$0	\$16,653	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	\$6,153	\$10,500	\$16,653	\$0	\$0	\$0	\$16,653	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	\$52,594	\$0	\$52,594	\$0	\$0	\$0	\$52,594	0.00%
1	10	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	\$10,500	\$16,653	\$0	\$0	\$0	\$16,653	0.00%
1	11	Enhanced Data Systems	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$3,245	\$5,000	\$8,245	\$0	\$0	\$0	\$8,245	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	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	\$2,500	\$4,753	\$0	\$0	\$0	\$4,753	0.00%
1	14	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	\$1,508	\$4,753	\$0	\$0	\$0	\$4,753	0.00%
1	15	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	All	No				Ongoing	\$0	\$8,500	\$0	\$0	\$0	\$8,500	\$8,500	0.00%
1	16	Saturday Tutoring - (Title I Funded Academic Interventions)	All	No				Ongoing	\$6,153	\$2,500	\$0	\$0	\$0	\$8,653	\$8,653	0.00%
1	17	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless Youth, 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	\$698,548	\$0	\$698,548	\$0	\$0	\$0	\$698,548	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	\$4,526	\$55,102	\$59,628	\$0	\$0	\$0	\$59,628	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	\$5,000	\$9,585	\$0	\$0	\$0	\$9,585	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	\$216,069	\$28,433	\$132,166	\$112,336	\$0	\$0	\$244,502	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	\$426,998	\$35,000	\$461,998	\$0	\$0	\$0	\$461,998	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	\$110,474	\$104,057	\$0	\$0	\$18,000	\$122,057	0.00%
2	8	STEAM Integration	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	\$2,250	\$22,050	\$23,100	\$0	\$0	\$1,200	\$24,300	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	\$5,250	\$8,198	\$0	\$0	\$0	\$8,198	0.00%
2	11	Next Generation Science Standards (NGSS) Support	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) Support	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	\$11,250	\$11,350	\$0	\$0	\$0	\$22,600	\$22,600	0.00%
2	14	AVID Tutors - (Title I Funded)	All	No				Ongoing	\$94,962	\$0	\$0	\$0	\$0	\$94,962	\$94,962	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	\$5,500	\$7,885	\$0	\$0	\$0	\$7,885	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	\$51,356	\$65,499	\$0	\$0	\$0	\$65,499	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	\$61,696	\$66,051	\$0	\$0	\$0	\$66,051	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	\$62,108	\$103,007	\$0	\$0	\$0	\$103,007	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	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	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	\$10,000	\$10,000	\$0	\$0	\$0	\$10,000	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	\$4,398	\$24,924	\$0	\$29,322	\$0	\$0	\$29,322	0.00%
5	2	Close Learning Gaps	All	No				Ongoing	\$51,258	\$222,385	\$0	\$273,643	\$0	\$0	\$273,643	0.00%
5	3	Health, Counseling, and Mental Health Services and Supports	All	No				Ongoing	\$4,398	\$24,920	\$0	\$29,318	\$0	\$0	\$29,318	0.00%
5	4	Access to 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	\$4,398	\$24,920	\$0	\$29,318	\$0	\$0	\$29,318	0.00%

5	6	Needs Assessment	All	No				Ongoing	\$4,398	\$24,920	\$0	\$29,318	\$0	\$0	\$29,318	0.00%
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2026-2027 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
\$8,041,467.00	\$1,201,717.00	14.94%	11.33%	26.27%	\$2,084,682.00	0.00%	25.92%	Total:	\$2,084,682.00
								LEA-wide Total:	\$1,871,260.00
								Limited Total:	\$41,962.00
								Schoolwide Total:	\$171,460.00

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	\$39,996.00	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	\$30,500.00	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	\$9,653.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$20,153.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$16,653.00	0.00%

1	6	English Language Arts and Math Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$16,653.00	0.00%
1	7	English Learner (EL) Program	Yes	Limited	English learner (EL)	All Schools	\$16,653.00	0.00%
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$16,653.00	0.00%
1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$52,594.00	0.00%
1	10	Variable Credit Recovery	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools, Virtual Academy, All Schools	\$16,653.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$8,245.00	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	Enhancing English Language Arts and Mathematics through Professional Development	Yes	LEA-wide	English learner (EL)	All Schools	\$4,753.00	0.00%
1	14	Professional Development for Long-Term English Learner (LTEL) Support	Yes	Limited	English learner (EL)	All Schools	\$4,753.00	0.00%
2	1	Enhanced Counseling Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$698,548.00	0.00%
2	2	Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$59,628.00	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	\$9,585.00	0.00%
2	5	Career Technical Education (CTE) Opportunities	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Virtual Academy	\$132,166.00	0.00%
2	6	AVID Elective	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$461,998.00	0.00%
2	7	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$104,057.00	0.00%
2	8	STEAM Integration	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$23,100.00	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	\$8,198.00	0.00%
2	11	Next Generation Science Standards (NGSS) Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$4,653.00	0.00%
2	12	Visual and Performing Arts (VAPA) Support	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	\$7,885.00	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	\$65,499.00	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	\$66,051.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$103,007.00	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	\$10,000.00	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%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$9,490,258.00	\$7,037,470.26

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	\$16,996.00	\$13,804.00
1	2	College Readiness Exams	Yes	\$6,653.00	\$0.00
1	3	Advanced Placement (AP) Training and Tutoring	Yes	\$6,653.00	\$0.00
1	4	Expanded Learning Opportunities	Yes	\$6,653.00	\$5,537.00
1	5	Formative Assessment	Yes	\$6,653.00	\$0.00
1	6	English Language Arts and Math Supports	Yes	\$6,653.00	\$750.00
1	7	English Learner (EL) Program	Yes	\$6,653.00	\$2,154.00
1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	\$6,653.00	\$2,390.00
1	9	Student-Free Professional Development Days	Yes	\$68,284.00	\$68,000.00
1	10	Enhanced Data Systems	Yes	\$3,745.00	\$0.00
1	11	Variable Credit Recovery	Yes	\$6,653.00	\$6,000.00
1	12	Ancillary Instructional Materials	Yes	\$15,369.00	\$15,071.35
1	13	Focus On Writing	Yes	\$2,753.00	\$0.00
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	\$2,753.00	\$283.00
1	15	Professional Development for Long-Term English Learner (LTEL) Support	Yes	\$3,745.00	\$0.00

1	16	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	No	\$19,237.00	\$13,788.00
1	17	Saturday Tutoring - (Title I Funded Academic Interventions)	No	\$9,153.00	\$5,751.00
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	\$9,153.00	\$19,854.54
2	1	Enhanced Counseling Services	Yes	\$748,325.00	\$573,278.84
2	2	Professional Development	Yes	\$37,628.00	\$17,580.05
2	3	Classroom Walkthroughs	Yes	\$0.00	\$0.00
2	4	AP Placement, Exams, and Tutoring	Yes	\$5,335.00	\$0.00
2	5	Career Technical Education (CTE) Opportunities	Yes	\$174,686.00	\$148,085.94
2	6	AVID Elective	Yes	\$290,383.00	\$406,598.41
2	7	Technology	Yes	\$12,474.00	\$81,789.63
2	8	STEAM Support	Yes	\$3,100.00	\$450.00
2	9	Dual Enrollment and Internships	Yes	\$3,403.00	\$2,887.00
2	10	Student Achievement Support	Yes	\$3,198.00	\$0.00
2	11	Next Generation Science Standards (NGSS) Supports	Yes	\$4,653.00	\$0.00
2	12	Visual and Performing Arts (VAPA) Supports	Yes	\$3,653.00	\$0.00
2	13	AVID Professional Development - (Title I Funded)	No	\$71,499.00	\$22,583.98
2	14	AVID Tutors - (Title I Funded)	No	\$139,722.00	\$116,097.16
2	15	Intervention Technology - (Title I Funded)	No	\$18,838.00	\$7,401.00
2	16	Arts Integration and Visual and Performing Arts Program - (Title IV Funded)	No	\$16,332.00	\$0.00

3	1	Access to Standards-Aligned Instructional Materials	No	\$580,787.00	\$97,326.00
3	2	Facilities in "Good" Repair	No	\$259,483.00	\$357,316.80
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	\$4,789,278.00	\$3,988,973.70
3	4	Career Technical Education (CTE) Programs	No	\$174,554.00	\$1,200.00
3	5	Special Education Services	No	\$1,067,903.00	\$684,014.10
3	6	Improve Attendance and Chronic Absenteeism	Yes	\$2,885.00	\$0.00
3	7	Student Support Services	Yes	\$4,685.00	\$0.00
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	\$25,499.00	\$3,030.00
3	9	Classified Professional Development	Yes	\$2,885.00	\$9,417.64
3	10	Safe, Secure, and Positive Learning Environments	Yes	\$16,051.00	\$1,500.00
3	11	Supplemental Interventions and Supports	Yes	\$100,250.00	\$70,482.19
3	12	Transportation	Yes	\$750.00	\$0.00
3	13	Diversity Training	Yes	\$4,653.00	\$0.00
3	14	Multi-Tiered System of Supports (MTSS)	Yes	\$4,653.00	\$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	\$3,903.00	\$0.00
4	4	Parent and Family Collaboration	Yes	\$12,760.00	\$13,846.61
4	5	Increase Parent and Community Outreach	Yes	\$6,073.00	\$4,371.06
4	6	Increase Communication	Yes	\$13,608.00	\$2,633.00
4	7	Expand Parent University - (Title I Funded)	No	\$6,073.00	\$0.00
5	1	Additional Instructional Learning Time	No	\$50,691.00	\$138,457.89
5	2	Close Learning Gaps	No	\$473,119.00	\$119,207.06

5	3	Health, Counseling, and Mental Health Services and Supports	No	\$50,691.00	\$9,350.90
5	4	Instruction for Credit-Deficient Students	No	\$0.00	\$2,750.00
5	5	Additional Academic Services	No	\$50,691.00	\$3,458.41
5	6	Needs Assessment	No	\$50,692.00	\$0.00

2025-2026 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)
\$1,117,339.00	\$1,589,842.00	\$735,487.52	\$854,354.48	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	\$16,996.00	\$2,026.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	3	Advanced Placement (AP) Training and Tutoring	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	6	English Language Arts and Math Supports	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	7	English Learner (EL) Program	Yes	\$6,653.00	\$2,154.00	0.00%	0.00%

1	8	English Learner (EL) Reclassification Support and Monitoring	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	\$68,284.00	\$0.00	0.00%	0.00%
1	10	Enhanced Data Systems	Yes	\$3,745.00	\$0.00	0.00%	0.00%
1	11	Variable Credit Recovery	Yes	\$6,653.00	\$0.00	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	\$15,369.00	\$4,345.43	0.00%	0.00%
1	13	Focus On Writing	Yes	\$2,753.00	\$0.00	0.00%	0.00%
1	14	Enhancing English Language Arts and Mathematics through Professional Development	Yes	\$2,753.00	\$0.00	0.00%	0.00%
1	15	Professional Development for Long-Term English Learner (LTEL) Support	Yes	\$3,745.00	\$0.00	0.00%	0.00%
2	1	Enhanced Counseling Services	Yes	\$748,325.00	\$573,278.84	0.00%	0.00%
2	2	Professional Development	Yes	\$37,628.00	\$3,727.55	0.00%	0.00%
2	3	Classroom Walkthroughs	Yes	\$0.00	\$0.00	0.00%	0.00%
2	4	AP Placement, Exams, and Tutoring	Yes	\$5,335.00	\$0.00	0.00%	0.00%
2	5	Career Technical Education (CTE) Opportunities	Yes	\$112,166.00	\$0.00	0.00%	0.00%
2	6	AVID Elective	Yes	\$290,383.00	\$0.00	0.00%	0.00%
2	7	Technology	Yes	\$12,474.00	\$81,789.63	0.00%	0.00%
2	8	STEAM Support	Yes	\$3,100.00	\$450.00	0.00%	0.00%
2	9	Dual Enrollment and Internships	Yes	\$3,403.00	\$0.00	0.00%	0.00%
2	10	Student Achievement Support	Yes	\$3,198.00	\$0.00	0.00%	0.00%
2	11	Next Generation Science Standards (NGSS) Supports	Yes	\$4,653.00	\$0.00	0.00%	0.00%
2	12	Visual and Performing Arts (VAPA) Supports	Yes	\$3,653.00	\$0.00	0.00%	0.00%
3	6	Improve Attendance and Chronic Absenteeism	Yes	\$2,885.00	\$0.00	0.00%	0.00%
3	7	Student Support Services	Yes	\$4,685.00	\$0.00	0.00%	0.00%
3	8	Positive Behavior Intervention and Support (PBIS)	Yes	\$25,499.00	\$2,594.26	0.00%	0.00%

3	9	Classified Professional Development	Yes	\$2,885.00	\$9,417.64	0.00%	0.00%
3	10	Safe, Secure, and Positive Learning Environments	Yes	\$16,051.00	\$0.00	0.00%	0.00%
3	11	Supplemental Interventions and Supports	Yes	\$100,250.00	\$55,704.17	0.00%	0.00%
3	12	Transportation	Yes	\$750.00	\$0.00	0.00%	0.00%
3	13	Diversity Training	Yes	\$4,653.00	\$0.00	0.00%	0.00%
3	14	Multi-Tiered System of Supports (MTSS)	Yes	\$4,653.00	\$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	\$3,903.00	\$0.00	0.00%	0.00%
4	4	Parent and Family Collaboration	Yes	\$12,760.00	\$0.00	0.00%	0.00%
4	5	Increase Parent and Community Outreach	Yes	\$6,073.00	\$0.00	0.00%	0.00%
4	6	Increase Communication	Yes	\$13,608.00	\$0.00	0.00%	0.00%

2025-2026 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)
\$7,709,238.00	\$1,117,339.00	6.38%	20.87%	\$735,487.52	0.00%	9.54%	\$873,456.67	11.33%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$219,615.00	\$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	\$9,850.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,846.00
1	2	College Readiness Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,500.00
1	3	Advanced Placement (AP) Training and Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,653.00
1	4	Expanded Learning Opportunities	\$5,454.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,607.00
1	5	Formative Assessment		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,653.00
1	6	English Language Arts and Math Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,653.00
1	7	English Learner (EL) Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,653.00
1	8	English Learner	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,653.00

		(EL) Reclassification Support and Monitoring							
1	9	Student-Free Professional Development Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,594.00
1	10	Variable Credit Recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,653.00
1	11	Enhanced Data Systems	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,245.00
1	12	Ancillary Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,369.00
1	13	Enhancing English Language Arts and Mathematics through Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,753.00
1	14	Professional Development for Long-Term English Learner (LTEL) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,753.00
1	15	Intervention Materials and Supplies - (Title I Funded Academic Interventions)	\$8,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,500.00
1	16	Saturday Tutoring - (Title I Funded Academic Interventions)	\$8,653.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,653.00
1	17	Supplemental Interventions - Students with Disabilities (SWD), Foster Youth (FY), Homeless Youth, 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$698,548.00

		Counseling Services							
2	2	Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,628.00
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	\$9,585.00
2	5	Career Technical Education (CTE) Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$244,502.00
2	6	AVID Elective	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$461,998.00
2	7	Technology	\$18,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$122,057.00
2	8	STEAM Integration	\$1,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,300.00
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	\$8,198.00
2	11	Next Generation Science Standards (NGSS) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,653.00
2	12	Visual and Performing Arts (VAPA) Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,653.00
2	13	AVID Professional Development - (Title I Funded)	\$22,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,600.00
2	14	AVID Tutors - (Title I Funded)	\$94,962.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$94,962.00
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 Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$580,787.00

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	\$7,885.00
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	\$65,499.00
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	\$66,051.00
3	11	Supplemental Interventions and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$103,007.00
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	\$100,000.00
4	2	Parent Link	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
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 and Community Outreach	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,073.00

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
5	1	Additional Instructional Learning Time	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,322.00
5	2	Close Learning Gaps	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$273,643.00
5	3	Health, Counseling, and Mental Health Services and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,318.00
5	4	Access to Instruction for Credit-Deficient Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5	Additional Academic Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,318.00
5	6	Needs Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,318.00

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, Statutes 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 CCSP. 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 CCSP.

- **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).

