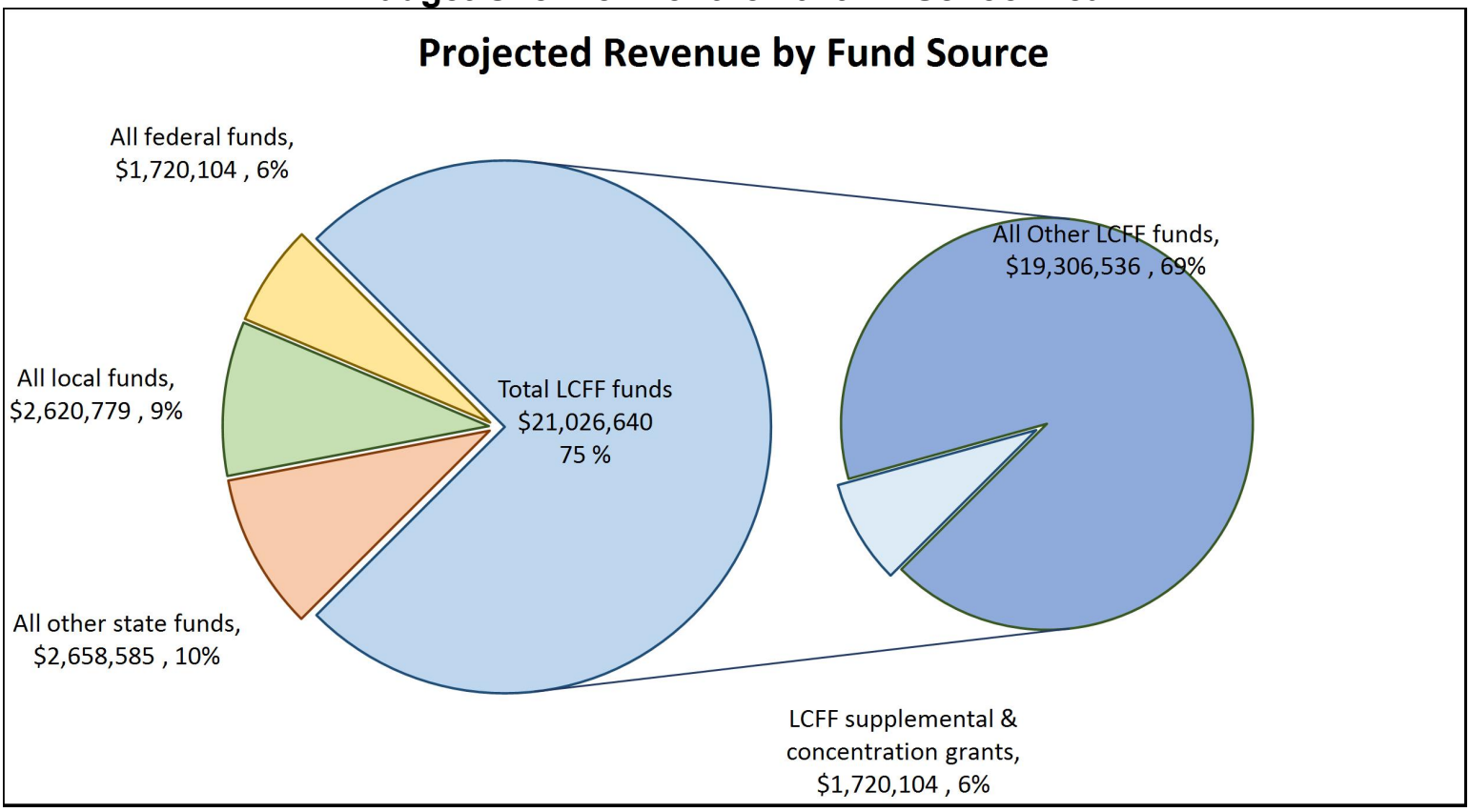
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anderson Union High School District
CDS Code: 45698560000000
School Year: 2026-27
LEA contact information:
Brian Parker
Superintendent
bparker@auhsd.net
(530) 378-0568

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

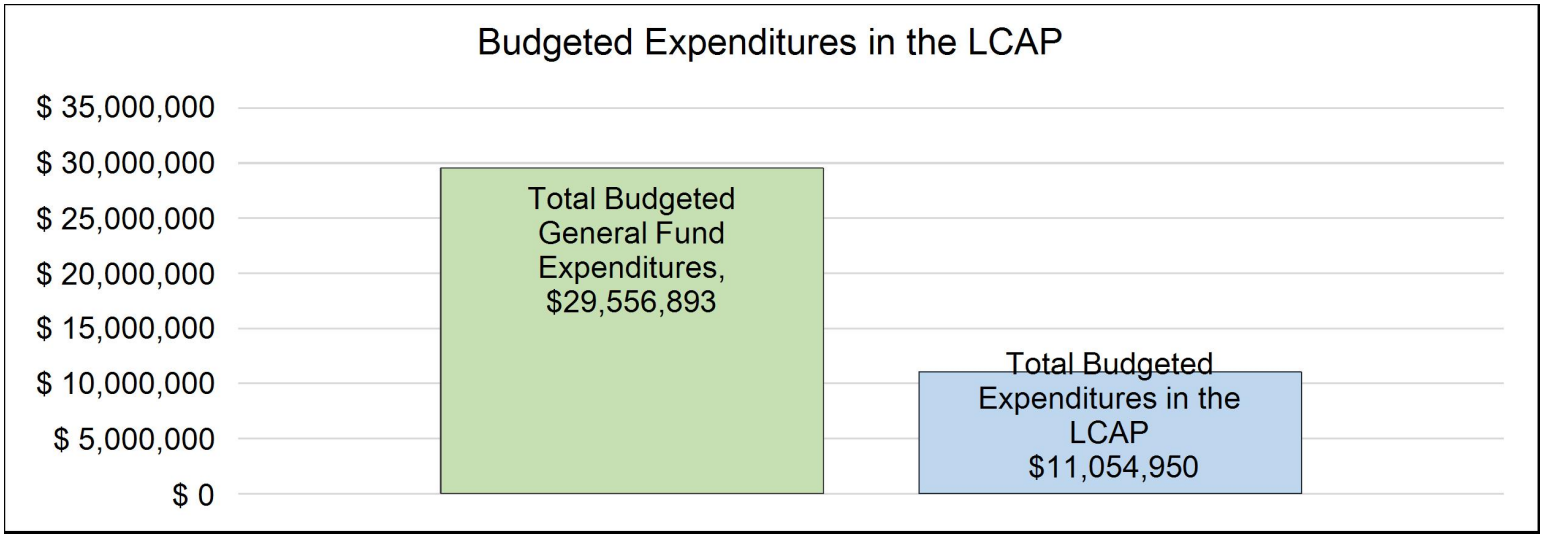


This chart shows the total general purpose revenue Anderson Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anderson Union High School District is $28,026,108, of which $21,026,640 is Local Control Funding Formula (LCFF), $2,658,585 is other state funds, $2,620,779 is local funds, and $1,720,104 is federal funds. Of the $21,026,640 in LCFF Funds, $1,720,104 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 Anderson Union High School District 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: Anderson Union High School District plans to spend $29,556,893 for the 2026-27 school year. Of that amount, $11,054,950 is tied to actions/services in the LCAP and $18,501,943 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

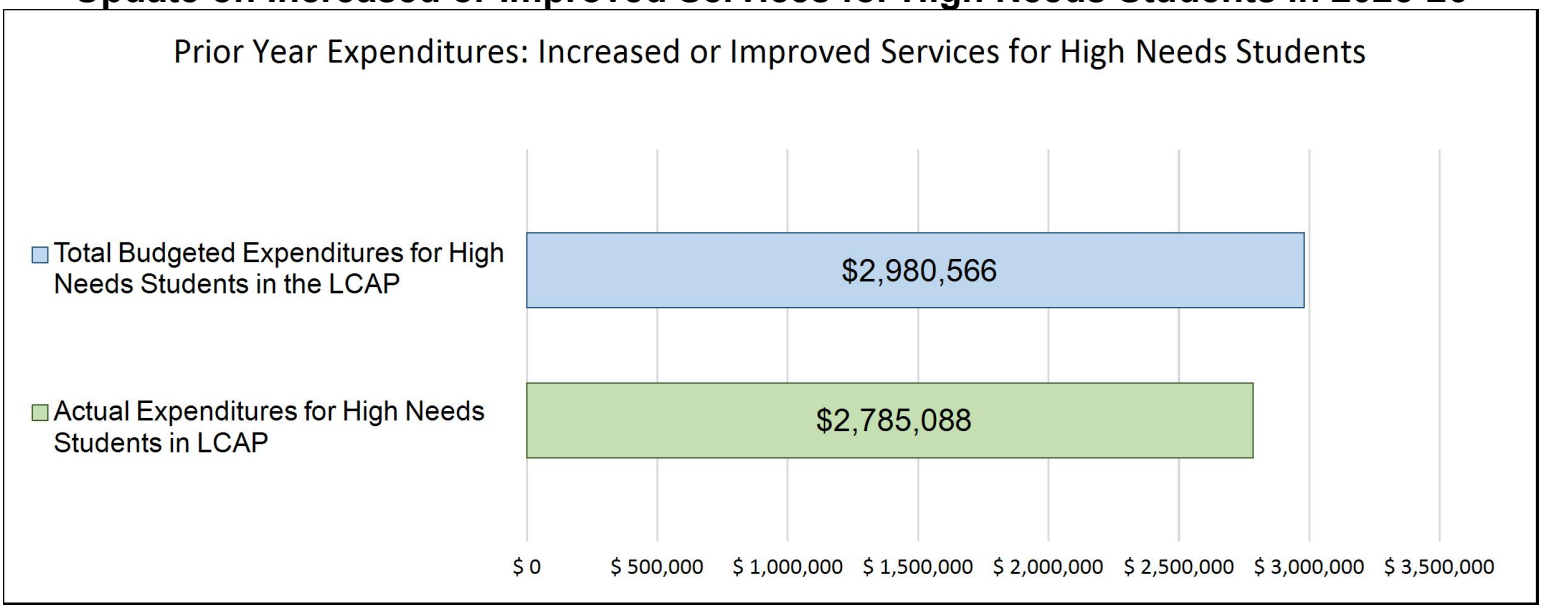
The District's General Fund budget includes routine operational expenditures that are not reflected as specific LCAP actions or services, including general administration, fiscal services, utilities, insurance, debt obligations, and other districtwide operational costs necessary to support the District's educational program.

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

In 2026-27, Anderson Union High School District is projecting it will receive $1,720,104 based on the enrollment of Foster Youth, English learner, and low-income students. Anderson Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Anderson Union High School District plans to spend $2,875,649 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 Anderson Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Anderson Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Anderson Union High School District's LCAP budgeted $2,980,566 for planned actions to increase or improve services for high needs students. Anderson Union High School District actually spent $2,785,087.60 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $195,478.3,999,999,999 had the following impact on Anderson Union High School District’s ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high-needs students were lower than budgeted primarily due to cost efficiencies, lower-than-anticipated expenditures, and implementation of services at a reduced cost. The District was able to provide the same or substantially similar services as originally planned, including academic, behavioral, and student support services for unduplicated pupils. Therefore, the expenditure difference did not result in a significant reduction of services and did not materially impact the District's ability to increase or improve services for high-needs students.

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
Anderson Union High School District	Brian Parker Superintendent	bparker@auhsd.net (530) 378-0568

Plan Summary [2026-27]

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.

The Anderson Union High School District (AUHSD) serves a diverse student population in Southern Shasta County. The district is dedicated to providing high-quality education and a range of programs to meet the needs of the students it serves. With a mission centered on providing diverse educational opportunities in a safe and supportive environment, AUHSD serves a student population of 1,552 students. A significant portion of these students, approximately 56.2%, are socioeconomically disadvantaged, and 15.9% of the student body comprises students with disabilities. The district headquarters are located in Anderson, CA, which is a small town in Shasta County with a population of about 10,000 residents. Anderson is known for its friendly community atmosphere and close-knit neighborhoods. The town offers a variety of local amenities, including parks, schools, and shopping centers, making it a comfortable place to live. The city is also home to several annual events and festivals that foster community spirit and engagement. AUHSD primarily serves students who reside in Anderson and Cottonwood, CA, however, it also serves a number of students throughout Shasta County. Cottonwood, California, is a town located just south of Anderson. With a population of approximately 3,500 residents, Cottonwood is known for its rural character and agricultural heritage. The town offers a peaceful environment and a strong sense of community, making it an ideal place for families and individuals looking for a quieter lifestyle. Shasta County is located in northern California and has a population of approximately 180,000 residents. The county's economy is diverse, with significant contributions from healthcare, retail, education, and manufacturing sectors. Workforce trends in Shasta County indicate a growing demand for skilled workers in healthcare, technology, and trade industries. The region's natural beauty and recreational opportunities make it an attractive place for families and individuals seeking a balance between work and quality of life.

AUHSD encompasses a variety of educational institutions tailored to meet the needs of its diverse student population. The district operates two comprehensive high schools: West Valley Early College High School and Anderson High School. Both schools have been recognized as

California Distinguished Schools in recent years and they provide robust academic programs designed to prepare students for higher education and career opportunities. Each school provides a variety of Advanced Placement (AP) courses and college-level classes through dual enrollment partnerships with Shasta College and Butte College, allowing students to earn college credits while still in high school. Both schools have College and Career Access Pathways (CCAP) partnerships with Shasta College and Butte College, which enables students to take 15 college credits each semester. Additionally, both schools offer Career and Technical Education (CTE) programs in various fields, which prepare students with the skills needed for the workforce. Each school partners with the Shasta-Trinity Regional Occupational Program (STROP) to provide students additional career learning opportunities, which increases the number of CTE opportunities provided to students at AUHSD. In addition to the various academic and CTE programs offered at each school, both schools offer competitive co-curricular and extracurricular programs. Athletics, Future Farmers of America, College Connection, Music, and Theatre are a few of the many programs the district offers to students at its comprehensive sites. In addition to the comprehensive high schools, AUHSD includes Anderson New Technology High School, a charter school that offers a unique educational experience with its hybrid schedule and project-based learning approach. This model allows students to engage deeply with their subjects through collaborative projects that integrate various academic disciplines. The school's innovative curriculum is designed to foster critical thinking, creativity, and collaboration, preparing students for success in both higher education and the modern workforce.

To further support students who may require alternative educational settings, AUHSD operates four alternative education schools: Oakview High School, Anderson Adult Education, North Valley High School, and Anderson Community Day. These schools offer tailored educational programs that address the specific needs of students who may not succeed in traditional high school environments. Oakview High School is an independent study program that provides a flexible learning environment for students who may need an alternative to traditional classroom settings. This program allows students to work at their own pace, with personalized support from teachers and staff. Oakview High School is ideal for students who require a non-traditional approach to education due to personal, academic, or professional reasons. Anderson Adult School offers adult education programs to meet the needs of the community. The school provides a range of courses, including GED preparation, ESL (English as a Second Language), and career training. These programs are designed to help adults improve their skills, earn certifications, and advance their careers. North Valley High School and Anderson Community Day are both alternative education school sites that offer a more structured environment for students who need additional behavioral, academic, and social emotional support. Both schools receive Equity Multiplier funding this school year.

Reflections: Annual Performance

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

Reflecting on the annual performance of the Anderson Union High School District (AUHSD) based on the 2025/26 Dataquest reporting and the California School Dashboard, it is evident that the district serves a diverse student population. Among these students, 56.2% are identified as socioeconomically disadvantaged, 15.9% students with disabilities, 3.09% are English Learners, and 2.04% are Homeless/Foster Youth. AUHSD continues to demonstrate positive academic progress across multiple performance indicators, reflecting the district’s ongoing commitment to student achievement, engagement, and postsecondary readiness. Dashboard data shows AUHSD achieved a Green performance level in Graduation Rate at 87.5%, demonstrating steady improvement in supporting students toward successful completion of high school. The district also earned a Green performance level on the College and Career Readiness Indicator, with 47.5% of students identified as prepared for postsecondary education and career pathways. These outcomes not only reflect the impact of expanded academic supports, Career Technical Education (CTE) pathways, Dual Enrollment opportunities, Advanced Placement (AP) courses, credit

recovery programs, and targeted intervention efforts; but the relentless commitment to a hardworking staff. In addition, AUHSD has continued to strengthen systems of academic counseling, student support services, and learning recovery opportunities designed to address student needs and increase engagement in meaningful learning experiences. The district remains committed to building on these successes while continuing to expand access and support for all students, particularly student groups that continue to experience achievement gaps.

As part of the district's commitment to continuous improvement, it is important to recognize areas where additional growth and support are needed. The Dashboard provides a comprehensive view of district performance across multiple indicators, highlighting both areas of success and opportunities to strengthen outcomes for students.

Local assessment data indicates that many AUHSD students are demonstrating strong academic performance and foundational readiness across core content areas. Results show that 57% of students achieved at or above the 67th percentile in English Language Arts, 48% achieved at or above the 67th percentile in Mathematics, and 52% achieved at or above the 62nd percentile in Science. These outcomes reflect the positive impact of the district's instructional programs and targeted supports, with a majority of students performing at levels that indicate readiness for grade-level academic expectations. While opportunities for continued growth remain, these results provide evidence of student progress and a solid foundation upon which the district can continue to build. In terms of academic achievement on state assessments, the district has shown varying levels of progress. The 2025 performance in English Language Arts (Yellow - 6 points below standard – an increase of 32.7 points) and Mathematics (Yellow – 77.2 points below standard – an increase of 15.5 points) demonstrating promising gains. However, both remain a critical area of focus, as the Dashboard indicates that while there have been some improvements over the years in ELA and mathematics scores, they both remain challenging subjects for many students. As an example with one subgroup that reflects a broader trend; AUHSD Student with Disabilities subgroup increased 24.7 points in ELA. But this subgroup remains in the Orange category as they scored 108.2 points below standard. In mathematics, Students with Disabilities increased 16.3 points but remain 186.2 points below standard, yielding an Orange category. Overall, the data continues to indicate the need for continued emphasis on effective teaching strategies, sustained professional development for educators, and enhanced curriculum resources to support student learning in these core areas.

For English Learners, the Dashboard reveals both progress and areas needing improvement. The English Learner Progress Indicator shows there still are a number of students who require more support in acquiring English proficiency (Orange – 26.7% making progress – a modest increase of 2.8%), while similar results are shown with our Long-Term English Learners or LTEL students (Orange – 30.8% making progress – a modest increase of 2.6%). The district's efforts to provide targeted English Language Development programs, coupled with professional development for teachers on effective strategies for English Learners and the adoption of a research-based curriculum, are crucial steps toward improving these outcomes. In addition, in the 2025–26 school year, the district implemented a new Teacher on Special Assignment (TOSA) position focused on supporting English Language Learner (EL) students. This role has emphasized the systematic monitoring of the progress of EL students, support for classroom teachers with instructional strategies and accommodations, and identified, purchased and supported the implementation of effective curriculum and instructional materials to meet student needs. Further efforts included the district has implementation of the Imagine Learning Language and Literacy program across all school sites. This program provides targeted support in language development and reading skills, helping to ensure that EL students build a strong foundation in English. Together, these initiatives aim to enhance instructional practices and improve student outcomes by providing timely interventions and access to high-quality language development tools.

The College and Career Readiness Indicator is another important measure of district performance, with AUHSD currently identified at the Green performance level with 47.5% of students prepared. Dashboard data reflects the positive impact of programs designed to prepare students for postsecondary success, including Dual Enrollment opportunities, Career Technical Education (CTE) pathways, and Advanced Placement (AP) courses. While these programs have contributed to overall growth in college and career readiness, achievement gaps remain for several student groups, including Socioeconomically Disadvantaged students (42.9%), Students with Disabilities (20%), Homeless students (23.1%), and Long-Term English Learners (18.8%). Moreover, the Dashboard data identifies ongoing gaps in College and Career Readiness outcomes, particularly at North Valley High School (NVHS), which is currently identified in the Red performance category with 1.8% of all students meeting College and Career Readiness Indicator standards. These outcomes demonstrate a continued need to expand access, participation, and support systems that prepare students for college, career, and postsecondary opportunities. AUHSD remains committed to building upon district successes by strengthening academic counseling, credit recovery opportunities, Career Technical Education (CTE) pathways, dual enrollment access, and targeted student supports, while providing focused intervention for student groups and school sites experiencing persistent achievement gaps.

Additionally, AUHSD's graduation rate (Green – 87.5%) remains an important indicator of the district's ability to support students through successful completion of high school. Dashboard data reflects steady improvement in graduation outcomes over the past several years, which may be attributed to supports such as academic counseling, credit recovery opportunities, targeted interventions, and mentorship programs. Despite this progress, achievement gaps persist among specific student groups and school sites. Long-Term English Learners continue to perform 11% below the district graduation rate and are identified at the Yellow performance level, while North Valley High School is identified at the Red performance level and performs 41.9% below the overall AUHSD graduation rate. These data points indicate a continued need for targeted academic, behavioral, and engagement supports to ensure all students remain on track for graduation.

A significant challenge for the district, the Dashboard shows that current suspension rate is Very High (Red) at 12%. Moreover, student group data also reflects high suspension rates for American Indian students (18.6% – Red), Hispanic students (11.8%-Red), English Learners (10.8% – Red), Long-Term English Learners (14.9% – Red), Socioeconomically Disadvantaged students (15.2% – Red), and Foster Youth (30.8% – Red). In addition, suspension rates continue to present challenges at individual school sites across AUHSD. Dashboard data identifies Anderson High School in the Red performance category for All Students (12.4%), Socioeconomically Disadvantaged students (15%), and White students (16.3%). Similar concerns are evident at North Valley High School, where suspension rates remain in the Red category for All Students (27.8%), Hispanic students (36.4%), and Socioeconomically Disadvantaged students (28.3%). At West Valley Early College High School, Hispanic students are also identified in the Red category for suspension rates (8.9%). These outcomes indicate a continued need to strengthen behavioral supports, student engagement strategies, and school climate systems across sites. Acknowledging this as an ongoing challenge, AUHSD began initial implementation of Positive Behavioral Interventions and Supports (PBIS) training for site administrators during the 2025–26 school year. This professional development initiative is designed to strengthen school-wide systems that promote positive student behavior, proactive intervention strategies, and supportive learning environments. By equipping administrators with effective tools and strategies to address student behavior consistently and constructively, the district aims to reduce suspension rates through preventative practices, increased student support, and reinforcement of positive behaviors across schools.

Anderson Union High School District (AUHSD and individual school sites within the LEA continue to receive additional support through Comprehensive Support and Improvement (CSI), Differentiated Assistance (DA), and Equity Multiplier funding based on Dashboard performance indicators and student group outcomes. AUHSD is currently identified for Differentiated Assistance due to the performance of Long-Term English Learners (LTELs), who are identified in the Red performance level for Suspension Rate (14.9%) and academic

achievement, scoring 122.1 points below standard in English Language Arts and 171.5 points below standard in Mathematics on the 2025 California School Dashboard. These outcomes indicate a continued need for targeted academic, behavioral, and engagement supports for LTEL students.
North Valley High School (NVHS) continues to qualify for Comprehensive Support and Improvement (CSI) and Equity Multiplier funding due to historically low graduation outcomes, prior-year non-stability rates exceeding 25 percent, and socioeconomically disadvantaged pupil rates above 70 percent, as identified through the California Department of Education Stability Rate Report. For 2025, NVHS remains identified for CSI based on Graduation Rate indicators for All Students (Red – 45.6%), Socioeconomically Disadvantaged students (Red – 45.3%), and White students (Red – 42.4%). These data demonstrate an ongoing need to strengthen student engagement, credit attainment, intervention systems, and graduation supports to improve outcomes for students at NVHS.

As of the end of the 2025–26 fiscal year, Anderson Union High School District will have a remaining balance of approximately $451,948 Learning Recovery Emergency Block Grant (LREBG) funds. This amount may be subject to minor adjustments as the District finalizes year-end closeout activities. The unexpended funds have been earmarked to support LCAP-aligned initiatives, including academic intervention, credit recovery, and extended learning opportunities aimed at addressing learning loss and promoting student achievement. A detailed expenditure plan is in place to ensure full and compliant use of the funds by the grant deadline.

Action 1.15 - Regular Teacher Salaries and Expanded Summer School (LREBG)

LREBG Funds: $3,525.00

How the Action Addresses Identified Needs:
The district's needs assessment identified unfinished learning, academic disengagement, and social-emotional challenges—particularly among English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students.

To address these areas:
The district will offer expanded summer school programs focused on literacy, math, science, and college- and career-readiness skills. This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing access to summer school and instruction for credit deficient pupils to complete graduation requirements and to increase or improve pupils' college eligibility, as defined by EC 32526(c)(2)(A-F).

Action 1.16 – Credit recovery platforms (LREBG)

LREBG Funds: $57,721

How the Action Addresses Identified Needs:
This action addresses the need to improve course completion and recover lost learning for students experiencing barriers that impact academic progress. The district will provide Edgenuity and Bright Thinker as flexible credit recovery platforms that allow students to complete coursework and access individualized instruction during and outside of the traditional school day. This action is designed to reduce credit

deficiencies and support students in staying on track for graduation through targeted remediation and progress monitoring. Effectiveness will be measured through course completion, credit recovery, and graduation progress data.
To address these areas:
To address these areas, the district will provide Edgenuity and Bright Thinker as flexible credit recovery platforms that allow students to access individualized coursework, recover credits, and complete classes at their own pace during and outside of the traditional school day. This action is designed to reduce credit deficiencies and support students in remaining on track for graduation through targeted remediation and progress monitoring. This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing access to an increased number of instructional days and minutes, while increasing access to instruction for credit deficient pupils to complete graduation requirements and to increase or improve pupils' college eligibility, as defined by EC 32526(c)(2)(A, B and F).

Action 1.17 – Regular Teacher Salaries for mathematics intervention and support classes (LREBG)

LREBG Funds: $23,871

How the Action Addresses Identified Needs:
This action addresses the identified need to improve mathematics achievement for students performing below grade level, particularly Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED) students. District data shows that only 8.0% of SWD students and 25.13% of SED students met or exceeded standards in mathematics, demonstrating significant gaps in foundational math skills and readiness for higher-level coursework. The district will provide Pre-Algebra intervention and support classes designed to strengthen foundational math skills through targeted instruction, additional guided practice, and small group support. This action is intended to accelerate learning recovery, build student confidence in mathematics, and improve readiness for grade-level standards and future math courses.
To address these areas:
To address these areas, the district will provide Pre-Algebra intervention and support classes designed to strengthen foundational math skills through targeted instruction, additional guided practice, and small group support for students performing below grade level in mathematics. This action is intended to accelerate learning recovery and improve mathematics achievement because students will receive focused intervention on prerequisite skills necessary for success in grade-level coursework and future math courses. The additional instructional support and opportunities for practice are designed to build student confidence, increase conceptual understanding, and reduce achievement gaps for Students with Disabilities and Socioeconomically Disadvantaged students. Effectiveness will be measured through math course performance, local assessment data, and CAASPP mathematics achievement results. This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing access to integrated evidence-based pupil supports to address barriers to learning, while improving completion of graduation requirements and pupils' opportunities for college eligibility, in line with EC 32526(c)(2)(C and D).

Action 1.21 – Regular Teacher Salaries for Access course to provide targeted academic support (LREBG)

LREBG Funds: $72,021.00

How the Action Addresses Identified Needs:

This action addresses the identified need to improve academic achievement, graduation outcomes, and college and career readiness for students who are at risk of falling behind in core academic classes, particularly unduplicated student groups. District 2024–25 data shows graduation rates remain lower for English Learners (70.8%), Foster Youth (63.6%), Students with Disabilities (80.4%), Socioeconomically Disadvantaged students (85.1%), and Homeless students (85.2%). College and Career Readiness Indicator data also demonstrates significant gaps for English Learners (13%), Long-Term English Learners (18.8%), Homeless students (23.1%), Students with Disabilities (20%), and Socioeconomically Disadvantaged students (42.9%). Through the Access courses students will be provided a structured class period , during the regular school day, which provides individualized academic support and assignment completion assistance to strengthen foundational skills through targeted intervention and guided assistance.

To address these areas:
To address these areas, the district will provide Access courses that offer students a dedicated class period for individualized tutoring, academic guidance, assignment completion, and targeted skill reinforcement during the regular school day. This action is intended to accelerate learning recovery because students will receive additional instructional time, immediate academic support, and structured opportunities to strengthen foundational skills necessary for success in grade-level coursework, graduation requirements, and college and career readiness pathways. The program is also designed to improve course completion, increase student confidence, and reduce credit deficiencies by ensuring students have consistent access to intervention and academic assistance. Effectiveness will be measured through graduation rates, College and Career Readiness Indicator results, course completion rates, grades, credit attainment data, and local academic performance measures. This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing access academic systems of support to accelerate progress to closing learning gaps, while addressing barriers to learning and improving completion of graduation requirements and pupils' opportunities for college eligibility, as defined in EC 32526(c)(2)(B and D).

Action 1.32 – Regular Teacher Salaries and Expanded Summer School (LREBG)

LREBG Funds: $137,460.00 (amount may be subject to minor adjustments pending year-end closeout)

How the Action Addresses Identified Needs:
To address these areas, AUHSD will use LREBG funds for expanded summer school opportunities that support academic recovery, student engagement, and readiness for the upcoming school year. Programs will include targeted literacy instruction, STEM-based enrichment, and hands-on elective courses designed to strengthen foundational skills and increase student engagement through meaningful learning experiences. AUHSD will also implement a Fresh Start Program within Summer School and Action 1.32 to support incoming students who did not promote from feeder schools by providing additional academic, behavioral, and social-emotional supports for a successful transition to high school. These expanded opportunities are intended to reduce learning gaps and improve outcomes for students most impacted by disrupted learning, including English Learners, Foster Youth, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students.
To address these areas:
To address these areas, the district will offer an expanded summer school programs focused on literacy, ELA, mathematics, science, and college and career readiness skills to support learning recovery and improve student engagement. Programs will provide targeted academic instruction, enrichment opportunities, and hands-on learning experiences designed to strengthen foundational skills, increase readiness for future coursework, and support successful transitions to high school and postsecondary pathways. Expanded summer learning opportunities

will be available to all students while providing targeted support and access for student groups most impacted by disrupted learning, including English Learners, Foster Youth, Students with Disabilities, Homeless students, and Socioeconomically Disadvantaged students.
$137,460 of LREBG funds will support regular teacher salaries and benefits for credentialed staff assigned to summer school. These teachers will:

Provide targeted small-group and individualized instruction based on student assessment data, deliver credit recovery courses to help secondary students stay on track for graduation, offer enrichment courses in STEM, arts, and hands-on electives that promote engagement and real-world learning, collaborate with support staff to monitor student progress and implement intervention strategies, utilizing regular contracted staff (as opposed to limited-term or hourly-only hires) ensures consistency with district curriculum, improves continuity of instruction, and supports students with teachers already familiar with their needs and backgrounds.

Rationale and Alignment with Allowable Uses:
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing extended instructional learning time beyond the regular school year, consistent with Education Code Section 12403. The district is leveraging existing staff to implement summer learning programs designed to mitigate the academic and social-emotional effects of COVID-19-related disruptions while maintaining program quality, continuity, and impact. In addition, this action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by providing access to summer school and instruction for credit deficient pupils to complete graduation requirements and to increase or improve pupils' college eligibility, as defined by EC 32526(c)(2)(A-F).

Action 1.33 – Instructional Technology and Learning Tools (LREBG)

LREBG Funds: $20,371.00 (amount may be subject to minor adjustments pending year-end closeout)

How the Action Addresses Identified Needs:
The district's needs assessment identified persistent academic disparities and declining engagement, particularly among students most impacted by pandemic-related disruptions, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. To address these challenges, the district will use Learning Recovery Emergency Block Grant funds to invest in instructional technology and digital learning tools that promote personalized, student-centered instruction. These tools will include Chromebooks, adaptive software, and online platforms designed to meet diverse learning needs. By equipping classrooms with technology that supports differentiated instruction and real-time progress monitoring, students will have improved access to high-quality content and learning experiences tailored to their individual pace and style. This action is expected to directly support students in recovering unfinished learning and increasing engagement through the integration of modern, accessible instructional tools.

Rationale and Alignment with Allowable Uses:
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant funds by supporting the acquisition of instructional materials and technology to accelerate student learning. The district is intentionally leveraging these resources to expand access to standards-aligned digital content, reduce instructional gaps, and improve equity in access to academic supports. By providing essential technology, the district ensures students and teachers are equipped with the tools needed to support long-term academic recovery and success. This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by securing learning

recovery programs and materials designed to accelerate pupil academic proficiency and/or English language proficiency , as defined by EC 32526(c)(2)(B).

Action 1.37 – Targeted Interventions (LREBG)

LREBG Funds: $52,146.00 (amount may be subject to minor adjustments pending year-end closeout)
How the Action Addresses Identified Needs:
The district's needs assessment identified a significant number of students who have not yet reached grade-level proficiency due to pandemic-related disruptions. By offering timely, targeted, and differentiated academic interventions, this action directly supports those students who require additional instruction to catch up. The use of trained educators for small-group and one-on-one support ensures personalized instruction that addresses gaps in foundational skills and accelerates student progress toward grade-level expectations.

Rationale and Alignment with Allowable Uses:
This action aligns with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds by supporting the implementation of evidence-based interventions to address learning loss, as identified in EC 32526 (c)(2)(A-F). The funds will be used to implement research-backed academic intervention programs and to hire teachers who will provide small group or individualized intervention instruction focused on core content areas.

Planned Use of Remaining LREBG Funds – $84,833

As of the close of the 2025–26 fiscal year, Anderson Union High School District anticipates a remaining balance of approximately $84,833 in Learning Recovery Emergency Block Grant (LREBG) funds. These funds will be strategically allocated in the 2027–28 school years to support and sustain the initiatives already outlined in the following actions: Action 1.32 – Expanded Summer School.

The remaining funds will be used to maintain program continuity and deepen impact in alignment with the district's learning recovery goals. This would include continued support for summer learning opportunities, in alignment with EC 32526(c)(2)(A-F); focusing on addressing the academic and social-emotional needs identified in the district's comprehensive needs assessment.

This forward-looking approach allows the district to extend learning recovery strategies beyond a single year, ensuring that students most impacted by the pandemic continue to receive sustained, high-impact supports through the final year of the grant's allowable expenditure window by 2027–28.

Reflections: Technical Assistance

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

Anderson Union High School District (AUHSD) is currently receiving Differentiated Assistance due to Long Term English Language Learner (LTEL students) being in the red category of Suspension rates and insufficient growth in Student Achievement (Priority 4 – ELPI), on the 2025 Dashboard. This Priority 4 indicator is the English Language Performance Indicator, which is an Orange category for LTEL students, showing 30.8% of 39 students making progress. Initiated in the fall of 2025, a key strategy has been the implementation of an EL Teacher on Special Assignment (TOSA) who is specifically tasked on supporting English Language Learner (EL) students. This role has emphasized the

systematic monitoring of the progress of EL students, support for classroom teachers with instructional strategies and accommodations, and identified, purchased and supported the implementation of effective curriculum and instructional materials to meet student needs. Further efforts included the district has implementation of the Imagine Learning Language and Literacy program across all school sites. This program provides targeted support in language development and reading skills, helping to ensure that EL students build a strong foundation in English. Together, these initiatives aim to enhance instructional practices and improve student outcomes by providing timely interventions and access to high-quality language development tools. In addition, counselors will work closely with EL students to ensure increased monitoring in designated programs, as well as rigorous academic opportunities, such as A-G courses, Career Technical Education Pathways, and Dual Enrollment programs. These efforts are designed to enhance student access to college and career-aligned coursework, promote meaningful inclusion, and support long-term academic and postsecondary success.

North Valley High School (NVHS) qualified for CSI due to their low graduation rate on the 2025 Dashboard. One of the critical objectives for North Valley High School is to improve its graduation rates through the implementation of several key programs and initiatives. Anderson Community Day is focused on enhancing student performance through a variety of targeted programs and initiatives that are intended to improve student engagement and the overall learning experience for students. One of the cornerstone strategies is the Positive Behavioral Interventions and Supports (PBIS) framework. PBIS is designed to create a positive school culture by promoting and reinforcing good behavior. This system has been instrumental in reducing disciplinary issues and increasing student engagement, both of which are critical factors in improving graduation rates. Another significant program in place is the 5 Peaks initiative. This program provides students with access to professional counseling services, helping them navigate personal and family challenges that may impact their academic performance. By addressing these underlying issues, we aim to support students in maintaining their focus on education and achieving their academic goals. With an effort to address both the academic and personal needs of students, this program plays a vital role in enhancing overall performance levels. To support academic achievement directly, the Bright Thinker online educational program has been implemented at NVHS. This program offers students the opportunity to earn initial credit through a flexible and personalized online learning platform. By providing an alternative pathway to earn credits, we are able to accommodate diverse learning styles and schedules, making it easier for students to stay on track for graduation. Professional development training for staff is a crucial component of our strategy. Training focusing on educating foster, homeless youth, and English Language Learners has been prioritized to ensure that our educators are equipped with the knowledge and skills needed to support these vulnerable populations. By enhancing the capacity of our staff, we aim to create a more inclusive and supportive educational environment for all students. Beginning in the 2025–26, students at NVHS have enjoyed access to Transfr-VR, a virtual reality platform designed to support career exploration and readiness. This program offers students immersive experiences in a wide range of industries, allowing them to explore career paths in a hands-on, engaging manner. In addition, for 2026-27, with additional allocations to our CTE programs for NVHS, the district anticipates further student engagement with a boost in attendance by making school more engaging and relevant. Moreover, district support for long-term planning for college and career pathways continues to increase, introducing innovative tools that connect learning to real-world applications, providing students with meaningful exposure to future opportunities and help them develop a sense of direction and purpose.

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.

North Valley High School

Support for Identified Schools

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

North Valley qualified for CSI due to their low graduation rate on the 2025 Dashboard. One of the critical objectives for North Valley High School is to improve its graduation rates through the implementation of several key programs and initiatives. Anderson Community Day is focused on enhancing student performance through a variety of targeted programs and initiatives that are intended to improve student engagement and the overall learning experience for students. One of the cornerstone strategies is the Positive Behavioral Interventions and Supports (PBIS) framework. PBIS is designed to create a positive school culture by promoting and reinforcing good behavior. This system has been instrumental in reducing disciplinary issues and increasing student engagement, both of which are critical factors in improving graduation rates. Another significant program in place is the 5 Peaks initiative. This program provides students with access to professional counseling services, helping them navigate personal and family challenges that may impact their academic performance. By addressing these underlying issues, we aim to support students in maintaining their focus on education and achieving their academic goals. With an effort to address both the academic and personal needs of students, this program plays a vital role in enhancing overall performance levels. To support academic achievement directly, the Bright Thinker online educational program has been implemented at NVHS. This program offers students the opportunity to earn initial credit through a flexible and personalized online learning platform. By providing an alternative pathway to earn credits, we are able to accommodate diverse learning styles and schedules, making it easier for students to stay on track for graduation. Professional development training for staff is a crucial component of our strategy. Training focusing on educating foster, homeless youth, and English Language Learners has been prioritized to ensure that our educators are equipped with the knowledge and skills needed to support these vulnerable populations. By enhancing the capacity of our staff, we aim to create a more inclusive and supportive educational environment for all students. Beginning in the 2025–26, students at NVHS have enjoyed access to Transfr-VR, a virtual reality platform designed to support career exploration and readiness. This program offers students immersive experiences in a wide range of industries, allowing them to explore career paths in a hands-on, engaging manner. In addition, for 2026-27, with additional allocations to our CTE programs for NVHS, the district anticipates further student engagement with a boost in attendance by making school more engaging and relevant. Moreover, district support for long-term planning for college and career pathways continues to increase, introducing innovative tools that connect learning to real-world applications, providing students with meaningful exposure to future opportunities and help them develop a sense of direction and purpose.

Monitoring and Evaluating Effectiveness

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

Anderson Union High School District (AUHSD) utilizes a comprehensive monitoring and evaluation framework to assess progress toward CSI goals and support continuous improvement across all school sites. As part of this process, the district has implemented a cycle of inquiry that

includes establishing measurable goals, implementing evidence-based strategies, monitoring outcomes, and refining practices based on data analysis and educational partner feedback. A key component of this framework is the districtwide implementation of NWEA MAP Growth assessments in English Language Arts, Mathematics, and Science, which provide timely and actionable data to monitor student achievement, identify students in need of intervention or remediation, and inform instructional adjustments throughout the school year. These local assessment data are analyzed alongside multiple measures, including California School Dashboard indicators, CAASPP results, Aeries reports, CALPADS data, surveys, attendance records, behavior data, graduation rates, and other administrative records. District administrators, site leaders, and staff regularly review these data sources to identify trends, evaluate program effectiveness, monitor student outcomes, and determine areas requiring additional support. The district also engages parents, students, staff, and community members through meetings, surveys, and advisory groups to gather feedback and provide updates on district initiatives. This collective enterprise approach not only ensures that all stakeholders are informed, involved, and invested in the success of our initiatives; but supports data-informed decision-making and helps ensure that improvement efforts remain responsive to the needs of students and the community.

Anderson Union High School District will monitor and evaluate the effectiveness of its student and school improvement efforts through an ongoing cycle of data analysis, progress monitoring, and collaborative review. The district will work closely with school sites to regularly examine key indicators of student success, including graduation rates, academic achievement, attendance, English learner progress, behavior data, credit accumulation, and college and career readiness outcomes. To strengthen monitoring of academic growth, the district utilizes NWEA MAP Growth assessments in English Language Arts, Mathematics, and Science to identify students in need of intervention, monitor progress over time, and inform instructional adjustments. District and site leadership teams regularly review these data alongside California School Dashboard indicators, CAASPP results, local assessments, and program participation data to evaluate the effectiveness of initiatives such as Positive Behavioral Interventions and Supports (PBIS), Bright Thinker, Edgenuity, 5 Peaks services, and Transfr-VR career exploration opportunities. Program effectiveness will also be informed by stakeholder feedback, implementation reviews, participation rates, and student outcome data. Improvement plans will be reviewed throughout the year in collaboration with site leadership teams, School Site Councils, and other educational partners to assess progress and identify areas for refinement. Through this continuous improvement process, AUHSD will make data-informed adjustments to strategies and supports to improve student outcomes, strengthen engagement, and ensure resources remain aligned to identified student needs.

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
Anderson Union High School District Local Control Accountability Plan Survey (all educational partners - students, parents, school staff, administrators, local bargaining units, and community members)	AUHSD Local Control Accountability Plan and Climate Survey - March 1 - April 1, 2026 An LCAP and school climate feedback survey was sent to 3,730 students, parents, school staff, administrators, local bargaining units, and community members by Aeries Communicate and it was also posted online to district/school websites and district/school site social media accounts. 708 stakeholders responded to the survey by the April 1 deadline and valuable information was included in the responses from various stakeholders. 83.6% of the respondents were students Each question required respondents to answer disagree (1), neutral (2), and agree (3). Below are the questions from the survey; -Students are encouraged to take the required courses needed to be prepared for college and career. -Students and families know what classes they will have to take and pass to graduate from high school. -Students participate in programs to learn about different jobs, careers, and colleges. -Students are prepared for the next step of their educational experience. -Schools offer appropriate courses to prepare students for college or career readiness.

Educational Partner(s)	Process for Engagement
	-Families and students understand how assignments and tests are graded. -Questions and concerns about schoolwork are addressed. -Student grades reflect their knowledge of the material. -Adults at my school believe all students can be successful. -Students feel comfortable and unjudged to ask their teacher for help. -Teachers provide opportunities for students to participate in classroom discussions or activities. -Teachers at my school go out of their way to help students. -Students receive timely and regular feedback on their learning. -Students are interested in what they are learning. -Students have access to classes and activities that meet their interests and talents. -Schools offer extracurricular activities (sports, clubs, etc.) students are interested in. -Schools have a climate that is caring. -Schools have the materials, staff, programs, and supports needed to help all students do their best. -There are staff on campus who listen to students when they have something to say. -Adults at my school treat students respectfully. -Students have an adult on campus they trust. -Staff at schools promptly respond to family phone calls, messages, or e-mails. -Schools offer families opportunities to be involved in school activities. -Schools keep families well-informed about school activities. -Schools and families are partners in promoting positive learning experiences for students. -Schools clearly outline the family, student, and school responsibilities in educating each child. -Schools seek input when making important decisions. -Schools offer families opportunities to have roles in committees, School Site Councils, etc. -Staff is offered opportunities to have a role in leadership, committees, School Site Councils, etc. -Concerns about student safety are taken seriously. -Concerns about student safety are addressed in a timely manner at my school.

Educational Partner(s)	Process for Engagement
	-My school is a safe place for all students. -Students know what staff member to go to if they have a safety concern.
West Valley Early College High School Site Council	Through multiple School Site Council meetings held on October 27, 2025, January 28, 2026, and March 2, 2026, WVECHS provided information and updates regarding the development of the 2026-27 LCAP. The presentation included the LCAP Infographic, LCAP Overview for Parents, and LCAP Plan Summary. During these meetings, members discussed progress toward current LCAP goals and received information about the development of the 2026-27 LCAP. All members were encouraged to participate in the LCAP Advisory Committee meetings scheduled for Spring 2026.
Anderson High School Site Council	Through multiple School Site Council meetings held on October 29, 2025, November 19, 2025, and April 15, 2026, AUHS provided information and updates regarding the development of the 2026-27 LCAP. Presentations included the LCAP Infographic, LCAP Overview for Parents, and LCAP Plan Summary. During these meetings, participating members discussed progress toward current LCAP goals and reviewed information related to the development of the 2026-27 LCAP. Members were also encouraged to participate in the LCAP Advisory Committee meetings scheduled for Spring 2026.
District English Learner Advisory Committee Meeting	On January 15 and May 26, 2026, presentations regarding the 2026-27 LCAP were provided to the AUHSD DELAC Committee. The presentations included the LCAP Infographic, LCAP Overview for Parents, and LCAP Plan Summary. During these meetings, participating members discussed progress toward current LCAP goals and received updates regarding the development of the 2026-27 LCAP. Committee members were also encouraged to participate in the LCAP Advisory Committee meetings held throughout the spring.
LCAP Parent, Student and Community Advisory Committee	On January 29, February 25, and May 28, 2026, Anderson Union High School District convened meetings of its Local Control and Accountability Plan (LCAP) Parent, Student, and Community Advisory Committee, which includes parents, students, school and district staff, and community members. The purpose of these meetings was to engage educational partners in reviewing the district's progress toward LCAP goals and actions, provide updates on the

Educational Partner(s)	Process for Engagement
	implementation of programs and services, and gather input to support development of the upcoming LCAP. During each meeting, district leadership shared data and progress updates related to key LCAP priorities, including student achievement, college and career readiness, school climate, and access to academic and social-emotional supports. Committee members also reviewed planned programs and services for the upcoming school year, including initiatives funded through the Learning Recovery Emergency Block Grant (LREBG) and Equity Multiplier funding. Participants were provided opportunities to ask questions, share feedback, and discuss the effectiveness of current strategies and services. In addition, district staff presented proposed enhancements and new initiatives intended to address evolving student needs, with a focus on improving outcomes for unduplicated student groups. Proposed updates included expanded intervention supports, enhanced English Language Development services, and increased access to career technical education and postsecondary readiness opportunities. Feedback and recommendations from committee members will be used to inform final revisions to the LCAP and strengthen the district's ability to support all students.
Certificated Bargaining Unit	Request for consultation made on May 1, 2026 with no response.
Classified Bargaining Unit	Request for consultation made on May 12, 2026 with no response.
Students	Student leadership panels from AUHS (5/14/26) and Alt. Ed (5/11/26).
SELPA	4/10/2026; A draft LCAP was shared with our county SELPA.
Curriculum Advisory Committee	The Curriculum Advisory Committee (CAC) served as a key forum for reviewing student achievement data, evaluating curriculum and instructional programs, and discussing strategies to improve outcomes for all students. Throughout the 2025–26 school year (10/2/25, 12/11/25, 1/16/26, 3/5/26, and 5/7/26); members examined local and state assessment results, student engagement data, and college and career readiness outcomes to identify strengths and areas for growth. Discussions focused on addressing achievement gaps and ensuring instructional supports meet the needs of all

Educational Partner(s)	Process for Engagement
	student groups, including English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Feedback from the CAC helped inform LCAP goals, actions, and resource allocations aimed at improving student achievement, engagement, and equitable access to learning opportunities.
Alt Ed Site Council	Through participation with the Alt Ed Site Council on April 1, 2026, representation for all sites were provided with a presentation on the 2025–26 LCAP. The presentation included the LCAP Infographic, LCAP Overview for Parents, and LCAP Plan Summary. During this meeting, members discussed progress toward current LCAP goals and received information about the development of the 2026-27 LCAP. For NVHS specifically, discussion emphasized the use of Equity Multiplier funding. All members were encouraged to participate in the LCAP Advisory Committee meetings.

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

The development of Anderson Union High School District's (AUHSD) 2026–27 Local Control and Accountability Plan (LCAP) was informed through a comprehensive stakeholder engagement process that included the LCAP Advisory Committee, District English Learner Advisory Committee (DELAC), Curriculum Advisory Committee (CAC), student advisory groups, School Site Councils, parents, community members, and responses from the AUHSD Climate Survey. Throughout the 2025–26 LCAP development cycle, these educational partners reviewed district performance data, discussed areas of strength and need, and provided feedback regarding priorities, programs, services, and resource allocation. Stakeholder input consistently emphasized the importance of academic achievement, student engagement, school climate, college and career readiness, behavioral supports, and expanded intervention opportunities for students. Feedback gathered through meetings, surveys, advisory committees, and public discussions helped the district evaluate progress toward existing goals and identify areas where additional support or refinement was needed. This collaborative process ensured that the development of the 2026–27 LCAP reflects the perspectives, priorities, and needs of the students, families, staff, and community members served by AUHSD.

In feedback gathered through the district AUHSD stakeholder input played a significant role in shaping the priorities, actions, and investments included in the 2026–27 LCAP. Stakeholders identified the need to strengthen English learner services, increase student engagement, expand individualized academic supports, improve communication with families, and provide greater access to college and career exploration opportunities. In addition, stakeholders also emphasized the importance of targeted support for unduplicated student groups, particularly English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students.

In response to this feedback, AUHSD incorporated several new and expanded actions into the 2026–27 LCAP. These include the full-implementation of a districtwide English Learner Teacher on Special Assignment (EL TOSA) (Action 1.39), adoption of Imagine Learning Language & Literacy (Action 1.26), expansion of DeepL translation services (Action 1.7) to improve communication with multilingual families,

and implementation of the Fresh Start Program (Action 1.32) to support incoming students who did not promote from feeder schools. To increase student engagement and academic support, the district will fully-implement Class Companion (Action 1.29) and expand IXL access (Action 1.14) for students receiving special education services, while also enhancing transportation routes (Action 2.6) to improve access for students and families. In support of college and career readiness, AUHSD will fully implement Transfr VR (Action 4.4) at North Valley High School and expand Career Technical Education opportunities at NVHS.

Collectively, these actions reflect the district's commitment to responding to stakeholder input through data-informed, equity-centered planning and ensuring that programs, services, and resources remain aligned to the needs of students, families, staff, and the broader community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Anderson Union High School District students will be college or career ready upon graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Anderson Union High School District has developed the goal that all students will be college or career ready upon graduation in response to the evolving demands of today's workforce and higher education landscape. The district recognizes that preparing students for life after high school requires a comprehensive approach that supports academic achievement, the development of real-world skills, and meaningful exposure to postsecondary and career pathways. This goal reflects a commitment to ensuring that each student graduates with the knowledge, competencies, and confidence to successfully transition into college, technical training, military service, or the workforce.

Stakeholder input, including feedback from parents, students, educators, and community partners, consistently highlights the importance of career preparation and access to postsecondary opportunities. In response, the district has prioritized expanding Career and Technical Education (CTE) pathways, increasing access to dual enrollment opportunities, strengthening academic instruction, and providing targeted support services to address the needs of all students. These efforts are designed to offer students multiple ways to explore and prepare for their futures while also aligning with state accountability metrics such as the College and Career Indicator. AUHSD has also recognized that not all students follow the same path, and readiness must be defined broadly to include academic, technical, and social-emotional preparedness. By establishing this goal, the district is affirming its responsibility to guide students through personalized pathways that align with their strengths, interests, and postsecondary goals. This approach not only enhances student engagement and achievement but also ensures that graduates are better equipped to contribute meaningfully to their communities and adapt to the changing demands of college and career environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	AUHSD College and Career Indicator rate	2023-24 - 42.7%	44.7%	47.5%	70%	+4.8%
1.2	AUHSD College and Career Indicator rate for Students with Disabilities	2023-24 - 14%	6.7%	20%	25%	+6%
1.3	AUHSD Career and Technical Education pathways	2023-24 - 3 CTE pathways offered at each comprehensive school site	5 CTE pathways offered at each comprehensive school site	5 CTE pathways offered at each comprehensive school site	5 CTE pathways offered at each comprehensive school site	+60%
1.4	AUHSD Graduation Rate	2023-24 - 84.1%	85.2%	87.5%	90%	+3.4
1.5	AUHSD CAASPP English Language Arts performance	2023 - 50.97% passed the exam with a score of Met or Exceeded Standard	43.22%	49.86%	56%	-1.11%
1.6	AUHSD CAASPP Mathematics performance	2023 - 27.45% passed the exam with a score of Met or Exceeded Standard	23.83%	27.65%	32%	+.2%
1.7	AUHSD CAST (Science) performance	2023 - 30.18%	30.70%	32.66%	35%	+2.48%
1.8	AUHSD Advanced Placement exam pass rate	2023-24 - Students passing their AP exams with a score of 3 or higher - 27%	51.21%	60%	40%	+33%
1.9	AUHSD Graduation Rate for Students with Disabilities	2023-24 - 80%	61.7%	80.4%	85%	+.4%
1.10	AUHSD English Learner progress rate	2023-24 - 40.1%	23.9%	26.7%	45%	-13.4%
1.11	AUHSD Long-Term English Learner progress rate	2023-24 - 43.7%	28.2%	30.8%	48%	-12.9%
1.12						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	AUHSD student access to California Common Core State Standards instructional materials.	2023-24 - 100%	100%	100%	100%	0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Anderson Union High School District continued implementing and refining a comprehensive system of supports intended to ensure students graduate prepared for college and career pathways. Overall, the district implemented actions substantially as planned, with no significant differences. The district maintained a strategic focus on strengthening instructional practices, expanding access to advanced coursework, and increasing participation in Career Technical Education (CTE) pathways. These efforts were informed by analysis of student performance data and educational partner input, which guided decisions related to program expansion, course access, and resource allocation.

A major area of implementation centered on expanding CTE pathways and college-connected learning opportunities. The district maintained and expanded pathway offerings at both comprehensive high schools while continuing its partnership with the Shasta-Trinity Regional Occupational Program. In addition, the district continued the advanced planning and initial implementation of a Construction Trades pathway. These actions uphold district efforts towards increased access to sequenced, industry-aligned coursework; yielding additional pathway options, reduced scheduling limitations and created more opportunities for students to participate in career-focused programs connected to workforce and postsecondary goals.

The district also continued emphasis towards expanding dual enrollment and College Connection opportunities, allowing students to access college-level coursework while enrolled in high school. Access to advanced coursework, including advanced construction, personal finance, statistics, and calculus, as well as expanded elective and alternative education offerings; increased opportunities for students to engage in rigorous and relevant coursework aligned to individual postsecondary plans and career interests.

To address unfinished learning and support progress toward graduation, the district refined academic intervention systems through implementation of a district-wide benchmark assessment for achievement monitoring, expanded summer school, credit recovery opportunities, and targeted English Language Arts and mathematics interventions. These actions increased instructional access and intervention support because students received additional learning time, targeted skill development, and opportunities to recover credits needed for on-time graduation. Outcome data suggests these efforts contributed to improvement in English Language Arts performance and modest gains in Mathematics and Science achievement.

Although implementation was comprehensive and consistent, outcome data additionally indicates that increased access to programs did not result in proportional improvement across all student groups. English Learners, Long-Term English Learners, and students with disabilities demonstrated more limited academic growth when compared to overall student performance. This indicates a continued need to strengthen alignment between core instruction, intervention systems, and the specific academic and language acquisition needs of these student groups. The data also demonstrate the importance of maintaining strong universal instruction while increasing targeted and differentiated supports designed to reduce persistent achievement gaps.

Overall, the district successfully implemented the full scope of actions associated with this goal. Moving forward, the district will focus on improving the effectiveness of these actions by strengthening targeted intervention systems, refining progress-monitoring practices, and ensuring that expanded access to academic and career opportunities results in measurable improvements in student outcomes across all student groups.

The LEA employed rating scales to evaluate progress in implementing actions aligned to this goal. These ratings were based on analysis of educational partner input and progress on identified metrics.

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.

No material differences.

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

1.1 Career and Technical Education: Effective – College and Career Indicator improved from the previous school year.

1.2 Shasta-Trinity ROP Program: Effective – Contributed to growth in the College and Career Indicator.

1.3 Upgrade Instructional Materials and Textbooks: Effective – Ensured all students had access to standards-aligned instructional materials.

1.4 CTE Pathway Development: Effective – Additional pathways were maintained at the comprehensive high schools.

1.5 Expand College Connection for Unduplicated Pupils: Effective – Enrollment maintained from previous increase among unduplicated pupils.

1.7 DeepL: Effective – Due to effectiveness of our current utilization, the use of this program is expanding throughout the District.

1.8 Professional Development for College/Career Readiness: Effective – Reflected in the improved College and Career Indicator.

1.9 Awareness Activities for College and Career Readiness: Effective – Contributed to College and Career Indicator growth.

1.10 Maintain/Increase Dual Enrollment Courses: Effective – Dual Enrollment offerings expanded across comprehensive sites.

1.11 Counseling Services for Emotionally Disturbed Students: Ineffective – No academic gains noted for this group.

1.12 Maintain Counseling Support Services: Effective – 92.7% of stakeholders reported students understand graduation requirements.

1.13 ELA Intervention for English Learners: Effective – English Learner outcomes showed modest improvement.

1.14 IXL: Effective – Program has been implemented and shown modest growth for students through analysis of our local assessment data.

1.15 Summer School: Effective – Increased attendance and participation from the previous year.

1.16 Credit Recovery: Effective – Continues to support students staying on-track and avoid transfer to alternative settings.

1.17 Mathematics Intervention: Effective – Math performance on CAASPP assessments showed modest gains over the baseline and previous year.

1.18 Anderson Adult School Concurrent Enrollment: Effective – Supported graduation and retention in traditional settings.

1.19 Personal Finance, Statistics, and Calculus Access: Effective – Rigorous math offerings were sustained.

1.20 Special Education Support and Supplies: Effective – Maintained necessary curricular and instructional access.

1.21 Maintain Access Courses: Effective – Supported general education students at risk of referral to special education.

1.22 Additional Psychologist Services: Effective – Psychologists increased support for all student groups.

1.23 NWEA Benchmark Assessments: Effective – With the continued implementation of Map Growth, evolving fidelity has been indicated through Local Measures and increased CAASPP scores.

1.24 Maintain Administrative Services: Effective – Contributed to consistent instructional support and school operations.

1.25 Indian Education Program: Effective – Offered culturally relevant supports that aided academic progress.

1.26 Imagine Learning Language and Literacy: Effective – Supported through modest ELPI results with EL and LTEL students, as well as in local measures (NWEA assessments).

1.27 Elective Offerings: Effective – Expanded offerings provided broader student engagement opportunities.

1.28 Community Day School: Effective – Smaller settings promoted engagement, behavior support, and credit recovery; as indicated through assessment data and CA Dashboard results.

1.29 Class Companion: Effective – Due to effective current utilization, the use of this program is expanding throughout the District.

1.31 Alternative Education Interventions and Courses: Effective – Added culinary and art courses boosted student participation.

1.32 Expanded Summer School (via LREBG): Effective – Offered enriched and targeted learning experiences supporting student growth, engagement, and credit recovery.

1.33 Instructional Technology and Learning (via LREBG): Effective – Supported personalized and differentiated learning.

1.34 Shasta-Trinity ROP Program Support: Effective – Reinforced the College and Career Indicator improvement.

1.35 Nursing Services: Effective – Provided vital health-related supports and compliance.

1.36 Construction Trades Pathway: Effective – Implemented a sustainable new CTE pathway with a baseline enrollment of 63 students.

1.37 Targeted Interventions (via LREBG): Effective – Supported students requiring academic remediation.

1.38 Professional Development and Materials (via LREBG): Effective – Focused on evidence-based instruction and interventions.

1.39 ELL TOSA: Effective – In the continued implementation, provided needed support for assessments and the districtwide adoption of a formalized ELD curriculum. Further supported by local assessment data (NWEA).

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.

Following analysis of student performance data, implementation outcomes, and stakeholder feedback, Anderson Union High School District refined the college and career readiness goal for the 2026–27 school year to strengthen alignment between district actions and measurable student outcomes. For the coming year, the district will prioritize a more focused set of indicators, including the College and Career Indicator (CCI), Career Technical Education (CTE) pathway completion, graduation rate, academic achievement in core subject areas, and English Learner progress. This adjustment reflects a shift to a broader collection of measures with a more targeted framework intended to improve the district's ability to monitor and respond to student performance in areas most closely connected to postsecondary readiness.

In response to identified challenges related to English Learner achievement and language development, the district will strengthen its emphasis on aligned universal core instruction and targeted intervention systems. This work will continue alongside the district's investment in an English Learner Teacher on Special Assignment (TOSA), who will provide coaching, professional support, and site-level guidance to teachers serving multilingual learners. These supports are intended to improve consistency in instructional practices through ongoing training and assistance in implementing universal strategies aligned to student language acquisition and academic needs.

The district will also continue utilizing on a broader scale, Imagine Learning Language and Literacy, as a supplemental instructional platform to support foundational literacy and language development for English Learners. This resource is intended to strengthen language acquisition because students receive differentiated practice and targeted support aligned to individual proficiency levels.

To improve communication and access for families whose primary language is not English, the district will continue implementing DeepL translation services across all schools and district programs. This action is intended to improve family engagement and access to school information because more accurate and consistent translation services increase families' ability to access instructional materials, school communications, and educational resources.

For students with disabilities, the district will continue expanding the implementation of Class Companion and IXL to provide differentiated instructional support, adaptive learning opportunities, and progress-monitoring tools aligned to grade-level standards. These platforms are intended to improve access to individualized academic support, as teachers can use student performance data to adjust instruction, target interventions, and provide practice aligned to identified learning needs.

For incoming students who failed to promote from the feeder schools, the district will also be implementing a Fresh Start Program within the Summer School session and Action 1.32, to provide additional support development of social, academic, and behavioral skills that are necessary for high school success.

For incoming students who did not promote from feeder schools, the district will implement a Fresh Start Program through the district's summer school and Action 1.32, to provide additional transition supports focused on developing the academic, behavioral, and social skills necessary for success in high school. This program is intended to improve student readiness and engagement because students will receive structured support, targeted skill development, and early intervention prior to entering high school.

These revisions reflect a strategic refinement of existing practices based on data analysis, implementation outcomes, and educational partner input. The district's adjustments are intended to strengthen the effectiveness of instructional supports, improve monitoring of student progress, and increase alignment between interventions and identified student needs while maintaining a consistent focus on preparing students for success beyond graduation.

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
1.1	Career and Technical Education	The district will upgrade Career Technical Education instructional materials, technology, and equipment to ensure that students have access to current and relevant resources that reflect industry standards. In addition, targeted professional development will be provided to CTE teachers to enhance their instructional skills and stay informed about the	$178,473.00	No

Action #	Title	Description	Total Funds	Contributing
		latest developments in their fields. Student travel and participation opportunities will also be supported to allow learners to engage with real-world experiences, competitions, and industry events. Furthermore, electives will be carefully aligned with CTE courses, focusing on specific industry sector pathways to create a coherent and meaningful learning sequence that prepares students for future careers.		
1.2	Shasta-Trinity ROP program	The Shasta-Trinity ROP program offers students hands-on, career-focused learning opportunities that connect classroom instruction with real-world experiences. Through this program, students can explore a variety of career pathways and develop professional skills that prepare them for future employment or further education. By engaging in practical, skill-building activities, students find greater relevance in their studies and are motivated to pursue meaningful career goals. This program supports student success by providing clear connections between their education and future career opportunities.	$976,565.00	No
1.3	Upgrade instructional materials and textbooks	The district will purchase new textbooks and instructional materials to ensure that all courses are aligned with current academic standards. This update will provide teachers and students with resources that reflect the latest curriculum requirements, supporting effective instruction and improved student learning outcomes. By providing standards-aligned materials, the district aims to enhance the quality of teaching and help students meet grade-level expectations across all subject areas.	$158,000.00	No
1.4	CTE pathway development	The district is committed to expanding Career Technical Education pathway opportunities at Anderson High School and West Valley High School. Each school year, we aim to add new pathways and grow existing programs to provide students with a broader range of career-focused learning options. By continually developing these pathways, we support students in exploring various industries, gaining hands-on experience, and preparing for future careers or further education. This ongoing expansion reflects the district's dedication to meeting student interests and workforce demands, helping to ensure students are equipped with the skills and knowledge needed for success beyond high school.	$114,214.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Expand College Connection enrollment opportunities for Unduplicated Pupils	The district is committed to increasing College Connection enrollment opportunities for unduplicated students to provide them with greater access to college-level coursework and the benefits that come with early college exposure. By expanding participation in College Connection programs, students will have the chance to earn college credits while still in high school, better preparing them for postsecondary success. This initiative supports students in developing academic skills, gaining confidence, and becoming familiar with college expectations. The district will continue to promote awareness of these opportunities and provide guidance to help students navigate enrollment, ensuring more students can take advantage of this valuable pathway.	$56,353.00	Yes
1.6				No
1.7	Deep L Districtwide	DeepL is an advanced AI-powered translation service. It's widely recognized for producing high-quality translations that are often more natural and contextually accurate than those from other popular tools like Google Translate.	$5,000.00	Yes
1.8	Continued professional development for college and career readiness of Unduplicated Pupils.	The district will provide professional development opportunities for staff aimed at strengthening their skills in supporting college and career readiness for unduplicated students. These training sessions will focus on best practices in college and career advising, helping staff guide students effectively through academic planning and post-secondary preparation. Additionally, the professional development will include strategies to support the varied needs of diverse learners, ensuring that staff are equipped to foster student success in their pathways beyond high school. This ongoing training is designed to build staff capacity to meet the unique challenges and opportunities faced by students as they prepare for college and careers.	$18,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Provide college and career awareness preparation activities to increase student and educational partner awareness and understanding	Anderson Union High School District will organize college and career awareness events and activities to provide students and their families with valuable information about post-secondary opportunities and pathways. These events will include college fairs, career days, and workshops focused on college applications and financial aid. Through these activities, students will gain a clearer understanding of the various options available to them after high school and the steps needed to prepare for college and careers. The district is committed to ensuring that all students and parents have access to the resources and guidance necessary to make informed decisions about their futures.	$5,700.00	No
1.10	Maintain or increase Dual Enrollment college courses	The district is committed to expanding dual enrollment opportunities to allow all students to earn college credit at no cost while meeting college readiness indicators through the successful completion of dual enrolled courses. Through a partnership with Shasta College, the district has increased the number of dual enrollment units students can earn each school year to 15 semester units at both comprehensive school sites. We continue to explore ways to offer more courses that are dual enrolled, facilitated, or articulated with the community college. Offering dual enrollment on a schoolwide basis helps ensure sufficient student enrollment numbers to maintain and grow these partnerships, providing consistent access to these valuable opportunities for our students.	$816,755.00	Yes
1.11	Additional counseling services for Emotionally Disturbed program	To better support students identified as Emotionally Disturbed at West Valley High School, the district will provide additional counseling services specifically targeted to meet their needs. These expanded counseling resources will offer more opportunities for students to receive individualized mental health support, helping them to manage challenges that impact their academic and personal success. By increasing access to counseling, the district aims to create a supportive environment that promotes students' well-being and helps them stay engaged in their education. This focused support is essential for addressing the unique needs of these students and fostering their overall growth and achievement.	$74,726.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Maintain guidance and counseling support services	The district will maintain guidance and counseling support services at the pre-expanded level to ensure that students continue to receive comprehensive academic planning and support. Guidance counselors will regularly update and monitor students' academic plans, providing ongoing communication and assistance to help students stay on track toward their educational goals. These services support students in making informed decisions about course selections, graduation requirements, and post-secondary planning. Maintaining this level of support helps create a consistent and organized framework that guides students throughout their academic journey.	$747,849.00	No
1.13	English Language Arts intervention and support	The district will implement English Language Development courses designed to help students improve their English language skills while simultaneously learning academic content in English. These courses provide targeted support to learners by focusing on language development alongside subject-area instruction. By integrating both language and content, students are better prepared to succeed academically and meet grade-level standards. The ELD courses are structured to meet the varying proficiency levels of students, ensuring that they receive the appropriate support to advance their skills and confidence in English. This approach aims to help all students achieve academic proficiency and fully participate in the district's educational programs.	$244,770.00	Yes
1.14	IXL (New)	IXL is a digital learning platform that offers personalized learning in subjects like math, language arts, science, social studies, and Spanish. It's used by students, teachers, and schools to support classroom instruction, practice skills, and track progress.	$1,950.00	No
1.15	Summer School (LREBG Action)	The district will offer Summer School programs to provide students with opportunities for course remediation and academic enrichment. These programs are designed to help students recover credits they may have missed and strengthen their understanding of key subject areas. Summer School also allows students to explore additional learning experiences beyond the regular school year, supporting their overall academic growth. By making these programs available, the district aims to support student	$32,448.00	No

Action #	Title	Description	Total Funds	Contributing
		success and ensure that all learners have the chance to improve and extend their skills in a focused, supportive environment.		
1.16	Credit Recovery (LREBG Action)	This action directly supports the academic success of all students who are statistically more likely to fall behind in course completion due to a variety of external barriers. By offering Edgenuity and Bright Thinker as a credit recovery platforms, the district is providing an accessible, flexible, and individualized learning tool that allows students to remediate courses at their own pace, either during the school day or outside of traditional hours.	$91,609.00	No
1.17	Mathematics intervention and support (LREBG Action)	The district will provide Pre-Algebra intervention and support classes designed specifically for students who are performing below grade level in math. These classes will focus on strengthening foundational math skills, building confidence, and preparing students for success in higher-level math courses. Through targeted instruction and small group support, students will receive the additional practice and guidance they need to improve their understanding of key concepts. This approach aims to help students make measurable progress in math proficiency and ensure they are on track to meet grade-level standards.	$112,449.00	No
1.18	Maintain concurrent enrollment at Anderson Adult School.	Maintain concurrent enrollment at Anderson Adult School. The purpose of Adult School is to provide students with educational opportunities that support their personal, academic, and professional goals.	$23,051.00	No
1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	The district is committed to maintaining the courses of Personal Finance, Statistics, and Calculus to provide students with expanded opportunities to earn math credits and achieve math proficiency within the four-year math course sequence. These courses offer pathways that cater to students' varying interests and post-secondary goals while ensuring they meet graduation requirements and college readiness standards. By sustaining these offerings, the district supports students in building critical quantitative reasoning skills, financial literacy, and advanced mathematical understanding, key competencies for both academic success and future	$122,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		career opportunities. This approach promotes access to rigorous math education and empowers students to select courses aligned with their strengths and aspirations.		
1.20	Provide additional support and supplies for Special Education students	The district is committed to meeting the unique needs of Special Education students by providing additional support and necessary supplies. This includes targeted resources to enhance their learning environment and ensure access to appropriate materials that support individualized education plans. By allocating funds toward these essential supports, the district aims to improve academic outcomes and foster a positive educational experience for all Special Education students	$56,981.00	No
1.21	Maintain Access courses (LREBG Action)	Access courses are designed to provide targeted academic support to general education students who are at risk of falling behind in their coursework. These courses offer students a structured period during the regular school day in which they can receive individualized tutoring, academic guidance, and additional time to complete assignments. The purpose of Access is to create an environment where students can build essential skills, recover credits, and reinforce their understanding of core academic content. By dedicating one class period to focused support, the program aims to improve academic outcomes, increase student confidence, and ensure that every student has the tools and time they need to succeed.	$72,021.00	No
1.22	Additional psychologist services	Anderson Union High School District recognizes the growing need to provide proactive, targeted support for students demonstrating academic, behavioral, or emotional challenges. To address these needs, the district will provide additional psychologist services to support at-risk students prior to any formal identification for special education services. The psychologist will also serve students with existing IEPs, providing support by conducting assessments, participating in IEP team meetings, and supporting compliance with federal and state timelines. This position enhances the district's capacity to deliver timely evaluations, consult with staff and families, and implement behavior intervention plans where necessary.	$38,080.00	No

Action #	Title	Description	Total Funds	Contributing
1.23	NWEA Benchmark Assessments (New)	The use of NWEA assessments in math, English, and science provides timely, standards-aligned, and data-driven insights that are critical to identifying and addressing academic gaps for all students, including unduplicated pupils. These assessments offer detailed growth measures and learning trajectories that enable teachers and site leaders to tailor instruction and interventions that meet students at their current performance level. By administering NWEA districtwide, we can implement a consistent system for tracking student growth and achievement across all school sites. This approach ensures that unduplicated pupils have equal access to instructional supports, differentiated instruction, and intervention strategies based on actionable data. Because students with academic risk factors are not confined to one site, a districtwide implementation guarantees that all students, regardless of school location, benefit from the same rigorous data monitoring system, supporting our goal of closing opportunity and achievement gaps.	$63,706.00	Yes
1.24	Maintain current school site administrative services	The district is committed to maintaining current administrative services at each school site to ensure effective leadership and smooth day-to-day operations. School administrators play a vital role in supporting staff, students, and families by overseeing programs, managing resources, and fostering a positive school environment. By sustaining these administrative positions, the district helps to provide consistent support for instructional programs and school initiatives, which contributes to overall student success and a well-organized learning community.	$884,263.00	No
1.25	Indian Education program	The district is committed to maintaining the Indian Education Program to provide additional support and services tailored to the needs of Native American students. This program offers culturally relevant resources, academic assistance, and opportunities that help students connect with their heritage while supporting their academic growth. By continuing this program, the district ensures that Native American students have access to meaningful educational experiences and the support necessary to succeed in school and beyond.	$20,422.00	No

Action #	Title	Description	Total Funds	Contributing
1.26	Imagine Learning Language and Literacy (New)	The district will implement the Imagine Learning Language and Literacy program to support the development of language fluency for English Language Learners. This program provides targeted instruction designed to improve listening, speaking, reading, and writing skills, helping students build a strong foundation in English. By using this research-based program, teachers can tailor instruction to meet individual student needs, promoting steady progress in language acquisition. This approach supports English Learners in accessing grade-level content and developing the skills necessary for academic success across all subject areas.	$151,021.00	Yes
1.27	Maintain or increase elective offerings	The district is committed to maintaining or increasing elective course offerings to ensure students have access to a broad and engaging educational experience that supports their academic and career interests. These electives provide students with opportunities to explore areas beyond core subjects, helping them develop practical skills, discover new interests, and stay engaged in their overall educational journey. In addition, several elective courses are now offered through dual enrollment, allowing students to earn both high school and college credit simultaneously. This approach enhances college and career readiness by exposing students to postsecondary expectations and coursework while they are still in high school. The continued support and expansion of elective offerings play a vital role in supporting student motivation, skill development, and future planning.	$58,645.00	Yes
1.28	Community Day School	The district will continue to operate a Community Day School (CDS) to serve at-risk students in grades 9–10 who benefit from a more structured and supportive learning environment. This setting allows for smaller class sizes, targeted academic instruction, behavioral support, and increased staff-student interaction, all of which are designed to help students re-engage with their education and work toward credit recovery. In addition, the district will maintain a second Community Day classroom to expand these services to students in grades 11–12. This expansion ensures that older students who require additional support have access to a learning environment tailored to their academic and behavioral needs, with the goal of improving graduation outcomes and long-term student success.	$77,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.29	Class Companion (New)	The district will utilize Class Companion to provide targeted academic support for students receiving special education services. This platform offers tools that allow teachers to tailor instruction to meet individual learning needs, monitor progress in real time, and adjust instructional strategies accordingly. Class Companion also helps reinforce core academic skills through personalized practice and feedback, supporting student growth and achievement. By integrating this tool into classroom instruction, the district aims to enhance student engagement, improve access to curriculum, and ensure that instructional approaches are responsive to each student's learning profile.	$117,648.00	No
1.31	Additional course offerings and interventions in alternative education	The district will provide targeted academic support interventions within continuation education settings to address the specific needs of students who may be at risk of not meeting graduation requirements. These interventions will include small group instruction, credit recovery opportunities, and individualized academic support designed to help students succeed in core content areas. In addition, the district will expand academic counseling services to ensure students in continuation programs receive timely guidance on course selection, graduation planning, and post-secondary options. These services are intended to increase student engagement, improve academic outcomes, and support progress toward high school completion.	$259,605.00	Yes
1.32	Expanded Summer School (LREBG Action)	The district will utilize Learning Recovery Emergency Block Grant funds to provide expanded summer school learning opportunities designed to address gaps in academic progress and support student engagement. These summer programs will include targeted instruction to strengthen academic literacy, enrichment through STEM-based projects, and elective hands-on courses that promote creativity, critical thinking, and real-world application of knowledge. By offering a diverse range of courses that appeal to varied interests and academic needs, the district aims to re-engage students in meaningful learning experiences that support continued academic growth and preparation for the upcoming school year. In addition, for incoming students who failed to promote from the feeder	$137,460.00	No

Action #	Title	Description	Total Funds	Contributing
		schools, the district will also be implementing a Fresh Start Program within the Summer School session and Action 1.32, to provide additional support development of social, academic, and behavioral skills that are necessary for high school success. These expanded opportunities are intended to benefit a broad range of students, including those most affected by disrupted learning.		
1.33	Instructional Technology and Learning (LREBG Action)	To support students' ongoing academic recovery and enhance learning engagement, the district will utilize funds from the Learning Recovery Emergency Block Grant to invest in instructional technology and learning tools. This investment includes providing digital learning platforms, Chromebooks, and adaptive software designed to meet the diverse needs of our student population. These resources enable personalized and differentiated instruction, allowing students to engage with content at their own pace and according to their unique learning styles. By integrating technology into daily instruction, the district aims to close learning gaps exacerbated by recent disruptions and increase student access to high-quality educational materials.	$20,371.00	No
1.34	Shasta-Trinity ROP program support	The district will continue to expand opportunities through the Shasta-Trinity Regional Occupational Program (ROP) to better serve unduplicated pupils, including English learners, foster youth, and low-income students. By increasing access to high-quality career technical education courses, the district aims to provide these students with valuable hands-on learning experiences that prepare them for college and career pathways. This expansion supports unduplicated students by ensuring that a greater number of them can participate in programs that build essential skills, boost engagement, and improve post-secondary outcomes.	$469,289.00	Yes
1.35	Provide additional nursing services	By increasing the capacity of the school nurse, the district will be able to serve a greater number of unduplicated students and their families. The nurse will provide essential support by facilitating health services referrals, ensuring accurate documentation of required immunizations, and implementing necessary health protocols within the school setting. These efforts are designed to improve overall student health and well-being,	$78,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which in turn supports increased student attendance and academic success. This targeted support helps remove health-related barriers to learning, particularly for our most vulnerable student populations.		
1.36	Develop Construction Trades pathway	The district will develop a Sustainable Construction Trades pathway to expand and diversify its Career and Technical Education offerings. This new pathway is designed to equip students with industry-relevant skills and knowledge focused on sustainable building practices, green technologies, and environmentally responsible construction methods. By providing students with hands-on learning experiences and exposure to emerging careers in the construction trades, the district aims to prepare a workforce that meets the demands of today's evolving job market.	$154,745.00	Yes
1.37	Targeted Interventions (LREBG Action)	The district will strategically utilize funds from the Learning Recovery Emergency Block Grant to provide targeted interventions aimed at addressing the academic impacts of learning loss. These funds will support the implementation of research-based intervention programs designed to meet the specific needs of students who require additional academic support. Additionally, the district will employ classroom teachers, offering small group or one-on-one assistance to help students master key concepts and skills. This approach ensures that interventions are timely, focused, and responsive to individual student needs, ultimately promoting accelerated learning and helping all students progress toward grade-level proficiency.	$57,146.00	No
1.38	Professional Development and Instructional Materials (StudSup PD BG)	The district will continue to expand professional development opportunities and improve instructional materials by utilizing funds associated with the Learning Recovery Emergency Block Grant. This action directly supports the district's efforts to address learning gaps and accelerate academic recovery resulting from the impacts of the COVID-19 pandemic. Professional development will focus on evidence-based instructional strategies, differentiated instruction, and targeted intervention practices to meet the diverse needs of all students, including English learners, students with disabilities, and socioeconomically disadvantaged students. These opportunities will be aligned with district priorities and designed to build	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teacher capacity in delivering high-quality, engaging, and culturally responsive instruction. In addition, funds will be used to enhance and update instructional materials to ensure alignment with state standards and support access to rigorous content across all grade levels and subject areas. This includes purchasing supplementary resources, digital tools, and curriculum supports that promote student engagement and mastery of core content.		
1.39	English Language Learner TOSA (New)	This action directly addresses the academic and linguistic needs of English Language Learner students, a growing subgroup within the district's unduplicated pupil population. By utilizing a Teacher on Special Assignment (TOSA) for English Language Learners, the district is ensuring that targeted supports are in place to improve ELL students' language acquisition and overall academic performance. This position will monitor student progress, coordinate the administration of the initial and summative ELPAC assessments, support instructional staff in implementing designated and integrated ELD strategies, assist in the selection of high-quality ELD curriculum, and strengthen communication with families. These supports are critical for accelerating English proficiency and closing achievement gaps. Providing this action on an LEA-wide basis ensures consistency and coherence across all school sites. It also guarantees access to guidance, resources, and services for all ELL students, regardless of their school placement. Since the needs of English learners are present at multiple sites, central coordination through a TOSA ensures a systemic approach to improving outcomes and ensures that site-level practices align with district-wide goals and compliance requirements.	$30,172.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Anderson Union High School District will provide a safe, orderly, and responsive learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Anderson Union High School District developed the goal of providing a safe, orderly, and responsive learning environment for all students in recognition of the critical role that school climate plays in supporting student success. When students feel physically and emotionally safe, they are more likely to engage in learning, attend school regularly, and build positive relationships with peers and adults. A secure and well-structured environment also supports effective classroom instruction and contributes to the overall well-being of the school community. This goal reflects the district's commitment to ensuring that every student learns in an environment free from disruption, intimidation, or harm. It addresses the need for proactive systems that support positive behavior, timely interventions, and student mental health. The goal also aligns with stakeholder feedback received through surveys and advisory groups, which consistently emphasize the importance of maintaining safe campuses, addressing behavioral concerns appropriately, and ensuring students have access to counseling and wellness resources. By formally establishing this goal, the district is prioritizing a comprehensive approach to school climate, one that integrates physical safety, behavioral support, mental health services, and staff training in a coordinated effort to create conditions where students can thrive academically, socially, and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	AUHSD Attendance rate	2023-24 - 92.2%	93.1%	93.8%	95%	+1.6%
2.4	AUHSD Suspension rate	2023-24 - 10.7%	12%	12%	4%	+1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	AUHSD Suspension rate for Students with Disabilities	2023-24 - 13.8%	16.8%	13.6%	8%	-.2%
2.6	AUHSD Expulsion rate	2023-24 - 0.06%	0.08%	.2%	0.05%	+.14%
2.7	AUHSD Dropout rate	2023-24 - 4.9%	4.3%	1.6%	2%	-3.3%
2.8	AUHSD Survey of School Repair	2023-24 - 100%	100%		100%	0%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, Anderson Union High School District implemented and refined a comprehensive set of actions designed to provide a safe, orderly, and responsive learning environment for all students. Planned actions—including campus supervision, mental health and counseling services, School Resource Officer partnerships, behavioral and academic interventions, and facility maintenance—were implemented largely as intended, with no substantive differences between planned and actual implementation.

The district maintained a strong focus on student engagement and school climate through consistent supervision, access to support services, and opportunities for student involvement. These efforts contributed to improvements in student attendance, which increased from 92.2% in 2023 to 93.1% in 2024 and 93.8% in 2025, indicating that students were more consistently attending school because provided supports such as transportation, extracurricular access, and school climate efforts reduced barriers to attendance and increased student connection to school.

Facility conditions remained strong, with the district maintaining a 100% rating on the School Repair Survey across all three years, indicating that ongoing maintenance and facility investments ensured safe and well-maintained learning environments that support student well-being and readiness to learn.

The district also implemented a range of behavioral supports, including campus supervision, counseling services, and intervention programs. These actions were intended to reduce disciplinary incidents and improve school climate by addressing student needs proactively. However, outcome data indicate that these supports did not consistently reduce discipline rates. Suspension rates increased from 10.7% in 2023 to 12% in 2024 and remained at 12% in 2025; suggesting that existing strategies were not sufficient to reduce overall disciplinary incidents. Similarly, suspension rates for Students with Disabilities increased significantly from 13.8% in 2023 to 26.8% in 2024, before decreasing to 13.6% in 2025; indicating that targeted supports helped reduce disproportionality in the most recent year but did not yet result in sustained improvement beyond baseline levels.

Additionally, the expulsion rate increased from 0.06% to 0.2% over the three-year period, indicating a need to strengthen preventative and early intervention strategies. In contrast, the dropout rate decreased significantly from 4.9% in 2023 to 1.6% in 2025, suggesting that engagement strategies, alternative education supports, and credit recovery opportunities were effective because they provided students with additional pathways to remain enrolled and complete their education.

Overall, the district successfully implemented the full scope of actions associated with this goal, resulting in positive outcomes in attendance, facility conditions, and dropout reduction. However, challenges remain in reducing suspension and expulsion rates and ensuring that behavioral supports are consistently effective for all student groups. These outcomes indicate that while systems for supervision and support are in place, further refinement is needed to strengthen preventative approaches, improve consistency in behavioral expectations, and ensure that interventions effectively address the underlying causes of student behavior.
The LEA utilized rating scales based on educational partner input and metric outcomes to evaluate the effectiveness of actions and inform continuous improvement efforts.

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.

During the 2025–26 school year, Anderson Union High School District (AUHSD) initiated the transition from contracted transportation services to a District-operated transportation program, after more than twenty years of outsourced services. In addition, the District will also add an additional transportation route, strategically designed to increase access for students experiencing socioeconomic disadvantage and transportation instability. This increased service was principally directed toward unduplicated pupils because prior attendance interventions demonstrated that reliable transportation access reduced attendance barriers and contributed to improved attendance outcomes for students with the greatest need. The District will continue monitoring attendance data to evaluate the effectiveness of expanded transportation access on student engagement and school attendance outcomes.

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

2.1 Teacher on Special Assignment: Neutral – Attendance improved, however, suspension rates continue to be high overall and remained inconsistent by sites.

2.2 Campus Supervisors: Neutral – While there was growth in student attendance, suspension rates also continue to be high overall and remained inconsistent by sites.

2.3 School Resource Officers: Neutral – Positive attendance trend was offset by suspension rates, which continue to be high overall and remained inconsistent by sites.

2.4 Nutrition Services: Effective – Services continued to improve compared to prior years, supporting student well-being.

2.5 Saturday School: Neutral – Attendance increased with more focus needed to support Attendance Recovery. Additional evidence is indicated with increasing CAASPP scores and local measures (NWEA).

2.6 Home to School Transportation: Effective – All students continued to receive reliable transportation services.

2.7 Extracurricular and Co-curricular Activities: Effective – 91% of stakeholders reported schools offer desirable extracurricular opportunities.

2.8 School Facilities: Effective – The district earned a 100% effectiveness rating on the AUHSD School Repair Survey.

2.10 Student Board Member: Effective – A student representative served on the Board of Trustees, giving students a voice in district decisions.

2.11 PBIS Administrative Training: Neutral – This training has been modestly implemented this school year.

2.13 LMFT Counseling Services: Ineffective – Attendance, discipline, and academic performance did not demonstrate significant improvement for students receiving these services.

2.14 Additional Extracurricular and Co-curricular Transportation: Effective – Continued transportation support ensured student access to all activities across the district.

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.

For the 2025–26 LCAP, Anderson Union High School District (AUHSD) previously refined several metrics and actions related to maintaining a safe, orderly, and responsive learning environment. Based on student performance data and educational partner feedback, the district updated its metrics to focus more directly on student engagement and school climate, including attendance, suspension, expulsion, dropout rates, and school facilities survey feedback. For the 2026-27 LCAP, the district will add a new bus route designed to improve transportation access for socioeconomically disadvantaged students experiencing attendance barriers, based on prior efforts that demonstrated improved attendance outcomes when transportation access was expanded.

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
2.1	Teacher on Special Assignment	The district will maintain Teacher on Special Assignment (TOSA) positions at Anderson and West Valley High Schools to support improved student attendance and reduced disciplinary incidents. These TOSAs provide targeted interventions, build positive relationships with students, and support staff in implementing strategies that promote engagement and a positive school climate. Through proactive outreach, coordination of support services, and direct collaboration with teachers and families, the	$153,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TOSAs play a vital role in identifying and addressing barriers to regular attendance and appropriate student behavior. Sustaining these positions allows the district to continue providing consistent support systems that contribute to a more productive and supportive learning environment, ultimately leading to increased student participation and improved outcomes.		
2.2	Campus Supervisors	Maintaining campus supervisors will enhance campus safety and provide consistent monitoring throughout the school day. With their presence, the district expects a decrease in discipline incidents, particularly among unduplicated pupils, by promoting a positive and structured environment. Campus supervisors will help identify and address issues early, supporting students in making better choices and fostering a safer school community for all.	$30,670.00	Yes
2.3	School Resource Officers	Anderson Union High School District will continue its partnership with the Shasta County Probation Department to provide School Resource Officers at Anderson, West Valley, and Alternative Education school sites. This collaboration is focused on enhancing school safety, supporting positive student behavior, and improving attendance. By maintaining a visible and supportive presence on campus, School Resource Officers help foster a safe and secure learning environment where students can focus on their academic and personal growth. This partnership contributes to reducing discipline incidents and promoting a positive school climate across all sites.	$506,866.00	Yes
2.4	Nutrition Services	Students' access to proper nutrition will be sustained through continued participation in the National School Lunch Program (NSLP). The Universal Free Meals Program will remain in place for the upcoming school year, ensuring that all students have access to free meals regardless of their background. Anderson Union High School District is committed to enhancing the meal experience by expanding menu options, increasing the use of scratch cooking to provide fresher and more wholesome meals, and making improvements to school kitchen facilities. These efforts support students' overall well-being and readiness to learn by providing nutritious and appealing food choices throughout the school day.	$32,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Saturday School	Saturday School will serve as a valuable resource to support student achievement by providing additional instructional time focused on remediation and skill-building. This program is designed to help improve attendance by offering students an alternative opportunity to make up missed work and engage in focused academic support outside of the regular school day. By creating a structured and supportive environment on Saturdays, the district aims to help students stay on track, strengthen their understanding of key concepts, and ultimately increase their chances for success in the classroom.	$6,711.00	No
2.6	Home to School Transportation	The district is committed to maintaining current levels of home-to-school transportation to ensure all students have reliable and consistent access to educational opportunities. Providing dependable transportation supports students' regular attendance and participation in school activities, which are essential for academic success and overall well-being. By sustaining these transportation services, the district helps remove barriers related to travel, allowing students from all backgrounds to engage fully in their educational experience.	$544,575.00	No
2.7	Extracurricular and co-curricular activities	The district is committed to maintaining the current level of extracurricular and co-curricular opportunities at West Valley and Anderson High Schools. These programs provide students with valuable experiences beyond the classroom that support their personal growth, leadership development, and connection to their school community. By sustaining a variety of clubs, sports, arts, and other activities, the district ensures students have access to opportunities that enrich their educational experience and help them build important social and teamwork skills. Continued support for these programs reflects the district's dedication to fostering well-rounded student development across both high schools.	$888,539.00	No
2.8	School facilities	The district is committed to maintaining school facilities that are safe, clean, and well-maintained to provide a positive learning environment for	$1,519,083.00	No

Action #	Title	Description	Total Funds	Contributing
		all students and staff. Regular inspections, timely repairs, and ongoing maintenance efforts ensure that classrooms, common areas, and outdoor spaces support effective instruction and student engagement. By investing in the upkeep and improvement of facilities, the district fosters an atmosphere where students feel comfortable and focused, which contributes to their overall academic success and well-being.		
2.10	Student board member	Maintain a student representative as a member of the AUHSD Governing Board.	$50.00	No
2.11	PBIS Administrative Training (New)	The district will provide professional development and training for administrators focused on Positive Behavioral Interventions and Supports (PBIS). This training is designed to equip school leaders with the knowledge and skills necessary to effectively implement PBIS frameworks that promote positive school climates and support student behavior. By strengthening administrative capacity, the district aims to foster consistent, proactive approaches to behavior management that enhance student engagement, reduce disciplinary incidents, and create safe and supportive learning environments for all students. This training will support administrators in leading PBIS efforts at their sites, ensuring sustained and effective implementation across the district.	$6,500.00	No
2.13	LMFT Counseling services	The district will provide Licensed Marriage and Family Therapist (LMFT) and other counseling services to support students' social-emotional well-being. These services are designed to help students manage personal challenges, reduce behavioral issues, and improve attendance. By addressing mental health and emotional needs, the district aims to create a positive and supportive school environment that fosters academic success and encourages consistent engagement in learning. This comprehensive approach supports students in overcoming barriers that impact their performance and participation.	$361,696.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Additional extracurricular and co-curricular transportation	The district is committed to increasing access to extracurricular and co-curricular activities by expanding transportation options for students. By offering additional transportation, more students will have the opportunity to participate in clubs, sports, and other enriching programs beyond the regular school day. This support helps remove barriers related to travel logistics, encouraging greater student involvement and engagement in activities that contribute to their personal growth, social development, and connection to the school community. Providing reliable transportation ensures that all interested students can fully benefit from the wide range of opportunities available to them.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Anderson Union High School District will develop and maintain a systematic method for partnering with parents, guardians and community members in the ongoing development of district programs and services.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Anderson Union High School District developed the goal of creating and maintaining a systematic method for partnering with parents, guardians, and community members in the ongoing development of district programs and services because the district recognizes that meaningful engagement from families and community stakeholders is essential to student success and the continuous improvement of school systems. This goal reflects the district's belief that students thrive when schools actively collaborate with those who know them best and who have a vested interest in their academic and personal growth. By formalizing this objective as a districtwide goal, AUHSD affirms its commitment to transparent, two-way communication and to creating opportunities for all voices to be heard in the decision-making process. In recent years, the district has observed that strong partnerships with families and community organizations lead to more responsive programs, higher levels of trust, and greater shared ownership over student outcomes. This goal also supports the district's efforts to ensure that programs and services reflect the diverse needs and experiences of the school community. Establishing a structured approach to engagement, through advisory committees, surveys, and other forms of feedback ensures that stakeholder involvement is not only encouraged, but also embedded into the district's planning and evaluation processes. The goal reinforces AUHSD's ongoing effort to build relationships that are collaborative, respectful, and focused on continuous progress 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
3.1	Percentage of parents/guardians completing post	2023-24 Baseline - 61%	64%	67%	Target Outcome - 80%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	secondary planning with students and counselors as indicated by their 4-year plan.					
3.2	Stakeholder response percentage to annual climate survey.	2023-24 Baseline - 7%	23%	19%	Target Outcome - 50%	+12%
3.3	All schools will utilize Aeries Communicate to communicate with parents and guardians in their preferred communication preference.	2023-24 Baseline - 100%	100%	100%	Target Outcome - 100%	0%
3.4	All school sites will conduct at least five outreach events each school year.	2023-24 Baseline - 100%	100%	100%	Target Outcome - 100%	0%
3.5	School Site Council membership will meet all requirements of California Education Code.	2023-24 Baseline - 100%	100%	100%	Target Outcome - 100%	0%
3.6	Sign-in sheets collected from school meetings and engagement activities to track stakeholder participation.	2023-24 Baseline - 100%	100%	100%	Target Outcome - 100%	0%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, Anderson Union High School District (AUHSD) continued implementation of actions intended to strengthen communication, outreach, and engagement with parents, guardians, students, and community members. The district implemented the

planned actions largely as described in the LCAP, with no substantive differences between planned and actual implementation. Districtwide communication systems, including Aeries Communicate, remained fully operational throughout the year, and schools continued administration of annual climate surveys, implementation of School Site Council and DELAC processes, stakeholder outreach events, and college and career planning activities designed to increase family awareness of and participation in school programs and services.

Implementation data indicates that the district maintained consistent systems and structures for stakeholder communication and engagement. AUHSD sustained 100% implementation across all three years for use of Aeries Communicate, school outreach events, School Site Council compliance, and collection of stakeholder sign-in documentation. These outcomes demonstrate that schools consistently implemented established communication and engagement structures because district sites utilized common communication tools, maintained required advisory committee processes, and routinely documented participation in engagement activities.

The district also demonstrated continued improvement in family participation in postsecondary planning processes. The percentage of stakeholders completing four-year or postsecondary planning activities with students and counselors increased from 61% at baseline to 64% in Year 1, 67% in Year 2, and 68% in Year 3. This increase suggests that ongoing outreach, counseling support, and college and career planning activities increased family participation because families received more consistent opportunities to engage in individualized planning discussions related to graduation requirements, postsecondary pathway initiatives, and collaborative processes for academic goal setting.

Survey participation data reflected mixed results over the three-year cycle. Participation increased from a 7% baseline to 23% in Year 1 but declined to 19% in Year 2 and 18.6% in Year 3. While participation levels remained above baseline, the decline in the most recent years indicates that existing outreach strategies were not sufficient to sustain broader stakeholder engagement over time. The initial increase suggests that expanded outreach efforts and communication systems were effective in increasing awareness and participation; however, the subsequent decline indicates that additional strategies may be needed to improve accessibility, increase responsiveness across stakeholder groups, and encourage continued participation from families whose perspectives may be underrepresented in district feedback processes.

Overall, AUHSD has successfully maintained implementation of core communication and engagement systems throughout the LCAP cycle. Families and community members continue to receive multiple opportunities to participate in advisory committees, school events, district surveys, and postsecondary planning activities. These structures contributed to increased participation in four-year academic planning and maintained consistent implementation fidelity for communication and outreach activities. At the same time, analysis of survey participation trends identified an ongoing need to strengthen the depth and consistency of stakeholder engagement for sustained long-term 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.

No material differences.

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

3.1 Aeries Communicate Software: Effective – 87.1% of stakeholder feedback from the AUHSD Climate Survey indicated they were satisfied or neutral regarding how well schools keep families informed about school activities.

3.2 AUHSD Climate Survey: Neutral – Stakeholder survey responses decreased by .4% compared to the previous year, suggesting that additional refinement is needed to sustain broad participation and stakeholder engagement.

3.3 Communication of Outreach Events: Effective – According to 88.3% of stakeholder feedback, families felt schools effectively informed them about events and responded promptly to their communications.

3.4 Outreach to Unduplicated Pupils and Students with Disabilities: Effective – Feedback from the AUHSD Climate Survey showed that 87% of families were satisfied or neutral with school communication practices and staff responsiveness.

3.6 College and Career Preparation Activities: Effective – 92.4% of stakeholders reported satisfaction or neutrality in the district's communication about college and career readiness activities.

3.7 Parent and Guardian Communication and Data Confirmation: Effective – 88.3% of respondents expressed satisfaction or neutrality with how well schools kept families informed and how promptly staff responded to inquiries.

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.

As a result of ongoing reflection and analysis of stakeholder engagement practices during the 2025–26 school year, Anderson Union High School District (AUHSD) identified a continued need to strengthen the depth, consistency, and representation of stakeholder participation. While the district maintained consistent implementation of communication systems, advisory committees, outreach events, and postsecondary planning activities, survey participation declined slightly over the past two years, indicating that existing outreach strategies were not fully effective in sustaining broad engagement across stakeholder groups over time.

In response, AUHSD will continue the current goal, metrics, and core engagement actions while refining outreach and communication practices intended to increase meaningful participation and strengthen two-way communication with families and community members. Continued additional emphasis will be placed on increasing participation from underrepresented stakeholder groups through more targeted communication strategies, expanded opportunities for feedback, and continued support for family engagement in four-year planning and postsecondary preparation activities. In addition, the district will also place greater focus on analyzing the consistency and representativeness of stakeholder feedback, rather than participation totals alone, to better ensure that district programs, services, and priorities reflect the perspectives and needs of the broader school community.

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
3.1	Aeries Communicate Software	The district will continue to utilize Aeries Communicate as a key platform for delivering timely and consistent communication to families through phone calls, emails, and text messages. This tool supports language preferences designated by students and parents, allowing messages to be translated into multiple languages to ensure information is accessible and understandable to all families. By maintaining clear and reliable communication channels, the district aims to strengthen home-school connections, increase parent engagement, and ensure that families remain informed and involved in their student's educational experience.	$9,858.00	No
3.2	AUHSD climate survey	Each school year, a survey will be distributed to all Anderson Union High School District educational stakeholders to gather feedback on the effectiveness and impact of programs and services offered across the district. The input collected from students, families, staff, and community members will be used to assess current initiatives, identify areas for improvement, and guide decision-making processes. This ongoing feedback loop ensures that the district remains responsive to the needs and experiences of its school community, while continuously refining programs to support student success and overall school improvement.	$800.00	No
3.3	Communication of outreach events	Anderson Union High School District will continue to enhance its communication efforts with students, families, and community members by utilizing a variety of platforms, including social media, school websites, and other forms of outreach. This multi-channel approach ensures that important events, updates, and opportunities are effectively shared with all stakeholders in a timely manner. By maintaining clear and consistent communication, the district aims to build stronger connections with families, encourage greater participation in school activities, and foster a well-informed school community.	$3,540.00	No
3.4	Outreach to Unduplicated Pupils and Students with Disabilities	The district will implement targeted parent outreach efforts focused on unduplicated pupils and students receiving special education services. Through individualized counseling sessions, families will receive personalized support to better understand their child's academic progress, available resources, and strategies for success. These meetings will also	$81,154.00	No

Action #	Title	Description	Total Funds	Contributing
		help strengthen communication between school staff and families, fostering a collaborative approach to addressing students' unique learning needs. By prioritizing consistent and meaningful outreach, the district seeks to build strong relationships with families and ensure they are informed, supported, and actively involved in their child's educational journey.		
3.6	College and career preparation activities	The district will implement a variety of college and career awareness activities and outreach events to increase student and educational partner understanding of postsecondary pathways. These activities will include FAFSA completion workshops, SAT/ACT preparation sessions, college application support, campus field trips, guest speaker presentations, and college and career fairs. Additional schoolwide events such as college dress-up days will help foster a culture of postsecondary planning. These efforts are designed to provide students with the information, exposure, and resources they need to make informed decisions about their future educational and career goals. By embedding these experiences throughout the school year, the district seeks to ensure all students are supported in exploring a wide range of opportunities after high school.	$4,120.00	No
3.7	Parent and guardian communication and data confirmation	The district will continue to prioritize clear and consistent communication with parents and guardians by expanding the use of digital platforms and multilingual outreach strategies. Efforts will include regular updates through email, text, phone calls, and school websites, as well as increased support for families during the annual data confirmation process. The district will provide in-person assistance to help families verify and update student information, ensuring that schools maintain accurate records and are able to meet individual student needs more effectively. These efforts are essential to fostering strong partnerships between schools and families, enhancing engagement, and supporting student success across all campuses.	$10,900.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student engagement, academic achievement, and the overall school climate will improve at North Valley High School and Community Day School.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Anderson Union High School District developed the goal, "Student engagement, academic achievement, and the overall school climate will improve at North Valley High School and Community Day School," in direct response to the identified needs of students at both alternative education sites and as a requirement tied to the allocation of Equity Multiplier funding. These two schools serve students who often face heightened academic, behavioral, and social-emotional challenges that require more intensive support systems and responsive school environments. The goal reflects the district's commitment to strengthening educational opportunities and outcomes for students who may have been unsuccessful in a comprehensive school-setting in the past or who require alternative pathways to graduation. By focusing on engagement, achievement, and climate, the district aims to create learning conditions where students are not only more likely to attend and participate in school, but also achieve academic success and experience a sense of belonging and support. The use of Equity Multiplier funding allows AUHSD to allocate targeted resources to North Valley High School and Community Day School in ways that address the specific barriers their students face, such as inconsistent attendance, gaps in academic performance, and social-emotional needs. This goal was developed to ensure that efforts at both sites are intentional, measurable, and aligned with state expectations for continuous improvement, while also affirming the district's responsibility to provide a safe, engaging, and effective learning environment for all students—regardless of the setting in which they are educated.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Improve attendance rates of all students at North Valley High School and Anderson Community Day.	2023 North Valley High School - 73% Anderson Community Day - 72.8%	North Valley High School - 77% Anderson Community Day - 74%	North Valley High School - 85.23% Anderson Community Day - 72.8%	North Valley High School - 83% Anderson Community Day - 83%	NV- +4% CDS - +1.2%
4.2	Improve academic achievement of all students at North Valley High School.	2023 North Valley Math - 0% North Valley ELA - 5.66%	Math - 2.13% ELA - 8.70%	Math - 2.56% ELA - 2.50%	North Valley High School Math CAASPP Proficiency Rates - 242 points below standard North Valley High School English CAASPP Proficiency Rates - 165 points below standard	NV Math - +2.56% NV ELA -3.16%
4.3	Improve the School Climate for all students at North Valley High School and Anderson Community Day, specifically reducing School Suspension rates.	2023 North Valley High School - 19.6% Anderson Community Day - 64.7%	North Valley - 23.9% Anderson Community Day - 51.1%	North Valley - 27.8% Anderson Community Day - 41.5%	North Valley High School - 14% Anderson Community Day - 50%	NV - +4.3% CDS - +13.6%
4.4	Improve the Graduation rate for all students at North Valley High School.	2023 - Red Category (42.4%)	63.2%	45.6%	Graduation rate - 53%	+3.2%
4.5	Improve the College and Career Readiness rate for all students at North Valley High School.	2023 - Very Low (0%)	8.8%	1.8%	College Career Indicator Rate - 10%	+1.8%

Goal Analysis [2025-26]

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.

During the 2025-26 school year, implementation of the actions in this goal included expanded elective offerings, career exploration opportunities, targeted academic interventions, and structured behavioral supports. These actions increased student participation and engagement because they provided students with more relevant, hands-on learning experiences and increased opportunities for individualized support connected to identified academic and behavioral needs. Staff at both school sites collaborated regularly to establish consistent routines, monitor student progress, and coordinate academic and behavioral interventions. This coordination improved the consistency of staff responses to student needs and contributed to improved attendance rates at North Valley High School and reduced suspension rates at Anderson Community Day School.

School climate efforts emphasized strengthening relationships between students and staff and creating more consistent support systems across both sites. These actions contributed to a more connected and supportive learning environment because students experienced increased access to trusted adults, clearer behavioral expectations, and more consistent intervention practices.

Implementation occurred within the ongoing challenges commonly associated with alternative education settings, including high student mobility, inconsistent attendance patterns, and significant academic and behavioral skill gaps. These factors affected the consistency of outcomes across performance indicators and limited the rate of improvement in some academic measures. While engagement indicators and selected climate measures demonstrated positive growth, outcome data indicate that academic achievement and some behavioral measures did not improve at the same rate as engagement indicators, highlighting a continued need for more intensive and aligned academic and behavioral supports.

Overall, Anderson Union High School (AUHSD) implemented the full scope of actions associated with Goal 4 during the 2025–26 school year. The actions contributed to improved student engagement and more stable school climate conditions in targeted areas; however, outcome data indicate the district will need to strengthen intervention intensity, alignment of supports, and fidelity to progress monitoring systems in order to produce more consistent and sustained improvement in student academic and behavioral outcomes.

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.

No material differences.

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

4.1 Teacher on Special Assignment: Neutral – Math achievement showed improvement, while ELA achievement, graduation rates, and the College and Career Indicator declined. Additionally, while suspension rates decreased at Anderson Community Day School, they increased at North Valley.

4.4 Transfr VR: Neutral – The emerging implementation of this program at the alternative education sites during the year will be scaled to promote further engagement.

4.8 Expansion of Elective Course Supplies at North Valley and CDS: Effective – Culinary and Art elective courses will be scaled, along with increased access to STROP courses to provide students with greater access to hands-on and engaging learning experiences.

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 reflections made in the previous year, it is important to note that Anderson Union High School District (AUHSD) made refinements to the metrics of this goal for improving student engagement, academic achievement, and overall school climate at North Valley High School (NVHS) and Anderson Community Day School. While the goal remains consistent with its intent, adjustments were made to better align the metrics and actions with areas of identified need; determining effectiveness of the actions through attendance rates, academic rates, suspension rates, graduation rates, and college readiness. With NVHS and AUHSD having experienced a number of key staff changes in 2025-26, there is no substantive changes planned for this goal, beyond a stronger proactive focus towards monitoring attendance rates, academic growth monitoring and early intervention systems, and increasing college and career opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher on Special Assignment (TOSA)	The Teacher on Special Assignment (TOSA) plays a vital role in supporting the implementation of the district's student success goals by monitoring academic progress and coordinating interventions for students who are at risk of falling behind. This position is responsible for conducting regular data analysis to identify learning gaps and trends, facilitating professional development sessions that support instructional improvement, and collaborating with teachers, counselors, and the School Resource Officer to ensure a coordinated and proactive approach to student support. Through this work, the TOSA helps ensure that all students receive the targeted assistance they need to succeed academically and remain engaged in their education.	$150,869.00	No
4.4	Transfr - VR (New)	The district will implement Transfr VR at North Valley and the Community Day School to provide students with access to immersive career exploration experiences. This technology allows students to engage in	$112,698.00	No

Action #	Title	Description	Total Funds	Contributing
		hands-on, simulated environments that replicate real-world job settings across a variety of industries. For students in alternative education settings, opportunities for career exposure are often limited due to geographic, financial, or logistical barriers. Transfr VR bridges this gap by offering an interactive and accessible way for students to explore potential career paths, develop workplace awareness, and begin planning for their futures. This initiative supports students in making informed decisions about postsecondary education, training, and employment opportunities.		
4.8	Expansion of Elective Course Supplies at North Valley and CDS (New CSI)	The district will allocate resources to expand elective course supplies at North Valley High School and the Community Day School to enhance student engagement and support hands-on learning experiences. Many students at these sites thrive in non-traditional academic settings where project-based and practical learning opportunities are emphasized. By increasing access to updated materials and resources for elective courses such as art, culinary, construction, and technology, the district is creating more robust learning environments that foster creativity, skill development, and personal investment in school. This investment is intended to improve student motivation, attendance, and overall connection to school, contributing to positive academic and social outcomes.	$80,860.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,874,602	$0.00

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
10.604%	0.000%	$0.00	10.604%

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 #	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
1.5	**Action:** Expand College Connection enrollment opportunities for Unduplicated Pupils **Need:** Unduplicated students are traditionally under represented in higher education and struggle to meet college readiness indicators. **Scope:**	The program provides Unduplicated Pupils the opportunity to develop college readiness skills by taking college courses at the Shasta College campus full-time during their senior year.	Increase the number of Unduplicated Pupils enrolling in the program each year.

Goal and Action #	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
	Schoolwide		
1.7	**Action:** Deep L Districtwide **Need:** DeepL is an advanced AI-powered translation service. It's widely recognized for producing high-quality translations that are often more natural and contextually accurate than those from other popular tools like Google Translate. **Scope:** LEA-wide	To provide translated documents to students, parents, and guardians in their native language.	100% satisfaction with document translation with English Language Learners.
1.8	**Action:** Continued professional development for college and career readiness of Unduplicated Pupils. **Need:** College and career readiness **Scope:** LEA-wide	By providing professional development focused on best practices in advising and supporting diverse learners, staff will be better equipped to recognize and address the unique needs of these students.	College and Career Indicator rate
1.10	**Action:** Maintain or increase Dual Enrollment college courses **Need:** Analysis of College/Career Indicator (CCI) data, A-G completion rates, and local postsecondary readiness measures indicates that Long-Term English learners, Homeless	This action increases and improves services for unduplicated pupils because it expands access to rigorous academic opportunities that may otherwise be less accessible due to financial constraints, limited college knowledge, or reduced access to postsecondary experiences. Participation in dual enrollment coursework provides students with opportunities to earn transferable college credit, develop college-going	California School Dashboard-CCI rates

Goal and Action #	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
	and Foster Youth, and Students with Disabilities participate in and complete college-level coursework at lower rates than their peers. Educational partner feedback from students, families, and staff identified a need for increased access to early college opportunities that reduce financial barriers, build college knowledge, and provide opportunities to earn college credit while enrolled in high school. Unduplicated pupils often face economic, informational, and access barriers that limit participation in postsecondary preparation experiences. As a result, there is a need to expand access to rigorous college coursework and opportunities to earn transferable college credit while in high school. **Scope:** LEA-wide	behaviors, and meet College/Career Indicator readiness measures while still in high school.	
1.11	**Action:** Additional counseling services for Emotionally Disturbed program **Need:** ED students need additional academic/school counseling to ensure successful completion of courses to remain on target for graduation and post-secondary success. **Scope:** Schoolwide	By providing additional school counseling to ED students, academic plans can be monitored more closely, mainstreaming and post-secondary options can be explored, remediation or credit recovery options provided, and accommodations can be adjusted in a timely fashion.	Discipline, grades and course completion records for targeted students.

Goal and Action #	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
1.13	**Action:** English Language Arts intervention and support **Need:** English Language Development **Scope:** LEA-wide Schoolwide	The implementation of English Language Development courses is designed to directly address the needs of students by building both their language proficiency and content knowledge in core academic subjects. These courses are essential in removing language barriers that can prevent learners from accessing rigorous, grade-level curriculum and demonstrating mastery of academic standards.	NWEA assessment scores
1.19	**Action:** Maintain Personal Finance, Statistics and/or Calculus course access. **Need:** Four-year math course options are needed for students performing at a variety of proficiencies. **Scope:** Schoolwide	These courses offer pathways that cater to students' varying interests and post-secondary goals while ensuring they meet graduation requirements and college readiness standards.	Math credit completion and NWEA assessment scores
1.23	**Action:** NWEA Benchmark Assessments (New) **Need:** In analysis of the California School Dashboard and Local Assessment data, Socioeconomically Disadvantaged students, English Learners, Homeless/Foster Youth, and Students with Disabilities; demonstrate lower academic performance and growth in English language arts, mathematics, and science than their peers. Additionally, educational partner	The district will administer NWEA assessments in English language arts, mathematics, and science to provide timely and actionable data on student achievement and growth, enabling educators to identify learning gaps, monitor progress, and adjust instruction and interventions to better meet the needs of low-income students, English learners, and foster youth. Because these students demonstrate lower academic performance and growth than their peers, access to consistent growth data increases the district's	California School Dashboard-CCI, ELA, Math, Science, and ELPI

Goal and Action #	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
	feedback identified a need for more timely and actionable data to identify learning gaps, monitor progress, and provide targeted interventions. As a result, there is a need for a consistent system to measure student achievement and growth so educators can respond to the academic needs of unduplicated pupils and address persistent achievement gaps. **Scope:** LEA-wide	ability to provide responsive academic support and monitor the effectiveness of interventions. This action is provided on an LEA-wide basis because a districtwide assessment system ensures consistent measurement of student achievement and growth across all schools, allowing educators to identify and address the needs of unduplicated pupils regardless of school site. Providing the assessment system to all students also establishes comparable data that supports equitable access to instructional supports and intervention strategies while maximizing the effectiveness of districtwide data analysis and progress monitoring.	
1.26	**Action:** Imagine Learning Language and Literacy (New) **Need:** Language Fluency of English Language Learners **Scope:** LEA-wide	This program provides targeted instruction designed to improve listening, speaking, reading, and writing skills, helping students build a strong foundation in English.	NWEA assessments
1.27	**Action:** Maintain or increase elective offerings **Need:** Greater elective options needed to increase student engagement and increase co-curricular and extra-curricular participation. **Scope:**	By providing a greater number of elective offerings, students will have more options to find courses of interest. Elective offerings will span CTE, fine arts, college preparatory, and physical education.	Graduation Rates

Goal and Action #	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
	Schoolwide		
1.28	**Action:** Community Day School **Need:** Disproportionate number of unduplicated pupils require intensive interventions provided in a Community Day School setting. **Scope:** LEA-wide	This setting allows for smaller class sizes, targeted academic instruction, behavioral support, and increased staff-student interaction, all of which are designed to help students re-engage with their education and work toward credit recovery.	CDS California School Dashboard data
1.31	**Action:** Additional course offerings and interventions in alternative education **Need:** Targeted academic support interventions **Scope:** Schoolwide	These interventions will include small group instruction, credit recovery opportunities, and individualized academic support designed to help students succeed in core content areas.	North Valley Graduation rates.
1.34	**Action:** Shasta-Trinity ROP program support **Need:** Access to high-quality career technical education courses. **Scope:** LEA-wide	The district aims to provide these students with valuable hands-on learning experiences that prepare them for college and career pathways.	CTE pathway completion data

Goal and Action #	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
1.35	**Action:** Provide additional nursing services **Need:** Student health needs create barriers to regular attendance for unduplicated students. **Scope:** LEA-wide	These efforts are designed to improve overall student health and well-being, which in turn supports increased student attendance and academic success.	Attendance rates of unduplicated pupils.
1.36	**Action:** Develop Construction Trades pathway **Need:** Equip students with industry-relevant skills and knowledge focused on sustainable building practices, green technologies, and environmentally responsible construction methods. **Scope:** Schoolwide	By providing students with hands-on learning experiences and exposure to emerging careers in the construction trades, the district aims to prepare a workforce that meets the demands of today's evolving job market.	Number of student participating in the Building and Construction Trades pathway.
1.39	**Action:** English Language Learner TOSA (New) **Need:** This action directly addresses the academic and linguistic needs of English Language Learner students, a growing subgroup within the district's unduplicated pupil population. **Scope:**	By utilizing a Teacher on Special Assignment (TOSA) for English Language Learners, the district is ensuring that targeted supports are in place to improve ELL students' language acquisition and overall academic performance.	NWEA assessment scores

Goal and Action #	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
	LEA-wide		
2.1	**Action:** Teacher on Special Assignment **Need:** Support improved student attendance and reduced disciplinary incidents **Scope:** Schoolwide	TOSAs provide targeted interventions, build positive relationships with students, and support staff in implementing strategies that promote engagement and a positive school climate. Through proactive outreach, coordination of support services, and direct collaboration with teachers and families, the TOSAs play a vital role in identifying and addressing barriers to regular attendance and appropriate student behavior.	Unduplicated Pupil attendance rates and California School Dashboard Suspension rates
2.2	**Action:** Campus Supervisors **Need:** Decrease in discipline incidents **Scope:** Schoolwide	Maintaining campus supervisors will enhance campus safety and provide consistent monitoring throughout the school day.	Unduplicated Pupil Suspension Rates
2.3	**Action:** School Resource Officers **Need:** School safety, supporting positive student behavior, and improving attendance. **Scope:** Schoolwide	By maintaining a visible and supportive presence on campus, School Resource Officers help foster a safe and secure learning environment where students can focus on their academic and personal growth.	Overall satisfaction with school safety according to the AUHSD Climate Survey
2.14	**Action:** Additional extracurricular and co-curricular transportation	Provides the needed transportation to extra curricular and co-curricular events to allow	Number of students attending extra curricular and co-curricular events

Goal and Action #	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
	Need: Lack of transportation to attend extra curricular and co-curricular events **Scope:** Schoolwide	unduplicated students to engage in these activities.	

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 #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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 limited actions that contribute to the Planned Percentage of Improved Services, the district evaluated the additional supports, programs, and opportunities provided specifically to low-income students, English learners, foster youth, and students experiencing homelessness. This need is reflected in district data showing ongoing gaps in College and Career Readiness for socioeconomically disadvantaged students (42.9%), homeless students (23.1%), and Long-Term English Learners (18.8%), as well as elevated suspension rates for socioeconomically disadvantaged students (15.2%), English learners (10.8%), Long-Term English Learners (14.9%), and foster youth (30.8%). The English Learner Progress Indicator also shows that only 26.7% of English learners are making progress toward English proficiency.

In determining each action's contribution, the district considered the level of support provided, the number of students served, the frequency of services, and the extent to which each action addressed identified barriers to student success. Examples include the addition of a transportation route to improve access to school and educational opportunities for socioeconomically disadvantaged students, as well as the development of the Fresh Start program, which provides an alternative pathway and additional supports for students who did not successfully complete eighth grade and are at risk of disengagement before entering high school. These services increase access, engagement, and opportunities for students who face significant barriers to academic success.

Although the district has experienced declining enrollment and a reduction in the number of unduplicated pupils, the identified needs of these student groups remain significant. As a result, the district has prioritized maintaining and expanding targeted supports to address persistent achievement, engagement, and college and career readiness gaps.

The district's Minimum Proportionality Percentage is 10.926%. Through a combination of contributing expenditures and contributing actions, the district plans to provide services equivalent to 16.254%, exceeding the required proportionality percentage. The district will continue to monitor the effectiveness of these services through California School Dashboard indicators, local assessment results, college and career readiness data, graduation rates, English Learner Progress Indicator results, and other LCAP metrics to ensure the services are meeting the identified needs of unduplicated pupils.

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.

All but one school site in the district has a high concentration of unduplicated pupils. Additional Concentration Grant add-on funding will be used to expand and enhance services principally directed toward meeting the academic, behavioral, engagement, and college and career readiness needs of these students. Additional funding supports expanded academic opportunities and targeted learning supports, including enhanced language development strategies, expanded access to A-G coursework, Dual Enrollment opportunities, Career Technical Education (CTE) pathways, elective courses, and additional academic interventions at both comprehensive and continuation high school sites. The funding also supports maintaining direct student services provided by psychologists, nurses, campus supervisors, Teachers on Special Assignment (TOSAs), and school resource officers. In addition, the district has expanded transportation services through an additional bus route designed to improve access to school and educational opportunities for socioeconomically disadvantaged students who may otherwise face transportation barriers. Funding also supports the development of the Fresh Start program, which provides targeted transition, intervention, and engagement supports for students entering high school after not successfully completing eighth grade. These services are intended to increase student connectedness, improve attendance and engagement, and provide early academic and behavioral support during a critical transition period.

Because unduplicated pupils represent the majority of students at nearly all district school sites and continue to experience disparities in college and career readiness, English learner progress, attendance, and suspension outcomes, these services are provided to increase and improve opportunities, access, and supports that address identified barriers and promote improved student outcomes.

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	31.02 to 1	18.75 to 1

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 certificated staff providing direct services to students	20.46 to 1	16.69 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	17,678,254	1,874,602	10.604%	0.000%	10.604%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,455,400.00	$1,582,497.00	$254,810.00	$762,243.00	$11,054,950.00	$6,487,007.00	$4,567,943.00

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	1.1	Career and Technical Education	All	No			Specific Schools: Anderson Union High School West Valley High School	Ongoing	$0.00	$178,473.00		$123,050.00		$55,423.00	$178,473.00	
1	1.2	Shasta-Trinity ROP program	All	No			Specific Schools: Anderson Union High School North Valley High School West Valley High School 11-12	Ongoing	$0.00	$976,565.00	$976,565.00				$976,565.00	
1	1.3	Upgrade instructional materials and textbooks	All	No			All Schools	Ongoing	$0.00	$158,000.00	$158,000.00				$158,000.00	
1	1.4	CTE pathway development	All	No			Specific Schools: Anderson Union High School / West Valley High School	Ongoing	$114,214.00	$0.00		$114,214.00			$114,214.00	
1	1.5	Expand College Connection enrollment opportunities for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High	Ongoing	$0.00	$56,353.00	$56,353.00				$56,353.00	

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
							School / West Valley High School 12									
1	1.6			No												
1	1.7	Deep L Districtwide	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$3,000.00			$2,000.00	$5,000.00	
1	1.8	Continued professional development for college and career readiness of Unduplicated Pupils.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,700.00	$8,700.00			$10,000.00	$18,700.00	
1	1.9	Provide college and career awareness preparation activities to increase student and educational partner awareness and understanding	All	No			All Schools	Ongoing	$2,700.00	$3,000.00	$2,700.00	$3,000.00			$5,700.00	
1	1.10	Maintain or increase Dual Enrollment college courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High SchoolAnderson and West Valley High Schools	Ongoing	$816,755.00	$0.00	$816,755.00				$816,755.00	
1	1.11	Additional counseling services for Emotionally Disturbed program	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: West Valley High School 9-12 ED students	Ongoing	$74,726.00	$0.00	$74,726.00				$74,726.00	
1	1.12	Maintain guidance and counseling support services	All	No			All Schools	Ongoing	$747,849.00	$0.00	$747,849.00				$747,849.00	
1	1.13	English Language Arts intervention and support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$239,590.00	$5,180.00	$5,180.00			$239,590.00	$244,770.00	
1	1.14	IXL (New)	Students with Disabilities	No			Specific Schools: Anderson and West Valley	Ongoing	$1,950.00	$0.00		$1,950.00			$1,950.00	

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
							High School									
1	1.15	Summer School (LREBG Action)	All	No			All Schools	Ongoing	$26,448.00	$6,000.00	$22,923.00	$9,525.00			$32,448.00	
1	1.16	Credit Recovery (LREBG Action)	All	No			All Schools	Ongoing	$57,721.00	$33,888.00		$57,721.00		$33,888.00	$91,609.00	
1	1.17	Mathematics intervention and support (LREBG Action)	All	No			Specific Schools: Anderson Union High School West Valley High School	Ongoing	$112,449.00	$0.00	$64,707.00	$47,742.00			$112,449.00	
1	1.18	Maintain concurrent enrollment at Anderson Adult School.	All	No			All Schools	Ongoing	$23,051.00	$0.00		$23,051.00			$23,051.00	
1	1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	Ongoing	$122,739.00	$0.00	$122,739.00				$122,739.00	
1	1.20	Provide additional support and supplies for Special Education students	Students with Disabilities	No			All Schools	Ongoing	$0.00	$56,981.00			$56,981.00		$56,981.00	
1	1.21	Maintain Access courses (LREBG Action)	All At-risk general education students	No			Specific Schools: Anderson and West Valley High Schools	Ongoing	$72,021.00	$0.00		$72,021.00			$72,021.00	
1	1.22	Additional psychologist services	All Students with Disabilities	No			All Schools	Ongoing	$38,080.00	$0.00		$38,080.00			$38,080.00	
1	1.23	NWEA Benchmark Assessments (New)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Union High School / West Valley High School	Ongoing	$5,400.00	$58,306.00	$21,262.00	$3,000.00		$39,444.00	$63,706.00	

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	1.24	Maintain current school site administrative services	All	No			All Schools	Ongoing	$817,281.00	$66,982.00	$884,263.00				$884,263.00	
1	1.25	Indian Education program	Native American students	No			All Schools	Ongoing	$12,436.00	$7,986.00				$20,422.00	$20,422.00	
1	1.26	Imagine Learning Language and Literacy (New)	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$129,297.00	$21,724.00	$71,652.00			$79,369.00	$151,021.00	
1	1.27	Maintain or increase elective offerings	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$58,645.00	$0.00	$58,645.00				$58,645.00	
1	1.28	Community Day School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$72,177.00	$5,350.00	$77,527.00				$77,527.00	
1	1.29	Class Companion (New)	Students with Disabilities	No			All Schools	Ongoing	$116,048.00	$1,600.00		$117,648.00			$117,648.00	
1	1.31	Additional course offerings and interventions in alternative education	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: North Valley High School	Ongoing	$258,655.00	$950.00	$259,605.00				$259,605.00	
1	1.32	Expanded Summer School (LREBG Action)	All	No			Specific Schools: Summer School Program	Ongoing	$137,460.00	$0.00		$137,460.00			$137,460.00	
1	1.33	Instructional Technology and Learning (LREBG Action)	All	No			All Schools	Ongoing	$0.00	$20,371.00		$20,371.00			$20,371.00	
1	1.34	Shasta-Trinity ROP program support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 11-12	Ongoing	$0.00	$469,289.00	$469,289.00				$469,289.00	
1	1.35	Provide additional nursing services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$78,950.00	$0.00	$78,950.00				$78,950.00	
1	1.36	Develop Construction Trades pathway	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	Ongoing	$96,389.00	$58,356.00	$20,000.00	$134,745.00			$154,745.00	

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	1.37	Targeted Interventions (LREBG Action)	All	No			All Schools	Ongoing	$52,146.00	$5,000.00	$5,000.00	$52,146.00			$57,146.00	
1	1.38	Professional Development and Instructional Materials (StudSup PD BG)	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.39	English Language Learner TOSA (New)	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$30,172.00	$0.00	$30,172.00				$30,172.00	
2	2.1	Teacher on Special Assignment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School / West Valley High School	Ongoing	$153,558.00	$0.00	$153,558.00				$153,558.00	
2	2.2	Campus Supervisors	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	Ongoing	$30,670.00	$0.00	$30,670.00				$30,670.00	
2	2.3	School Resource Officers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School, North Valley High School, West Valley High School	Ongoing	$0.00	$506,866.00	$506,866.00				$506,866.00	
2	2.4	Nutrition Services	All	No			All Schools	Ongoing	$0.00	$32,500.00		$32,500.00			$32,500.00	
2	2.5	Saturday School	All	No			Specific Schools: Anderson Union High School West Valley High School	Ongoing	$6,711.00	$0.00	$6,711.00				$6,711.00	
2	2.6	Home to School Transportation	All	No			All Schools	Ongoing	$324,314.00	$220,261.00	$544,575.00				$544,575.00	

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
2	2.7	Extracurricular and co-curricular activities	All	No			Specific Schools: Anderson Union High School West Valley High School	Ongoing	$675,863.00	$212,676.00	$757,863.00	$130,676.00			$888,539.00	
2	2.8	School facilities	All	No			All Schools	Ongoing	$743,799.00	$775,284.00	$1,321,254.00		$197,829.00		$1,519,083.00	
2	2.10	Student board member	All	No			All Schools	Ongoing	$0.00	$50.00	$50.00				$50.00	
2	2.11	PBIS Administrative Training (New)	All	No			All Schools	Ongoing	$0.00	$6,500.00	$6,500.00				$6,500.00	
2	2.13	LMFT Counseling services	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$361,696.00		$300,228.00		$61,468.00	$361,696.00	
2	2.14	Additional extracurricular and co-curricular transportation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.1	Aeries Communicate Software	All	No			All Schools	Ongoing	$0.00	$9,858.00				$9,858.00	$9,858.00	
3	3.2	AUHSD climate survey	All	No			All Schools	Ongoing	$800.00	$0.00	$800.00				$800.00	
3	3.3	Communication of outreach events	All	No			All Schools	Ongoing	$0.00	$3,540.00	$3,540.00				$3,540.00	
3	3.4	Outreach to Unduplicated Pupils and Students with Disabilities	Students with Disabilities Unduplicated and Special Education Students	No			All Schools	Ongoing	$81,154.00	$0.00	$63,931.00			$17,223.00	$81,154.00	
3	3.6	College and career preparation activities	All	No			All Schools	Ongoing	$1,620.00	$2,500.00	$1,620.00	$2,500.00			$4,120.00	
3	3.7	Parent and guardian communication and data confirmation	All	No			All Schools	Ongoing	$2,300.00	$8,600.00	$10,900.00				$10,900.00	
4	4.1	Teacher on Special Assignment (TOSA)	All	No			Specific Schools: North Valley High School / Communit	Ongoing	$150,869.00	$0.00		$150,869.00			$150,869.00	

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
							y Day School									
4	**4.4**	Transfr - VR (New)	All	No			Specific Schools: North Valley and Community Day Schools	Ongoing	$0.00	$112,698.00				$112,698.00	$112,698.00	
4	**4.8**	Expansion of Elective Course Supplies at North Valley and CDS (New CSI)	All	No			Specific Schools: North Valley and Community Day School	Ongoing	$0.00	$80,860.00				$80,860.00	$80,860.00	

2026-27 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
17,678,254	1,874,602	10.604%	0.000%	10.604%	$2,875,649.00	0.000%	16.267 %	**Total:**	$2,875,649.00
								LEA-wide Total:	$1,582,487.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,298,342.00

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	**1.5**	Expand College Connection enrollment opportunities for Unduplicated Pupils	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School 12	$56,353.00	
1	**1.7**	Deep L Districtwide	Yes	LEA-wide	English Learners	All Schools	$3,000.00	
1	**1.8**	Continued professional development for college and career readiness of Unduplicated Pupils.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,700.00	
1	**1.10**	Maintain or increase Dual Enrollment college courses	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$816,755.00	
1	**1.11**	Additional counseling services for Emotionally Disturbed program	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: West Valley High School 9-12 ED students	$74,726.00	

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	1.13	English Language Arts intervention and support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,180.00	
1	1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$122,739.00	
1	1.23	NWEA Benchmark Assessments (New)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Anderson Union High School / West Valley High School	$21,262.00	
1	1.26	Imagine Learning Language and Literacy (New)	Yes	LEA-wide	English Learners	All Schools	$71,652.00	
1	1.27	Maintain or increase elective offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$58,645.00	
1	1.28	Community Day School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,527.00	
1	1.31	Additional course offerings and interventions in alternative education	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: North Valley High School	$259,605.00	
1	1.34	Shasta-Trinity ROP program support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 11-12	$469,289.00	
1	1.35	Provide additional nursing services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,950.00	
1	1.36	Develop Construction Trades pathway	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	$20,000.00	
1	1.39	English Language Learner TOSA (New)	Yes	LEA-wide	English Learners	All Schools	$30,172.00	
2	2.1	Teacher on Special Assignment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School / West	$153,558.00	

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 (%)
						Valley High School		
2	**2.2**	Campus Supervisors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School / West Valley High School	$30,670.00	
2	**2.3**	School Resource Officers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson Union High School, North Valley High School, West Valley High School	$506,866.00	
2	**2.14**	Additional extracurricular and co-curricular transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Anderson High School/West Valley High School	$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,900,217.00	$10,631,412.29

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	**1.1**	Career and Technical Education	No	$251,802.00	319,290.67
1	**1.2**	Shasta-Trinity ROP program	No	$976,565.00	1,018,244.00
1	**1.3**	Upgrade instructional materials and textbooks	No	$234,149.00	144,663.74
1	**1.4**	CTE pathway development	No	$102,622.00	102,622.00
1	**1.5**	Expand College Connection enrollment opportunities for Unduplicated Pupils	Yes	$56,353.00	27,667.31
1	**1.6**		No		
1	**1.7**	Deep L (New)	Yes	$5,000.00	2,069.64
1	**1.8**	Continued professional development for college and career readiness of Unduplicated Pupils.	Yes	$18,700.00	0.00
1	**1.9**	Provide college and career awareness preparation activities to increase student and educational partner awareness and understanding	No	$5,700.00	5,700.00
1	**1.10**	Maintain or increase Dual Enrollment college courses	Yes	$772,696.00	771,629.66

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	1.11	Additional counseling services for Emotionally Disturbed program	Yes	$63,305.00	63,203.00
1	1.12	Maintain guidance and counseling support services	No	$710,771.00	700,603.52
1	1.13	English Language Arts intervention and support	Yes	48,372.00	51,087.89
1	1.14	IXL (New)	No	$1,950.00	1,875.00
1	1.15	Summer School	No	$47,769.00	28,925.37
1	1.16	Credit Recovery	No	$111,039.00	111,039.00
1	1.17	Mathematics intervention and support	No	$90,074.00	90,074.00
1	1.18	Maintain concurrent enrollment at Anderson Adult School.	No	$21,658.00	21,658.00
1	1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$105,669.00	105,669.00
1	1.20	Provide additional support and supplies for Special Education students	No	$55,181.00	55,181.00
1	1.21	Maintain Access courses	No	$73,241.00	75,038.05
1	1.22	Additional psychologist services	No	$38,469.00	49,204.56
1	1.23	NWEA Benchmark Assessments (New)	Yes	$100,000.00	62,657.50

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	1.24	Maintain current school site administrative services	No	$809,727.00	855,172.85
1	1.25	Indian Education program	No	$26,158.00	26,158.00
1	1.26	Imagine Learning Language and Literacy (New)	Yes	$151,021.00	151,021.00
1	1.27	Maintain or increase elective offerings	Yes	$50,623.00	56,839.39
1	1.28	Community Day School	Yes	$185,577.00	132,634.97
1	1.29	Class Companion (New)	No	$101,000.00	126,282.36
1	1.31	Additional course offerings and interventions in alternative education	Yes	$332,888.00	166,648.38
1	1.32	Expanded Summer School (LREBG)	No	565,666.00	168,829.17
1	1.33	Instructional Technology and Learning (LREBG)	No	$61,034.00	87,491.63
1	1.34	Shasta-Trinity ROP program support	Yes	$469,289.00	469,289.00
1	1.35	Provide additional nursing services	Yes	$73,536.00	75,363.46
1	1.36	Develop Construction Trades pathway	Yes	$170,000.00	172,467.11
1	1.37	Targeted Interventions (LREBG)	No	$94,770.00	94,770.00
1	1.38	Professional Development and Instructional Materials (LERBG)	No	$10,000.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.39	English Language Learner TOSA (New)	Yes	$71,652.00	66,712.19
2	2.1	Teacher on Special Assignment	Yes	$105,190.00	106,459.45
2	2.2	Campus Supervisors	Yes	$27,874.00	24,600.23
2	2.3	School Resource Officers	Yes	$506,866.00	506,866.00
2	2.4	Nutrition Services	No	$32,500.00	46,776.77
2	2.5	Saturday School	No	$6,716.00	6,983.52
2	2.6	Home to School Transportation	No	$527,052.00	558,690.37
2	2.7	Extracurricular and co-curricular activities	No	$654,236.00	796,952.83
2	2.8	School facilities	No	$1,177,199.00	1,447,467.15
2	2.10	Student board member	No	$50.00	50.00
2	2.11	PBIS Administrative Training (New)	No	$6,500.00	0.00
2	2.13	LMFT Counseling services	No	$341,181.00	241,546.00
2	2.14	Additional extracurricular and co-curricular transportation	Yes	$20,000.00	34,078.06

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)
3	**3.1**	Aeries Communicate Software	No	$9,858.00	10,350.90
3	**3.2**	AUHSD climate survey	No	$800.00	800.00
3	**3.3**	Communication of outreach events	No	$3,540.00	2,858.82
3	**3.4**	Outreach to Unduplicated Pupils and Students with Disabilities	No	$77,783.00	63,354.26
3	**3.6**	College and career preparation activities	No	$4,120.00	4,120.00
3	**3.7**	Parent and guardian communication and data confirmation	No	$10,600.00	10,600.00
4	**4.1**	Teacher on Special Assignment (TOSA)	No	$140,533.00	144,552.93
4	**4.4**	Transfr - VR (New)	No	$111,016.00	111,016.00
4	**4.8**	Expansion of Elective Course Supplies at North Valley and CDS (New CSI)	No	$72,577.00	55,506.58

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,128,670	$2,980,566.00	$2,785,087.62	$195,478.38	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.5	Expand College Connection enrollment opportunities for Unduplicated Pupils	Yes	$56,353.00	27,667.31		
1	1.7	Deep L (New)	Yes	$3,000.00	2,069.64		
1	1.8	Continued professional development for college and career readiness of Unduplicated Pupils.	Yes	$8,700.00	0.00		
1	1.10	Maintain or increase Dual Enrollment college courses	Yes	$772,696.00	771,629.66		
1	1.11	Additional counseling services for Emotionally Disturbed program	Yes	$63,305.00	63,203.00		
1	1.13	English Language Arts intervention and support	Yes	$2,540.00	2,715.89		
1	1.19	Maintain Personal Finance, Statistics and/or Calculus course access.	Yes	$105,669.00	105,669.00		
1	1.23	NWEA Benchmark Assessments (New)	Yes	$47,156.00	47,156.00		
1	1.26	Imagine Learning Language and Literacy (New)	Yes	$71,652.00	71,652.00		
1	1.27	Maintain or increase elective offerings	Yes	$50,623.00	56,839.39		
1	1.28	Community Day School	Yes	$185,577.00	132,634.97		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.31	Additional course offerings and interventions in alternative education	Yes	$332,888.00	166,648.38		
1	1.34	Shasta-Trinity ROP program support	Yes	$469,289.00	469,289.00		
1	1.35	Provide additional nursing services	Yes	$73,536.00	75,363.46		
1	1.36	Develop Construction Trades pathway	Yes	$6,000.00	6,000.00		
1	1.39	English Language Learner TOSA (New)	Yes	$71,652.00	66,712.19		
2	2.1	Teacher on Special Assignment	Yes	$105,190.00	106,459.45		
2	2.2	Campus Supervisors	Yes	$27,874.00	72,434.22		
2	2.3	School Resource Officers	Yes	$506,866.00	506,866.00		
2	2.14	Additional extracurricular and co-curricular transportation	Yes	$20,000.00	34,078.06		

2025-26 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)
17,210,414	2,128,670	0%	12.368%	$2,785,087.62	0.000%	16.183%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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